



KOEHLER
C E N T E R
FOR TEACHING EXCELLENCE

Insights into Teaching and Learning

Fall 2015

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Making Learning Last

Marla McGhee

College of Education

Koehler Center Fellow for Student Engagement



As the Koehler Fellow for Student Engagement, I've explored a number of new resources this year to improve my knowledge around teaching and learning and to better educate myself on meeting the needs of my students. As we enter a new academic year, you might want to add these titles to your reading queue. An amalgam of neuroscience, cognitive psychology, and clever storytelling, both volumes reinforced some long-held beliefs about effective learning and introduced me to a number of new ideas about ways to engage students and get learning to take hold. Below, I highlight a few ideas from each of the texts that have changed the way I think about and plan for my classes. Perhaps you will find them interesting and useful too.

Make it Stick: The Science of Successful Learning by Peter Brown, Henry Roediger III, and Mark McDaniel.

- **Lots of practice works, but only if it's spaced:** For me, this concept reinforced the idea of massed and distributed practice—the notion that when we learn something new, we need to do plenty of practice at the onset, but should continue to return to the issue by practicing over time. In our academic program, we have identified areas of “purposeful redundancy” for just that reason; we want to return to some issues again and again so that the rehearsal is distributed across the whole of the student's program of study.

- **Learning is hard work and making an effort matters:** As the authors note, this concept aligns nicely with the work of Stanford Psychologist, Dr. Carol Dweck, who encourages developing a “growth mindset” among our learners (Brown et al 179). By crafting ways to honor and award effort and improvement across a learning process, we can enhance our students' long-term ability to grasp concepts and engage in higher levels of thinking and understanding. This could mean working on a project or task over a longer period of time across a semester and having benchmark check-ins along the way. By seeing how students perform across the process and crediting their progress over time, we help to promote the idea that putting forth effort is meaningful and it matters.

How We Learn: The Surprising Truth about When, Where, and Why it Happens by Benedict Carey.

- **Vary practice/learning locations:** For some time now, many of us have subscribed to the idea that a quiet, consistent place is the best spot for learning. Carey instead suggests that altering our routines is good practice. Regularly changing the organization of the classroom, using different configurations and seating arrangements—from a horseshoe shape to a large circle to various table arrangements for differing groups of students—may actually help to activate the brain because the typical has been disrupted or altered. Adjusting the instructional delivery method is another way to “shake it up” in your classroom. Try alternating multimedia presentations with group case studies or fish bowl exercises. As Carey notes, “Mixed-up practice doesn't just build overall dexterity and prompt active discrimination. It helps prepare us for life's curveballs, literal and figurative” (171).

- **Use brainteasers and try to respond from memory:** Tapping into this concept means that, from time to time, it might be appropriate and fruitful to have students conjure previously learned material from memory. Students could begin by jotting down what they can recall first as individuals, and then work in pairs or small teams to continue to jog their memories. "There is a benefit [to this strategy] as well: It also shows you immediately what you don't know and need to circle back and review" (Carey 226).
- **The sooner you begin a long-term creative project, the more percolation time you have:** This teaching and learning strategy has implications for the way we plan and execute instruction across a semester. When assigning a long-range activity or task, it may be best to get students going earlier in the semester so they have ample time to let their ideas gel. With periodic check-ins, you can make sure they are working, on track, and making progress and allow them plenty of think time to do their best, most creative work.

What strikes me about both of these books is how easily I can weave many of the ideas about teaching and learning into my course syllabi and classroom activities. With just a few minor adaptations, I believe I can better pique students' interests and enhance the lasting learning experiences I desire for all learners.

Works Cited

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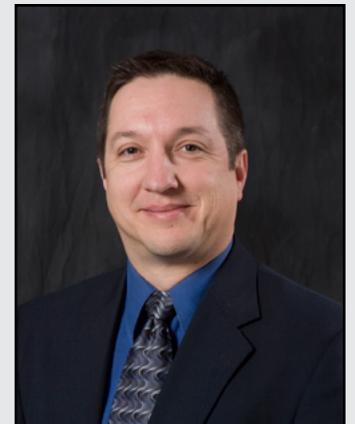
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KOEHLER C E N T E R EVENTS

The New Science of Learning

Koehler Event: The New Science of Learning offers two possible events for registration. On October 2, 2015, The Koehler Center will host Dr. Todd Zakrajsek. The keynote titled "The New Science of Learning: How Research is Changing the Way We Teach" will be presented during a luncheon open to all faculty and staff from 11:30 AM - 1:00 PM. A workshop titled "Putting Research into Action: Concepts, Strategies, and Tips for an Engaged Classroom" will follow lunch from 1:15 PM - 3:00 PM.

