Nancy Remler: Hello, and welcome to this episode of Teach Strong, the podcast about teaching and learning for the Armstrong campus. I'm Nancy Remler, the Director for the Center for Teaching and Learning, and in today's episode you'll meet the various staff members of our center. My role as the Director is more administrative in that I must plan and promote our programs, assess them, oversee the budget, things like that. I also host some of our programs, such as the New Faculty Orientation and I chair our center's committees which review applications for opportunities like internal grants, advanced academic leave, and the Gignilliat Summer Research Fellowship. But what I enjoy most about this position, is working with the other staff members in our office because their areas of expertise support my work as a faculty member. They help me ensure my instruction is effective and engaging and they're here to help all Armstrong faculty members enhance their instruction as well. Over the next few minutes, we'll have some conversations with our instructional designers and our Coordinator of Teaching Excellence, Quality and Compliance.

I'm sitting here now with Cory Powell who is one of our instructional designers who joined us in December of 2016. He came to us from the Chatham County Public School STEM Academy, and he is especially proficient with Apple apps. This past summer he designed and delivered the Center for Teaching and Learning summer fellowship Flipped and Blended Learning and I'd like for him to tell you a little bit more about that and some of the other things he's got going on. Welcome to the podcast, Cory.

Cory Powell: Hey, how are you?

Nancy Remler: Good. Thanks for joining us. Would you please first explain a little bit more about that summer fellowship, Flipped and Blended Learning, that you just did?

Cory Powell: Okay. It was a week-long fellowship that showed the basics of flipped instruction. How to flip your classroom in an online platform or even with a face-to-face classroom. It went in the morning, and the workshop was delivered by flipping itself, so you got to see a lot of good modeling of how flipped is done. It was really cool, too, because we had such a different level of participants in there. There's people who've been flipping for years, people who weren't even sure what it was, so the faculty getting to interact with each other and see what they were working on was really helpful.

Nancy Remler: Cool. Then once they finished, how did they proceed from there?

Cory Powell: Well, they had to make some modules showing that they learned how to flip a classroom so it's something they could use in their classroom. They all did an introduction that they put in the D2L platform of kind of introducing themselves to the classroom. Then they all did a content module, where they delivered some content with the flip piece to it.
Nancy Remler: Mm-hmm (affirmative). When you say they all did an introduction, it was a video introduction?

Cory Powell: Yeah. There had to be a video. They had to show themselves in it for at least 30 seconds, and then it walked them through something, whether it was the syllabus or whether it had to navigate web work or the D2L platform, or whatever.

Nancy Remler: Mm-hmm (affirmative). Have you gotten feedback from them since then? Are they implementing that in their classes?

Cory Powell: Yeah, they're putting it in their classrooms. They're calling on us to help them with some of that heavy lifting of making the videos and editing the videos, or whatever other resources they might use. A lot of times with flip the instruction we think it's just videos, but you can use some other stuff. There's a lot of great stuff out there you can pull from, too.

Nancy Remler: Mm-hmm (affirmative). Speaking of some of that other great stuff, what are some other examples of ways that you've helped faculty make the learning experiences more engaging for students?

Cory Powell: Recently, I just finished doing a redactive learning calculus course with Dr. Lambert.

Nancy Remler: Oh, cool.

Cory Powell: What we were basing on is students would get little pieces of the video, then they would get some questions, and then they'll go back or go forward, according to whether they get those questions right. Then he's going to add some more review sections, so that when they miss a question, he'll have a video pop up where maybe he walks them through how to do the problem, show them why they missed it, before they can go forward. If they make it, they can just go forward. We did that through articulate storyline.

Nancy Remler: Okay. That's an example of how students ... It's not necessarily a self-paced math class, but students can proceed as their skills enable them to.

Cory Powell: Right. Basically, if you're really strong at calculus, you'll do less problems at more difficulty.

Nancy Remler: Oh, okay.

Cory Powell: Versus maybe if you're kind of more of a beginner at it you're going to do more problems at less difficulty with Dr. Lambert helping you out along the way.
Nancy Remler: That's a way that he makes his online courses more engaging, but what about some ways that our faculty can make even their face-to-face courses a little bit more engaging?

