The Mellon Center webpage contains useful resources for teaching and learning as well as information related to: Curriculum Council; Faculty Development Committee; Faculty Development and Curriculum Council handbooks; General Education; and May Term: https://www.iwu.edu/melloncenter/

- Resources for teaching:
  https://www.iwu.edu/melloncenter/teaching-learning/teaching-commons.html

- Rubrics & Syllabi:
  https://www.iwu.edu/melloncenter/rubrics-and-syllabi.html

If you are experimenting with info-graphics for your syllabus or teaching materials, free templates are available here: https://magic.piktochart.com/templates

For more information regarding info-graphics, please contact our instructional technologist, Kate Browne: kbrowne@iwu.edu

- Team & Collaborative Teaching. For those of you team-teaching and clustering next semester, visit The Center for Teaching at Vanderbilt University webpage. It has excellent tips on how to design a team-taught course:
  http://cft.vanderbilt.edu/guides-sub-pages/teamcollaborative-teaching/

  Another useful webpage for course development and design comes from Rochester Institute of Technology:
  https://www.rit.edu/academicaffairs/tls/about-tls

- If you are experimenting with blended or hybrid pedagogies, you can find some useful tips from EDUCAUSE (http://www.educause.edu/) and basic standards for technology-enhanced teaching & learning at this site:
  https://www.iwu.edu/melloncenter/teaching-learning/teaching-technology.html

The Mellon Center Teaching and Learning library continues to grow. We have printed copies of the AAC&U Liberal Education and Peer Review magazines. Of special interest to us this year is the Liberal Education Winter/Spring 2015 issue, dedicated to the discussion of “The LEAP Challenge.” You can peruse and checkout materials at the Mellon Center front desk on the 3rd floor of CLA. We welcome your suggestions and recommendations for additions to the library. Please send an email to Carmela cferrada@iwu.edu
UPCOMING EVENTS

ISU Teaching and Learning Symposium
Wednesday, January 6th, 2016 “Imagining the Future, Reflecting on the Past”  
Keynote Speaker: Dr. Todd Zakrjasek, University of North Carolina at Chapel Hill.  
http://ctlt.illinoisstate.edu/events/symposium/

January Pedagogy Symposium
Saturday, January 16th, 2016. This year we are inviting the authors of They Say/I say, Gerald Graff and Cathy Birkenstein. If interested in attending, please RSVP to the Mellon Center by noon on Friday, January 8th: melncnter@iwu.edu

Spring 2016 Teaching Circles program
In an effort to promote developmental feedback on faculty members' teaching practices, the Mellon Center sponsors a Teaching Circles program. If you are interested in participating in Teaching Circles in the spring of 2016, please send an email to Carmela Ferradáns cferrada@iwu.edu. A reminder call will go out in early January.

Non-org Discussions
Please save the dates for January 11 &18, and February 15th at noon.

January 11th: Kate Browne and Carmela Ferradáns will share tips for syllabus design using info-graphics.

January 18th: Pennie Gray and Carmela Ferradáns will share teaching practices that work for millennials and generation Z.

February 15th: Diego Méndez-Carbajo will lead a discussion on flipped and hybrid learning environments. Location change: this nonorg will meet at SFH 101.

Reading Group on Teaching & Learning
Wednesday, February 3 at 4:00PM (location TBA)

We are inviting faculty to read and discuss two short articles:
“Where does innovative teaching come from?” by Rob Kelly. You can find an excerpt here:  

“It’s time to end ‘courseocentrism’” by Gerald Graff, published in Inside Higher Ed, 2009. Here is a link:  
Team-teaching and Faculty Collaboration
Thursday, February 18 at noon, CLA 300
Team-teaching faculty will share lessons learned from the Re-centering the Humanities Mellon Grant.

May Term workshop on Course Design
Location and time TBA
Save the date for May 2 for a crash-course in course design.

SUGGESTED READINGS IN TEACHING & LEARNING

For the latest hot topics in liberal education, you can follow AAC&U's Liberal Education News Watch: [http://www.aacu.org/liberal-education-news-watch](http://www.aacu.org/liberal-education-news-watch)


“The publication of *The Marketplace of Ideas* has precipitated a lively debate about the future of the American university system: what makes it so hard for colleges to decide which subjects are required? Why are so many academics against the concept of interdisciplinary studies? From his position at the heart of academe, Harvard professor Louis Menand thinks he's found the answer. Despite the vast social changes and technological advancements that have revolutionized the society at large, general principles of scholarly organization, curriculum, and philosophy have remained remarkably static. Sparking a long-overdue debate about the future of American education, *The Marketplace of Ideas* argues that twenty-first-century professors and students are essentially trying to function in a nineteenth-century system, and that the resulting conflict threatens to overshadow the basic pursuit of knowledge and truth.” [www.amazon.com](http://www.amazon.com)