Faculty and staff may attend both the keynote luncheon AND the workshop. Alternately, faculty and staff are welcome to attend only the keynote luncheon or only the workshop. Whatever combination you choose, we ask that you register for each of the two possible events separately.



Friday, October 2, 2015

11:30 AM - 3:00 PM

Kelly Alumni & Visitor Center - Cox Room A

Go to the [Koehler Events website](#) for more information and to register.

Problems and (Some) Solutions in Creating Student-Centered Learning

Sean Atkinson
School of Music



In the most basic of terms, classroom learning environments can be considered along a continuum from teacher-centered to student-centered. At the far end towards teacher-centered lies the lecture, an efficient method of content delivery centered on the teacher. At the other end is something like student group work, in which students engage with each other and the teacher plays a more passive role. While there will always be a place for these and other classroom activities, the past decade has witnessed a move away from the lecture towards a focus on classes that emphasize student-centered learning. One of the common ways of increasing student-teacher interaction during class time is to move content delivery outside of the classroom using Internet technologies. The result is a more efficient use of class time, the time when students and teachers are together and have the best opportunity to interact, discuss, and ask questions.

Despite the many benefits a student-centered model of teaching (sometimes called “flipping” a class) creates, there are some hurdles one must overcome in order to implement the process effectively. The first deals with some common misconceptions about what a student-centered classroom really means. Some perceive it to mean a wholesale shift into an online space in lieu of a traditional class space. Yes, fully online instruction is a growing field and will continue to be an important part of higher education, but a student-

centered or flipped classroom is not a fully online classroom. Instead, a flipped classroom celebrates class time by moving the content delivery, typically a passive, non-interactive activity, into an online space. This frees class time for more interactive applications, such as problem solving and group discussions.

The other major misconception is that the online videos of lecture material will discourage class attendance. This concern stems from a fundamental misunderstanding of the practice. While one could record full-length lectures, a quick survey of videos that teachers are posting online shows that most practitioners of flipped teaching produce videos that are between 5 and 10 minutes long. In such a timeframe, not everything from a traditional lecture can be included, so gaps must be filled in during class along with further discussion and practice. In my experience, class time becomes much more valuable to the student, not less.

Technology is another roadblock for some educators. Creating content and making it available to students can seem a daunting task to those who have not had much experience working with audio and video. Luckily, the process of creating and editing videos has become much easier, and many of the tools needed are already in place on most people's computers. One of the easiest ways to get started is with PowerPoint or any other slideshow software, since many teachers already have lectures set up as slideshows. Combine those slideshows with screencasting software that records your voice and activity on your computer screen, and you've created your first flipped lesson. One of the more popular screencasting options is actually just a website (screencast-o-matic.com), which runs entirely in your web browser.

For additional help in creating material, [TCU's New Media Writing Studio](#) provides a space where faculty can get

assistance with crafting digital content for use in student-centered teaching. In addition to regularly scheduled events, the space is open during the week for faculty to drop in and work on projects.

Once the mechanics of generating content are settled, the next step is deciding which lessons to flip. While entire semesters can be flipped (moving all lecture or otherwise heavily content-driven material out of class), that may not be the best solution for every teacher. In fact, the vast majority of people flipping classes tend to move only a select number of lessons out of class. Factors such as discipline, grade level, and difficulty of the material all weigh on the decision. Each person will have their own thoughts and concerns, but consulting videos that others have made (via YouTube, Vimeo, etc.) can help to spark new ideas on ways to organize the content.

Another large issue is that of assessment. In many cases, the work students do outside of class to prepare for in-

class application replaces traditional written assignments. How then can we assess if nothing is submitted? There are a number of solutions to this problem, the simplest of which is to assign a short quiz at the beginning of class, asking questions based on the material students prepared for that day. The quiz can then act as a springboard into discussion and debate over the material. In lieu of quizzes, a teacher could also closely monitor participation in the ensuing discussion and assign a participation grade based on performance in class. As a final way of checking if videos are being watched, YouTube offers detailed analytics data on every video uploaded.

