Center for Teaching Excellence

Inspire, Facilitate, Enable
Teaching Tool Kit

- Whiteboard Markers
- Whiteboard Eraser Cloth
- Flashdrive
- Pen/Stylus
- Highlighter
- Clips
- Wipes
- Pain Reliever
- Tissue
Digital Teaching Tool Kit

- **learn.ou.edu**
  - Grades, Grades, Grades
  - Do you keep a checkbook?
- **mymedia.ou.edu**
  - create and host video content
  - HCLC Digital Scholarship Laboratory - video booth
- **lynda.ou.edu**
  - High quality technical training videos and course
- **create.ou.edu**
Creative Portfolio

- Empowering Digital Scholarship
- Digital Space to Create your Digital Presence
- Over 100 Open Source tools for your Digital Toolbox

create.ou.edu
Scorpion at burrow entrance
Scorpion at its burrow entrance ready to pounce!
A portal to the ancient world where Christianity was born
CTE Faculty Fellows

• Faculty led Enrichment Program focused on a Theme
• Enrichment Activities
  – Faculty Learning Community
    • Semester/Year long engagement
  – Book Clubs, Reading Circles
    • 6-8 discussion sessions focused on a text
  – Seminars
    • Short engagement on a specific topic
  – Workshops
    • Hands-on learning experiences
The word “transgress” comes from the Latin verb transgressus, which means to “step beyond” or “across”. Yet, in our everyday parlance, transgress means to “do something that is not allowed” or to violate “prescribed rules”. Reclaiming and redeploying the notion of transgression in her book Teaching to Transgress, bell hooks invites professors to explore or “step across” racial, sexual, and class politics in our classrooms so that we can empower our students to transgress against them and other forms of societal oppression. Using multiple levels of engagement including: trainings, workshops, seminars, and reading group discussions participants in the various sessions will spend their time learning to transgress against, for example, status quo educational objectives “accepted canons of knowledge,” and reductive understandings of race by learning about and doing critical/engaged pedagogies of diversity. The ultimate goal of this year of exploration is to discover and implement ways of teaching that are more inclusive and offer greater prospects to all students and faculty as we move toward a more varied and equitable university community.
The Adaptive Mind: Metacognition and Student Motivation

- Ryan Bisel

Throughout the learning process, students are asking themselves, “Will I be able to do this?” and “Does it really matter anyway?” When students answer “no” to either question, they are left unmotivated and disengaged. These series of faculty learning communities, faculty speakers, and workshops will be a platform for OU faculty to co-explore how the science of metacognition and neuroplasticity can inform best teaching practices. The longer educators can help students avoid answering “no” to these questions, the longer students may be willing to work toward the process of improvement and transformation.
Digital Media and Learning

- Ralph Beliveau

We communicate in the digital world in ways that are complex and still changing. We move through this change so quickly that we have to work to find time to understand what it means to our teaching, our learning, and our senses of time and space. Teaching in this environment means engaging with these issues in ways that stress being both critical and reflexive. What we communicate is intrinsically tied to the way we communicate. The trick is inquiring about this relationship. So this group of activities will focus on resources that critically interrogate our perceptions and uses of media. They will accomplish this by looking at various media literacies, including multiliteracies and concepts of multimodality. Through focused discussions, visiting guests, and reading/viewing/listening opportunities, we begin to see the pedagogical possibilities in the way we tell stories, the way we make arguments and gain information, and the way games play a significant role in our culture and our knowledge.
Four OBJECTIVES FOR

• Offering savings to students through **cost-effective** options to traditional learning materials

• **Enhance learning** experiences both inside and outside the classroom

• Support the public mission of the university by providing **free educational open content**

• Build upon the University’s strong **sense of community** by utilizing technology to better-connect its members.
HISTORY CHANNEL PRESENTS
UNITED STATES, 1865 TO THE PRESENT
An Online Course with The University of Oklahoma
Signature Courses

explorehistory.ou.edu       democracy.ou.edu
Open Educational Resources

iBooks

OER Coordinator, Stacy Zemke
University Libraries
Technology

• lynda.ou.edu
  – Faculty Learning Community
  – Workshops
• create.ou.edu
  – Seminars
  – Workshops
• Video Production
  – Workshop Series
• Mobile Blogging & Scholarship
  – Workshop Series
Graduate Teaching Assistant Programs
Graduate Teaching Academy

- **Seminars**
  - Teaching with Faculty, Diversity in the Classroom, How Students Learn, Thinking About Teaching, Student Engagement, Assessment & Feedback, Technology-Enabled Learning

- **Practicum - out-come based workshops**
  - Classroom Management, Teaching Philosophy Statement, Graduate Teaching Practice, Student Engagement, Teaching Strategies

- **Achievement Levels**
  - Fellows, Senior Fellows, Scholars
Additional Programs and Services

• Course Innovation Grants
  – Up to $5,000 to help initiate instructional innovations

• Course Innovation Program
  – Redesign of a Large Enrollment Course
  – Up to $75,000 a year, renewable for a second year

• Active Learning Classrooms
  – CORE, PHSC 224, 228 and 201, DHT 104
  – Spring 2016: Adams 355 and 359

• Consultation: Course Design, Academic Technology
Diversity, Inclusion, and Equity in Higher Education
November 6
tsi.ou.edu
Dr. Simin Pulat - Vice Provost for Faculty Development

• New Faculty Programs
• Promotion & Tenure Workshop
• New Chairs & Directors Program
Andy Vaughn  
Visual Designer

Keegan Long-Wheeler  
Educational Technologist

Carrisa Hoelscher  
Graduate Teaching Fellow

Yan Wang  
Graduate Assistant
DIGITAL LEARNING TEAM

Adam Croom
Director of Digital Learning

Angie Calton
Instructional Designer

Anoop Bal
Digital Learning Fellow

John Stewart
Janux Course Coordinator

Jana Menge
Digital Learning Designer
Center for Teaching Excellence

- teach.ou.edu
- Twitter: @teachOU
- www.youtube.com/user/TheCFTE
- Wallace ‘Old Science’ Hall 224 (just NW of Evans Hall)
- 325-2323

Mark Morvant contact

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- Connect on LinkedIn
- www.MarkMorvant.com
Action Items

• Attend New Faculty seminars
  – Tuesdays, 12:00-1:30 pm, Sept. 1 - Nov. 17

• Get engaged in one of the Faculty Fellows Enrichment Programs (information soon)

• Put TSI in your calendar, November 6

• Sign-up for “How Learning Works” Book Club (information soon)

• Schedule Lunch with a Colleague