Cory Powell: I think flipping the classroom to where students are coming in already having some background knowledge of whatever the content is, so then when you're in the classroom you can get a little deeper into it. If you're doing a big project or doing something like that then you have the professor right there to work with you. Writing is a great example of having the professor there as an editor right there on site versus doing all your writing out of the classroom and just getting a lecture when you're in there.

Nancy Remler: Mm-hmm (affirmative). That was one of the conversations that happened during the summer fellowship is that there are some disciplines, such as writing, which have been flipping all along. That's the nature of a writing classroom. Whereas in other disciplines, such as the sciences or in mathematics, this flipped concept is a pretty new thing.

Cory Powell: Yeah, but I think it'll be really helpful, especially when you look at a lab, if you have a lab going that day. It'd be really nice if the students had already watched a lecture on it before they came in there. Then that also reduces their homework time, when they have other stuff going, if they have children or they're working full time or whatever.

Nancy Remler: How does this experience over the summer inspire you to move forward with our programming in the Center for Teaching and Learning?

Cory Powell: I would like to see blended and online classes get just a bit more engaging, a bit more interactive, and I'm hoping that the professors, I know they have a lot going on, but they'll call on us instructional designers to do some of that heavy lifting for them. Because I think there's a lot of stuff they know how to do, they just don't have the time to do it. Know that we're here for them to do some of that.

Nancy Remler: Mm-hmm (affirmative). I think this is the perfect opportunity to reiterate, because our audience will hear us say this over and over again, we are certainly available to help faculty enhance their online instruction, but we're also here to help them enhance their face-to-face or blended instruction as well.

Cory Powell: Yeah.

Nancy Remler: Yeah. One last question. What would you like our faculty to know about you? Something that you haven't said yet?

Cory Powell: Well, I think I have a ... I'm not just an instructional designer, I also have the teaching background as you mentioned before. I taught video game design, so I know how to incorporate technology. I flipped a classroom for six years. I've
actually done some of this stuff and I've troubleshooting a lot of the problems that come along with it. Let me be that one who's already laid the ground work for you and learn from my mistakes and we can expedite your process.

**Nancy Remler:** Mm-hmm (affirmative). I, for one, can attest to the value of that assistance because Cory actually helped me come up with some ideas to use gamification when I was designing our new faculty orientation. Even something like that can become a little bit more interactive and therefore interesting for the people who are participating, so thank you. I hope that our colleagues will reach out to us and see what other things they can learn from you.

**Cory Powell:** I hope so. Take care.

**Nancy Remler:** Thank you, Cory.

And we're here with Steve Hufsmith who joined the Center for Teaching and Learning last August. He comes to Savannah from Boston University and, since joining our staff, he's assisted several Armstrong faculty in designing online courses to complete Quality Matters online reviews. He's also instrumental in helping our faculty produce and edit instructional videos. Welcome, Steve, thanks for being with us today.

**Steve Hufsmith:** Thank you, it's good to be here.

**Nancy Remler:** What kinds of instructional videos have you helped our faculty create?

**Steve Hufsmith:** There's two main types that I've worked on with them. The first is simply the an introductory course video. We could talk about that, as well as course content videos that have been inserted in lectures. Those are the two main types that we've done. Most of the introductory videos have been recorded here in our new Innovation Studio here at the CTL office, but others have been actually recorded outside where faculty have brought in their own video. One video in particular was recorded by a faculty member, Dr. Amy ... 

**Nancy Remler:** Potter.

**Steve Hufsmith:** Potter, yes. What she did, she actually recorded it in Singapore.

**Nancy Remler:** Oh, great.

**Steve Hufsmith:** And brought her video here and we worked together in creating an introductory video for her course. And, as I said, most of the others have been done here in the studio. The faculty created their scripts and we did it right here.

**Nancy Remler:** You put that studio together and I hope that our faculty will stop by and see what you've done. Why don't you tell everybody about what's in that studio and what they have available to them?
Steve Hufsmith: Yes. Well, we already had a lot of equipment here, but it was kind of put away. We had camera, we had lighting, a tripod, we had backgrounds, microphones, but it was not really set up in a way that would really be usable. What I wanted to do is actually create something that could be used, would be there for faculty to come in and for us to use and record. Just in about the last two months we've actually had this studio and we've added some new things such as a teleprompter to allow faculty to be able to read script and make it easier for them in recording the studio scripts. We're also in the process of looking into a new microphone and some other equipment. Right now, it's something that's in place. We call it the Innovation Studio.