While some barriers remain, creating online content for use outside of class has become much less challenging, and doing so comes with many benefits. However, at its core, student-centered learning creates classes that are more engaging, more valuable, and ultimately more rewarding for both teachers and students.

Koehler Center Fellows Workshop with Marla McGhee: The Culturally Responsive Higher Education Classroom: Engaging Students of Diverse Backgrounds and Environments

Thursday, October 8, 2015
2:00 PM - 3:00 PM
Smith Hall, Room 104A

Re-examining classroom structures, reviewing curriculum resources, and considering alternative assessment procedures can help us achieve more culturally responsive educational environments. In this session participants will become more aware of how communication patterns and various concepts of culture interact with and shape instructional practices, including syllabi construction, classroom rapport and expectations, and assessment processes. Come to this one-hour session with your questions and ideas and leave with strategies you can implement in your own classroom setting or instructional program.

[Register for this workshop.](#)

Using Social Media to Continue the Conversation with Students

Tracey Rockett

Department of Management, Entrepreneurship, and Leadership

Koehler Center Fellow for Distance Education



Social media tools allow individuals to create and share information, ideas, videos, and photos and to collaborate in virtual communities. When faculty use social media it allows them to create opportunities for students to keep engaging and learning outside of class time. Using social media tools allows faculty to supplement or replace more traditional out-of-class activities, such as homework and reading assignments. We are seeing a steep increase in the use of social media for a few reasons:

1. It allows faculty to create opportunities to engage students outside of the classroom setting;
2. It gives students who have learning differences or who are introverted a more comfortable way to participate in the class conversation;
3. Students have come to expect it to be used in the classroom;
4. It can be a very enjoyable and engaging experience for both faculty and students.

While you might hesitate to use social media in the classroom because you fear that it will be difficult to learn or

implement or will create grading burdens, I have found that the right tools are very easy to learn and they can actually make it easier to assess student participation and progress. In particular, I recommend three tools that are very easy to learn and use: Twitter, Youtube, and TedEd.

Twitter

[Twitter](#) is a microblogging tool which limits users to short (140 character) communications. There are a number of ways to use Twitter to engage students, and I recommend that if you are new to Twitter you start small and build up. The easiest way to use Twitter is to tweet information to students. You can use Twitter as a “one way” communication device to post updates, announcements, links to online readings, and your comments about class concepts. The next step that faculty often take is to tweet links to materials that become the basis for quiz or exam questions or discussions in the next class. The “richest” way to use it is to open up discussion on the site to continue the class conversation outside of class. You can tweet links to content or questions for students to respond to, you can have them find and tweet content of their own, and you can have them respond to content or comments tweeted by other students.

Several years ago, I used Twitter to replace a traditional “real world” paper assignment with great success. When I moved this assignment to Twitter, the students didn’t have to spend so much time writing, and they picked much more relevant articles. It also forced them to make the connection clear – 140 characters doesn’t allow for much equivocating. Best of all, they were seeing and responding to the articles tweeted by others so I was keeping the conversation going. You can follow me on twitter ([@TraceyRockett](#)) to see some examples of tweets from me and from students.

I have a colleague who uses Twitter to allow students an alternative to speaking in class. She has students tweet responses to class discussions during and after class as their participation grade. This works especially well with introverts and other students who dislike talking in class, because they can plan their comments and no one is looking at them when they tweet. This technique also works well in large classes, because everyone has a chance to participate and you can track it easily. Based on my experience, I have several recommendations for making Twitter easier to use (and track).

Tips for using Twitter:

- Create a unique hashtag to find things easily (#rocketttcu).
- Require students to create an account and have them do a test tweet early.
- Make sure they turn their privacy settings off.
- If students don't have a Twitter account or want to keep their current account private, they can create a course specific account (i.e. TCU_lastname) to keep things separate.

Youtube

Millennials love [YouTube](#)! A report from the Intelligence Group states that 74% of 14-18 year olds and 68% of 19-24 year olds use YouTube. There are two basic ways to use YouTube in your classes: instructor-led or student-led. First, you can curate or create content to share with students. This might be short video clips that you add to a favorites list, or a YouTube channel, for students to view outside of class. Alternately, you can create your own content for students to view – review sessions, additional material you

Koehler Center Fellows Workshop with Tracey Rockett: Deep Dive into Teaching with Twitter

Wednesday, November 11, 2015
12:00 PM - 1:00 PM
Smith Hall, Room 104B

Have you thought about incorporating Twitter into your classes but weren't sure how to make it work? Or do you think it might be too complicated? If so, this workshop is for you! I will introduce you to the "twitterverse," demonstrate a number of ways you can use Twitter to increase student engagement, and give you some best practices to get you started. This is a hands-on workshop so please bring your favorite device with you.