“Zakaria eloquently expounds on the virtues of a liberal arts education—how to write clearly, how to express yourself convincingly, and how to think analytically. He turns our leaders’ vocational argument on its head. American routine manufacturing jobs continue to get automated or outsourced, and specific vocational knowledge is often outdated within a few years. Engineering is a great profession, but key value-added skills you will also need are creativity, lateral
thinking, design, communication, storytelling, and, more than anything, the ability to continually learn and enjoy learning—precisely the gifts of a liberal education.”

http://books.wwnorton.com/books/In-Defense-of-a-Liberal-Education/

Update on Teagle-funded project “Hybrid Learning & The Residential Liberal Arts”

Faculty interested in piloting the Teagle Foundation-funded Online Competencies Curriculum modules on Communication and Presentation, Information Fluency, or Technological Adaptability can consult a brief description (below) and explore one of the templates at: http://aelp.smartsparrow.com/learn/open/mtz83vrz

Please direct your questions to Diego Méndez-Carbajo (dmendez@iwu.edu)

Students must learn a number of foundational skills in order to be successful in their academic and professional careers. These are not defined by major or discipline, but without them, new students and recent graduates may be unprepared for future work. We want our students to have a fulfilling, far-reaching, and enriching learning experience. How can we help them achieve that?

The Online Competencies Curriculum meets this specific need. Funded by a generous grant from the Teagle Foundation, faculty and administrators from four colleges have collaborated on learning modules covering three emerging and evolving competencies:

**COMMUNICATION & PRESENTATION**

- Students will learn how to effectively articulate a cohesive set of ideas to an audience, utilizing organizational, visual, and oral skills.
- 1. Overcoming Nerves and Conquering Fear
- 2. Structuring and Preparing for Presentations
- 3. Delivery Methods and Techniques, Including Proper Use of Citations
- 4. Communicating Professionally – Resumes, Interviews, Email, and Workplace environments

**INFORMATION FLUENCY**

- Teaching students to collect, analyze, synthesize, and summarize information from a wide variety of sources, and the ability to reach and evaluate the sources themselves.
- 1. Hacks & FAQs: Information on the Web
- 2. Intellectual Property and Academic Honesty
- 3. Evaluating Scholarly Humanities Articles
- 4. Reading Scholarly Humanities Articles
- 5. Introduction to Scholarly Monographs
- 6. Monographs Maps and Spatial Data

**TECHNOLOGICAL ADAPTABILITY**

- Students will learn to continually assess the evolving technological tools in a given field, then select and employ them for particular tasks.
- 1. Data Collection and Analysis
- 2. Communication and Presentation Software and Tools
- 3. Visual and Auditory Skills and Software
**Self-paced, active Learning:** Each competency’s learning modules contain lessons, interactivity, assessment, and supplemental resources. They enable a self-paced, practical experience for students, which can be applied flexibly by teachers.

**Ease of use:** The modules are housed in a widely used platform that can easily integrate with existing course management systems as well as provide powerful data analytics on student performance and outcomes.

**Flexibility:** While the topics are interrelated, they are not sequential: Instructors can incorporate them according to their preferred areas of focus and in the context of their specific course.

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**ANALYTICS**

The modules have been designed and published within a powerful e-learning platform, Smart Sparrow, founded at the University of New South Wales. The environment is best known for its powerful data capture and analytical reports.

Every student interaction will be tracked—time on task, responses, pathways within the modules, and so on. These data can be reported by a variety of constituencies, including group, class, department, and institution.

The gathered evidence can be used by faculty and administrators to analyze student success, compare progress, and to develop programs and action plans around specific student skills and competencies.

**INTEGRATING INTO YOUR CLASSROOM**

The OCC modules can be brought into courses individually or as a package. Students can also self-enroll in the modules, if they desire.

Most of the modules can be used in any discipline area. Depending on the student’s pace and prior knowledge, each should take between 20-40 minutes to complete.

**SAMPLE ACCESS**

The Online Competencies Curriculum is made possible through a generous grant from the Teagle Foundation.

For more information, to see samples, and to learn about adopting the modules, contact:

**Diego Mendez-Carabajo, Ph.D. | Associate Professor of Economics | 309-556-3826 | dmendez@iwu.edu**

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**Suggested uses:**

- Provide selected modules to students as supplemental materials
- Require of students before they conduct a related project or task. For example, direct students to work through the Communication & Presentation competency before they offer a presentation in your class. Or ask them to complete the Informational Fluency modules prior to a research project.
- Use in a context that fills gaps in student understanding, which may be revealed through your course work or after assessments/papers.
- Assign relevant modules as homework or after assessments/papers.