One of the newest things that we've been trying to do is we have a green screen that we've been working with a couple of faculty and actually creating these kind of innovative pieces for them where we actually use it as a background for them, to put them in places where they ... Such as a foreign country or maybe a medical office or something else which we think would be interesting for them which would be relevant to the course that they're teaching.

Nancy Remler: I remember one of those videos that I watched you create was with Dr. Sara Plaspolh in Health Sciences and she was teaching nutrition. Her video had her ... We used the green screen so that she would have the backdrop of a farmer's market as she was introducing her class.

Steve Hufsmith: Yes. We can do things very similar to that, either go out and find, take an image or picture of where they want to ... Or look online for images that we can use that would be appropriate.

Nancy Remler: Also, that is one kind of video we can help faculty create but there's also a capability of letting them to do screen cast videos there as well, right?

Steve Hufsmith: Yes, right. If they have a PowerPoint ...

Nancy Remler: Slide show.

Steve Hufsmith: Slide show that they want to use in their class and they want to use a voiceover to talk about that, that would be very easy to do. We can insert also video of them while they're talking about it as well, so it's not just a standard PowerPoint that students would be looking at, but it would make it a little bit more interesting, a little bit more fun for the students to really look at. We can also add quizzes to those screen captures which would also make it a more interactive type of piece for the student to use in a classroom.

Nancy Remler: These software platforms aren't very difficult to learn to use. I think that a lot of faculty might think that you have to be really skilled with the computer to make these videos happen, but actually, they're pretty user-friendly. Of course, you and Cory and Julie are also here to walk them through those steps if they'd like it.
Steve Hufsmith: Yes, right. There's a little bit of learning, but they're actually fairly easy to use and I've actually worked with some faculty to try and show them. Any of the instructional design team would be able to help faculty learn. There's also tutorials that are available that we can recommend for faculty to use, and also to try and learn how to use these software programs.

Nancy Remler: We have them available for faculty who are more PC-oriented and also for faculty who prefer to use Mac. We can help them with either of these. We can help them with Camtasia Studio. There are many different options for them. What would you like our faculty to know about you, as they get to know you?

Steve Hufsmith: Okay, well, first, I had lived in Savannah about almost 30 years ago, so this is not the first time even though I moved here last July. I was stationed here at Fort Stewart, at Hunter Army Airfield, for three years. After many years of living in the Boston area, I moved here with my husband Fred and we built a home here recently, so we're getting accustomed to living in the Savannah area which we really enjoy and love. Also, being an instructional designer is a second profession for me, so second opportunity for ... I previously worked in the field of optometry. I studied, got a doctoral of optometry degree at the New England College of Optometry, and I practiced for 15 years, but I made a change in careers. I'm now enjoying this new field. I still have a very strong interest in the health science field. That is some background on myself.

Nancy Remler: Well, we're certainly glad that you chose to come back to Savannah. You've been a great asset to this office, and I hope that our faculty will stop by and get to know you a little bit better. Thank you so much for joining us today.

Steve Hufsmith: Thank you, I appreciate it. Thank you.

Nancy Remler: Julie Carter is our longest-serving instructional designer in the Center for Teaching and Learning. She's assisted numerous faculty through the Quality Matters online review and, as a result, she knows the Quality Matters standards like the rest of us know the Pledge of Allegiance. At the same time, she is planning some other faculty development programs to happen over the summer, into the early fall, so I'd like for her to tell us a little bit more about that as well. Welcome, Julie, thank you for being with us today.

Julie Carter: Thank you.

Nancy Remler: Let's talk first about the Quality Matters online reviews. What's the biggest advantage to having a course reviewed that way?

Julie Carter: Well, if a course is designed and developed based on the QM standards, it's going to be a course that's designed based on national standards and best practices and on proven instructional design principles.
Nancy Remler: Mm-hmm (affirmative). In your experience, what's been the biggest challenge that faculty face when they're developing courses for this review?

Julie Carter: I would say probably the time commitment. It takes a significant time commitment to work through each phase where you think about how you're going to design the course and develop each module so that it promotes student active learning.

Nancy Remler: When faculty go through this review process, isn't it right they need to be prepared to spend 15 to 20 weeks for the process?