[Register for this workshop.](#)

want to highlight after class, or lectures for students to watch before they come to class are all ways to use the tool.

You can also use YouTube to allow students to create content. Students often really enjoy creating content. Many students are comfortable using video creation tools and most phones and laptops have easy-to-use apps for creating videos. You can have students create and upload videos that add to course content. For example, I allow my students to upload a video summarizing their group project. This has been a very popular option – students love to create videos, share them with the class, and watch the videos of other teams.

Tips for using YouTube:

- Create a YouTube channel for students to watch or have students create their own channels.
- If privacy is a concern, you can allow students to create a “private” video and then invite you via email.

TedEd

The newest, and most interesting, tool that I have been playing with recently is [TedEd](#). TedEd allows you to take Ted talks and/or YouTube videos and create lessons around them. Accounts are free for educators and it is an incredibly easy tool to use. You just set up an account and then click to create a lesson. You can either choose a Ted talk or YouTube video you are familiar with or search by subject area. Often when you search for a Ted speaker it will find and include other related videos that you can add to your lesson. Once you choose a video you are prompted to create questions, discussions, and have students think about issues related to the video you present.

Given the seamless integration with YouTube this is a great way to combine the videos that you or your students create and build a lesson around them. You can ask students to discuss the content and/or you could have students answer multiple choice questions to make sure that they are viewing and understanding content. This is a great addition to either a flipped classroom or a traditional one. Review an [example of a quick and silly lesson](#) that I just created.

Tips for TedEd:

- Create quick content on days that school is cancelled due to inclement weather or university events, such as Honors Convocation.
- Try it out if you are thinking of flipping your classroom (allows you to do a mini-flip).

- Use it to add videos that you don't have time to cover in class.

Adding social media options to your classes has never been easier! Don't be afraid to play around with the vast array of tools at your disposal. If you would like more information about these tools, or information about other tools, email me at t.rockett@tcu.edu.

Integrating Information Literacy Into Your Curriculum

Robyn Reid

Mary Couts Burnett Library



Our mission at TCU is to educate individuals to think and act as ethical leaders and responsible citizens in the global community. Helping students understand the current information ecosystem by developing their information literacy is critical to the success of this mission.

In 2000, the Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA), released a set of Information Literacy Competency Standards for Higher Education. In this document, information literacy is defined as a set of skills needed to find, retrieve, analyze, and use information (“Standards” sec. 1). However, with technology continuing to advance, and because the amount of information in the world continues to grow, leaders in ACRL decided that these standards needed to be reviewed and revised.

In 2015, the ACRL task force for developing new standards released their Framework for Information Literacy for Higher Education. In this Framework, information literacy is defined as “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning” (“Framework” sec. 1). Beyond these definitions, there are some major difference between the Standards and the Framework. The standards were a fixed set of goals, outcomes and skills, while the frames are meant to be adaptable to the current higher education environment without a set sequence for instruction. The standards gave librarians the ability to measure and assess students’ progression towards the goals and outcomes of the standards, while the frames provide an opportunity for assessment that blends better with course outcomes. Finally, the frames are based on more current pedagogical theory and practices.

The Framework emphasizes the concept of metaliteracy: students are self-directed and self-reflective learners

who are “consumers and creators of information who can participate successfully in collaborative spaces” (“Framework” sec. 1). Each frame contains three sections, a definition, knowledge practices, and dispositions or attitudes that learners should exhibit once they have mastered the concept.

The frames are presented here in alphabetical order and their basic definitions are as follows (please review the entire Framework document for a more comprehensive view of each Frame):

- **Authority Is Constructed and Contextual:** Information resources reflect their creators’ expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

Developing Grading Rubrics

Thursday, September 24, 2015, 2:00 PM - 3:30 PM in Smith Hall, Room 104A
or Tuesday, September 29, 2015, 4:30 PM - 6:00 PM in Winton-Scott Hall, Room 115
or Wednesday, October 21, 2015, 10:00 AM - 11:30 AM in Smith Hall, Room 104B

Rubrics can be valuable tools for teaching and learning. They can help instructors identify priorities in assignments, they can help students identify learning outcomes in those same assignments, and they can make grading easier (and faster!).

Join us for this hands-on workshop to [1] discuss the pros and cons of using rubrics, [2] examine different types of rubrics, and [3] begin the process of developing rubrics for your own courses.

[Register for this workshop.](#)

- **Information Creation as a Process:** Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.
- **Information Has Value:** Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.
- **Research as Inquiry:** Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.
- **Scholarship as Conversation:** Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.
- **Searching as Strategic Exploration:** Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops ("Framework" sec. 2).

These frames are not meant to be introduced all at once in a classroom setting, are not meant to be exhaustive, and are not meant to be learned in a short period of time. They do provide flexibility for integration and implementation into the curriculum for both librarians and faculty members who want their students to master these concepts ("Framework" sec. 1).

There are several easy ways these concepts can be integrated into your classroom. Here are just a few ideas:

- Flip your class: Have students find information outside class so they can apply the concepts and work collaboratively while in class.
- Create opportunities for students to learn about, work with, and produce different kinds of media.
- Reiterate to students that they are information producers, and contributors in a community of scholarship. Let students have a say in choosing which media format best demonstrates their learning.
- Create smaller communities of scholarship by working with other faculty members and students studying similar material.
- Help students understand the benefits and consequences of creating content and interacting on social media.
- Ask students to justify their use of different kinds of information in something like an annotated bibliography: given all the information in the world, why did they choose to use this source? What does this particular author contribute to this field of scholarship?

We all want our students to succeed in life. Helping students understand how they connect, create, and contribute to the information ecosystem is an important set of life skills relevant to TCU's educational mission. Any of the research librarians at TCU would love to talk with you more about the Information Literacy Framework and how these concepts can be integrated in your syllabus.

Works Cited

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Organizing the Cs of a Global Scholar's Campus Visit

Sarah Robbins

Lorraine Sherley Professor of Literature,
Department of English

Acting Dean, John V. Roach Honors College
Koehler Center Fellow for Global Citizenship



We've all had that moment of opening our emails and finding that a visiting scholar is about to come to campus—perhaps in just a matter of days—and thinking: "I wish I'd known more about this ahead of time. I've missed an opportunity to link this resource to my teaching."

Let's face it. Planning ahead to help our colleagues, our students, and ourselves take full advantage of such a visit is challenging, given our busy teacher-scholar lives. Just arranging logistics (room reservations, refreshments, AV and such) for these events is demanding enough. When we add the aim of conceptualizing clear goals and communicating about them to the to-do list, those more

Faculty Focus Lunch

Wednesday, October 28, 2015

12:00 PM - 1:00 PM

Smith Hall, Room 104B

An ongoing Koehler Center initiative is to connect with faculty members across campus; we like to hear about the things you're doing in your departments, your classes, and your research. Getting to know you and your work, as a TCU faculty member, can help us offer the best teaching and development support possible.

This semester we're hosting a lunch with faculty members across campus, and we invite you to join us. Our lunch invitation is limited to a focused number of guests, which will help ensure a comfortable conversation between colleagues. There's nothing for you to prepare—please just join us to share a meal and some of your thoughts about TCU students, courses, and teaching. Of course, if you do have something particular you'd like to discuss about teaching and learning at TCU, now is the perfect time to talk with your colleagues and the Koehler Center faculty development team.

[Register for this lunch.](#)

strategic dimensions of planning often fall by the wayside—or, at best, get postponed to a timeline we know is less than ideal.

Here at TCU and at my previous higher education institutions, I've had the exciting benefit of being able to bring a number of international scholars to campus. And, admittedly only gradually, I've learned a framework to help organize the visits in ways that expand their reach beyond the typical central event—generally a public talk. So I'll offer this informal heuristic here in the hope that it will

help other colleagues envision, manage, and assess similar visits. (After all, given the relatively high cost of bringing in global specialists, we want to draw as much learning from their time with us as possible.) This framework involves 4 “C” avenues to promote generative global learning associated with an on-campus visit.

In the early stages of planning, even, for instance, at the proposal-writing stage if I need to garner funds, I think about all 4 of learning pathways that I want to address through the Visiting Scholar’s time on campus: curriculum (as experienced, by students, in their courses), co-curriculum, community-building, and consulting.