Julie Carter: Yes. Definitely.

Nancy Remler: Okay. That's essentially a semester or even longer.

Julie Carter: Right.

Nancy Remler: That is quite a time commitment. What have been some of the more innovative online instructional strategies you've assisted with as these courses have been developed?

Julie Carter: One of them I assisted a faculty member in designing a course so that the students were involved in authentic learning experiences. One example that I think of is where the students used some simulation software to experiment with some medical equipment. Let's see, what was the other one that I was thinking of? Oh, the other one was a group project. It was a business course where students worked together with an actual business in their community and identified some type of work process issue that they had and applied their knowledge from their course to come up with a project report for recommendations for that business based on the problem that existed.

Nancy Remler: Even though they're taking the course online, they're actually getting involved in some genuine workplace settings to get some real world experience.

Julie Carter: Right. Mm-hmm (affirmative).

Nancy Remler: That's great. The standards that these faculty are working under are standards that help them assure that their courses are ... Engage some kind of inner activity, they're 508 compliant, that they're objectives are aligned with the activities, things like that.

Julie Carter: Right.

Nancy Remler: Which are standards really that we should really be applying to any kind of course, not just an online course.
Julie Carter: That's true. There have been several faculty members, after they've completed this process, saying, "Now that I've been through this, I think I'm going to tweak my face-to-face courses because I think my face-to-face students would benefit as well as my online students."

Nancy Remler: Mm-hmm (affirmative). Great. It could stand to make all of our instruction better.

Julie Carter: Mm-hmm (affirmative).

Nancy Remler: Well, that's great. You've also been scheduling a series of short faculty development opportunities to happen this summer and into the academic year, and there's some webinars that you're scheduling. And also, a series of "appy" hours. Could you tell us a little bit more about what you have in mind?

Julie Carter: Right. What we're thinking of doing is each month having a one hour informational session where faculty and the Center for Teaching and Learning staff meet and just talk about different apps or different tech tools or software or mobile learning apps that they have found to be beneficial when teaching online or face-to-face.

Nancy Remler: Many of these apps are pretty user-friendly, aren't they?

Julie Carter: Right. Some of them are the ones that students use and they pretty much expect that their instructors will know how to use them.

Nancy Remler: You're offering the webinars so that if faculty are unable to come to us, the program goes to them.

Julie Carter: Right.

Nancy Remler: You're going to be offering them at different times of day, is that right?

Julie Carter: Right. We'll have some in the middle of the day, some in the afternoon, and we'll have some in the evening as well.

Nancy Remler: You will also have ... The "appy" hours will take place at various places on campus, is that correct?

Julie Carter: Right, that's the way we want to set them up. Or they'll be here in our Teaching and Learning lab.

Nancy Remler: That way, we're kind of going to the faculty instead of always having the faculty come to us.

Julie Carter: Right.
Nancy Remler: Yeah. Well, great. Well, I hope that there is a lot of participation in those "appy" hours, because there's a lot of teaching and learning tools available that are not only user-friendly but pretty inexpensive, too, that could make online, blended, and face-to-face instruction a little bit more interactive and innovative.

Julie Carter: Yes.

Nancy Remler: Yeah, yeah. Is there anything else about you that you would like our faculty to know about you?

Julie Carter: I can say [inaudible 00:21:01] instructional design team, since there's three of us, we're all trying to get a niche which to be our expertise and I'm really interested in becoming more of a graphic designer as far as providing more visual appeal to courses, whether it's blended or online.

Nancy Remler: Mm-hmm (affirmative). Just as faculty have to continue learning to keep themselves sharp as a teacher, instructional designers need to do the same thing.

Julie Carter: Right.

Nancy Remler: Yeah. Well, great. It's been a pleasure talking to you. Thanks for joining us for a few minutes.

Julie Carter: Yes, I've enjoyed it. Thank you.

Nancy Remler: You're responsible for recruiting Quality Matters review teams. Where do they come from and how do you find them?

Marsha Miller: Because we're a member of Quality Matters, there's a huge network of certified Quality Matter experts, based on, I guess, expertise, discipline, all separated, all over the United States. A big database that I select the reviewers from, and just depending on what course we're certifying or trying to get reviewed, I just go and look in the database by discipline and select qualified peer reviewers.