On the traditional **curricular** front, I try to identify well ahead of time individual faculty members whose courses might provide a productive audience for the visitor. For instance, in spring 2014, when I organized several days on campus for Kenyan-American writer Ngũgĩ wa Thiong’o, I took the rather obvious step of contacting my colleagues in the English Department when drafting my Discovering Global Citizenship Visiting Scholar proposal, so that those who were interested in his work could select readings appropriate to their respective classes. What emerged were course-hosted visits where Ngũgĩ was able to interact with students who had read different novels, stories, and memoirs from his far-ranging oeuvre over the course of a several-day visit. Students in my own “Contact Zones” course for the Honors College read one of his memoirs, *In the House of the Interpreter*; those enrolled in the Contemporary Reading Symposium read *A Grain of Wheat* ahead of the visit. Other classes had focused on *Petals of Blood* or *Wizard of the Crow* or shorter non-fiction prose and stories. Because they’d had the opportunity to discuss Ngũgĩ’s life and some of his writings in advance of his visit, students were effectively “prepped” for his various class visits and his public talk, which was very well-attended.

Similarly, in fall 2014, looking ahead to a spring 2015 visit by Professor Gerd Hurm, who directs an American Studies program in Trier, Germany, I was able to identify a novel—*The Submission*—that would dovetail nicely into a Cultural Memory unit on memorializing the 9-11 attacks and its impact for a class Ron Pitcock teaches in the Honors College. That way, Ron was able to assign the text ahead of Professor Hurm’s time on campus, making that scholar’s class time with students all the more valuable. Likewise, before Yale’s Inderpal Grewal came to campus as a Green lecturer in Women and Gender Studies, faculty planning team members like Rima Abunasser reached out to colleagues whose classes might benefit from pre-reading of her scholarship. That way, when students from several different classes meeting in the same day/time slot gathered for a Q and A with Professor Grewal, their questions were ably focused and consistent with elements from her scholarship which they had studied before her arrival, including her influential textbook for positioning Gender Studies in a global context.

Making curricular connections is perhaps the most obvious way to capitalize on campus visits by globally-oriented scholar-experts. But planning for **co-curricular** opportunities during a visit can be equally valuable. Along those lines, when the Honors College’s Fogelson Forum team selected Anwar Sadat Professor Shibley Telhami for our primary public speaking event in 2014-15, for example, faculty member Manochehr Dorraj had the foresight to arrange an informal, unstructured discussion forum for students to share questions and observations with our guest. Organized as a late-afternoon activity open to students, faculty and staff, this event served as a generative prelude to Telhami’s more formal talk that evening.

Technologies and associated new media spaces can sometimes aptly complement in-person co-curricular

occasions. As an example, I'll cite a project organized toward the end of fall term 2014, when a "visiting scholar"—Albert Camus—came to us only by virtue of an online discussion board and a roundtable of faculty members assembled for a co-curricular event in Milton Daniel residence hall. Camus himself has of course been dead for many years, but his imaginative depiction of an African city, Oran, caught up in *The Plague* proved a timely text for interdisciplinary engagement with issues associated with a new plague—the Ebola virus. This "virtual visit" came at a time when Ebola's trans-oceanic reach into the DFW Metroplex was hitting quite close to our university home, with one local patient a TCU alumna, nurse Nina Pham. Bringing together a scientist (Giri Akkaraju), a Brite Divinity scholar-teacher who could bring ethics into our discussion (Nancy Ramsay), a science educator (Katherine Fogelberg) and a scholar of post-colonial literature (Rima Abunasser), this in-person co-curricular conversation outside the classroom was made all the more lively by a number of students having already read the book in class for a group project that included joining the online conversation on a web-based discussion board entitled "[Contagion, Quarantine, and Social Conscience.](#)"

The Camus-centered co-curricular occasion was actually the brainchild of Linda Newman, a TCU alumna who had been a patient in the Emergency Room at Texas Health Presbyterian Hospital of Dallas herself just a few days before the arrival of Thomas Eric Duncan there. A former Honors student, Newman was eager to revitalize the co-curricular practice of "fireside" chats around current events through the lens of literary and historical reading. With Linda's encouragement, a number of other alums participated in the online dialogue, even if they were unable to attend the roundtable later in the project's timeline. For me, Linda's vision was a reminder of how generative community outreach can be when we are trying to enable a "real-world" focus on global learning.

Admittedly, however, not all my efforts to engage the larger community with global learning opportunities on campus have been successful. But I'm trying to learn as much from the "misses" as from the "hits." One of the misses emerged from the Ngũgĩ visit I referenced above. Remembering the HUGE turn-out of transplanted Kenyans his public talk at my previous institution near Atlanta generated, I tried to advertise his TCU visit to local Kenyan ex-pats in the Metroplex by contacting several social service organizations involved with immigrants. Sure enough, having seen the digital fliers we sent out, a few Kenyan-Americans were able to join us for Ngũgĩ's public reading from his writings, and they thanked me for contacting them ahead of time. However, they also pointed out that if we'd networked more purposefully even earlier, we could have added a day or two to his Texas visit and set up an appearance in Dallas with a later start time than the one we used at TCU. The larger percentage of immigrants from Ngũgĩ's homeland, they pointed out, reside in the "D" part of the DFW area, and most all of them hold jobs whose end time made it impossible for them to reach Fort Worth in time for his presentation. Those suggestions provided a helpful reminder that "planning ahead" shouldn't be limited to working with on-campus partners, or alumni groups we may already know—that reaching out well in advance to networks beyond the familiar ones could bring TCU into new partnerships with special potential for broadening our horizons. That is, **community-building** needs to be intentional and attentive.

While casual, on-the-spot conversations like the one referenced above can certainly help us improve our efforts to build global citizenship in the most local spaces available to us, another important option for listening and learning involves creating structured **consulting time** when organizing on-campus visits by global scholars. As an example of this fourth C, I'll again cite Ngũgĩ's multi-day schedule, which actually included several small-

Team-Based Learning

Monday, October 5, 2015, 1:00 PM - 3:00 PM in Kelly Alumni & Visitors Center, Room Cox C
or Thursday, November 5, 2015, 9:30 AM - 11:30 AM in Smith Hall, Room 104B

Team-Based Learning is a form of collaborative learning that uses a specific sequence of individual work, group work, and immediate feedback to create an engaging and educational setting. Students hold each other accountable for coming to class prepared and contributing to discussion, taking education and responsibility into their own hands.

In this hands-on workshop, participants will learn to [1] transition from traditional lecturing to methods that guide students to learn on their own, [2] form strategically diverse teams in which students work together to help each other learn, [3] employ the power of the Immediate Feedback Assessment Technique (IF-AT®) "scratch and win" method to engage students in collaborative learning, and [4] describe the characteristics of effective peer feedback methods.

Please note: this workshop requires faculty to prepare beforehand by watching a short video and reviewing a short article.

[Register for this workshop.](#)

group conversations with faculty eager to hear more about his "globalectics" formulation for scholarship, teaching and community-building. My own teaching on diasporic formulations in recent literature has certainly been enhanced from small-group consulting time with Ngũgĩ: his recommendations have brought new primary texts onto my syllabi and also a sharpened focus to my analysis and updated interpretive tools to share with my students. Recognizing how much I and other colleagues gained from those opportunities during Ngũgĩ's visit, I was careful to set up similar occasions with Professor Hurm this spring for various individual faculty members and small teams of instructors to draw on his expertise in American popular culture as seen from across the Atlantic; approaches for teaching about Cold War culture in a global context; museum studies as a rhetorical enterprise; and comparative, globally-framed analyses of cultural engagement with social issues. Similarly, during Professor

Inderpal Grewal's visit, faculty and administrators involved in the Women and Gender Studies program benefited enormously from structured small-group planning time with her, when we could ask questions and collaboratively envision ways of "globalizing" our program more effectively.

Having developed this heuristic of four Cs for learning from and along with scholars who have cultivated a global perspective, I'm finding I can be more intentional and strategic when planning such visits. On one level, I use a "check list" version of these Cs—curriculum, co-curriculum, community-building, and consulting—to assess my draft schedule as I set up the structure for a visit, aiming for at least two (and hopefully more) occasions aligned with each of the Cs. On another level, during and after the visit, I find this Cs framework can be a tool for assessing how effectively the project is working for students, faculty, staff, and community members to enhance global learning.

Entrepreneurship Skills a Must for a Global Citizen

Michael Sherrod

Department of Management, Entrepreneurship, and Leadership



Entrepreneurship refers to an individual's ability to turn ideas into action and is, therefore, a **KEY COMPETENCE FOR EVERYONE**, helping students to be more creative and self-confident.

Contrary to popular belief, entrepreneurship is not just about starting your own business. It is certainly that, but it is also much more. Entrepreneurship influences student competency and employability and has implications across society and the economy.