Nancy Remler: Those peer reviewers have special training, right, in order to review some of our faculty's courses, is that right?

Marsha Miller: Yes. That's correct. They have all taken the peer review certification course and are now qualified to review our courses.
Nancy Remler: Do we have any such peer reviewers on our campus?

Marsha Miller: We have a few. We do. We have some peer reviewers on our campus.

Nancy Remler: Okay. For those faculty who have already been through the Quality Matters peer review, if they're interested in being peer reviewers themselves we can help them get that training. You have also been integral in selecting recipients for advanced academic leave, internal grants, the Gignilliat Summer Research Fellowship. Could you explain your role in those processes?

Marsha Miller: In those processes, I would say I would act more as a compliance officer. How that goes is really I participate in a faculty development committee and help hear the proposals or different grants that come about. Mainly I consider my role more of just making sure that all of our grants or proposals are in accordance with university guidelines.

Nancy Remler: Mm-hmm (affirmative). For example, when we have met recently to look at some of these applications, if some of the grant proposals, for instance, wanted funds to pay for food for participants, that's something that you would catch because we can't use state dollars to pay for food. You're working in that respect, but also, now that we've selected, for instance, some internal grants recipients, how does your compliance role work in that respect?

Marsha Miller: Okay, in that respect, before grant funds could be spent, I'm supposed to be notified by email just to review the proposal and what was put in the proposal, just to make sure that what we are approving is in the proposal. Just making sure that what we approve is in the proposal.

Nancy Remler: In short, you're pretty much our details queen.

Marsha Miller: Yes.

Nancy Remler: Yes. You look at all the details. Well, good. Another thing that you do in this office is keep us all informed about updates with respect to state authorizations. You are this university's state authorizations officer, but most of our faculty have never heard that term. Could you explain what that means and why it's important to the campus?

Marsha Miller: Sure. State authorization, until I started working here had never heard of it, but what happens is, as we enroll and recruit students in different states other than Georgia, the institution we are responsible for contacting different states to make sure we can offer our programs in their states.

Nancy Remler: Okay.

Marsha Miller: Again, that's more of a behind-the-scenes process that's occurring and a lot of times faculty don't even know it's occurring, but it's very important for us to
remain in compliance with each state's regulations.

Nancy Remler: Mm-hmm (affirmative). That's especially applicable to our programs that lead students to licensure, right? For nurses, physical therapists, things like that?

Marsha Miller: Yes. This specialized programs that require state licensure, but also, believe it or not, criminal justice in some states.

Nancy Remler: Really?

Marsha Miller: Yes.

Nancy Remler: Okay, so that means you have to-

Marsha Miller: It depends on the program.

Nancy Remler: You have to stay on top of a lot of new developments all over the place, not just locally.

Marsha Miller: Yes.

Nancy Remler: Yes, well, that sounds like really important work. We're glad to have you there. Is there anything about you that you would like our faculty to know, just to get to know you better?

Marsha Miller: Been here for almost three years now. I do a lot of behind-the-scenes work, but again, answer the phone a lot. I've talked to a lot of faculty members. I do think, number one, they'll recognize my voice. I'm glad to have met a lot of faculty members and participated in the committees. If I can be of any assistance, give me a call, email me, I'm here.

Nancy Remler: Well, I'll toot a little horn for you also, you recently graduated with your Masters degree from Valdosta, didn't you?

Marsha Miller: Yes, I did.

Nancy Remler: Congratulations for that.

Marsha Miller: Thank you. Thank you.

Nancy Remler: Well, thanks for joining us today. I hope that our faculty will stop by the Center of Teaching and Learning and if they haven't met you face-to-face to come shake your hand and say hello and get to know you a little bit better.

Marsha Miller: Thank you.
Nancy Remler: Okay. Thanks.

There we are, all the staff of the Center for Teaching and Learning. I want to thank Julie, Cory, Steve and Marsha again for taking the time to describe their work for us, but mainly I want to encourage all of our faculty to stop by the Center of Teaching and Learning to meet everybody face-to-face. Please reach out to us if there’s anything we can do to help you design, implement or improve your online, blended, or face-to-face instruction. Also, check us out on Facebook. We have a group for the Center for Teaching and Learning, which we update daily so you can keep track of us that way.

We’ll have another episode coming up soon. So long for now.