In order to be an entrepreneur one must think like an entrepreneur. What does that mean? It means understanding how to recognize opportunity, how to properly assess the opportunity and to know when to act on it – or not. It also means understanding risk mitigation, managing one's own creativity, using and managing social networks, finding and leveraging resources, and managing people and money. Skills like these can be used in any work environment be it corporate, family business, government, startups, developed or developing cities, states, or countries. These are skills every student should learn now. These are the skills in demand at almost every company in the world, and these are the skills all of us will need to be economically successful in the 21st-century.

This is why the goal of making the entrepreneurial mindset a key competency for every student can and should become a reality at TCU. The good news is there are already 29 non-business professors at TCU (the TCU Coleman Faculty Entrepreneurship Fellows) integrating the entrepreneurial mindset into their courses through the lens of their respective disciplines. Research on the impact of this program, conducted here at TCU by doctoral students in education, clearly shows an overwhelming majority of TCU students are interested in some form of entrepreneurial education. Let me share a few of the study's results.

To the research statement, "I would like to take courses in my program leading to a certificate in entrepreneurial thinking and practice as an addition to my degree." Seventy-eight percent (78%) "strongly agreed" or "agreed."

To the research statement, "I believe entrepreneurial thinking will be more important to my success than at least one of the courses I'm currently required to take in my degree plan" Ninety percent (90%) "strongly agreed" or "agreed."

Finally, to the research statement, "It is important that students learn to think entrepreneurially for success after graduation." Ninety percent (90%) "strongly agreed" or "agreed."

In the researchers' final "Recommendations" they stated: "Given the emerging and evolved concept of entrepreneurship in today's society, it is imperative that we prepare our university students to enter the workforce with the skills needed to be successful in a changing business world. A more ephemeral idea of 'work' is continuing to rise in prominence and thus, our university graduates need to be flexible, creative, and generally self-reliant and self-sufficient to maintain a consistent level of success in the current work environment."

We can expand this program to every TCU student if we embark on a strategy designed to 1) combine formal and experiential learning, 2) develop more flexible curricula and payment structures to accommodate student and staff mobility, multi/inter-disciplinary and co-teaching, and 3) enhance university-student-employer collaboration in innovation, interdisciplinarity and knowledge transfer (in many forms – university to faculty, faculty to university, faculty to students, students to faculty, faculty to business and business to faculty, etc.).

These strategic objectives are needed because entrepreneurship is not sufficiently integrated in higher education curricula. Available data shows the majority of entrepreneurship courses are offered in business and economic studies. Moreover, it is questionable whether Business Schools are the most appropriate place to teach entrepreneurship: innovative and viable business ideas are more likely to arise from technical, scientific and creative studies (European Commission). So the real challenges are to build inter-disciplinary approaches, to make entrepreneurship education accessible to all students, to create teams for the development and exploitation of business ideas, and to mix students from economic and business studies with students from other disciplines.

Based on the findings from our study and the changing global reality that our students face, there is real need to embed creativity, innovation, entrepreneurial thinking, and entrepreneurship into education. Competencies in these areas will be crucial to economic survival in the 21st-century. There is a need to stimulate the entrepreneurial mindsets of students and to create a more favorable societal climate for entrepreneurial thinking and for the values of transparency, authenticity, diversity, and inclusiveness, all of which are in complete alignment with TCU's Global objectives.

Work Cited

Gibcus, Petra et al. *Effects and Impact of Entrepreneurship Programmes In Higher Education*. Brussels: European Commission. 2012. Retrieved from http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/files/education/effects_impact_high_edu_final_report_en.pdf

Fall Faculty Open Labs

Mondays 4:00 PM - 6:00 PM

Tuesdays 10:00 AM - 6:00 PM

Wednesdays 10:00 AM - 6:00 PM

Thursdays 4:00 PM - 6:00 PM

Closed Fridays

[Koehler Faculty Lab, Winton-Scott 108](#)

The Faculty Open Lab is a place for faculty to drop in—no appointment necessary—and work with Koehler Center staff. We'll be there to offer support for all teaching and learning concerns. If you're curious about new pedagogical strategies to encourage active, engaged learning, come to Open Lab! If you'd like help with our Learning Management System, come to Open Lab! If you'd just like to get some work done on a new teaching project within earshot of someone who can offer support, come to Open Lab!

No registration required.

Go to the [Faculty Open Lab page](#) for more information.