Welcome Back! We’d like to begin with a reminder about the Blackboard Challenge.

The Challenge gives instructors the chance to demonstrate proficiency in Blackboard as well as learn about features. Contact CETL@Life.edu to schedule to take the Challenge to see if you can earn the Advanced Proficiency Certificate!

Also, the content for Blackboard Course Design webinar we offered in the Winter quarter is available in video form. You can watch the video by going to the Faculty Development eCenter in Blackboard OR by watching the video on YouTube here: http://tinyurl.com/hz7trqp.

LIFE Students and Clickers

Survey results indicate...

The focused study on clickers...

2016 Winter FSDP Clicker Survey Results

During the Winter FSDP the QEP surveyed faculty in the CGUS and COC regarding the use of Turning Point clickers to determine both how many faculty use the clickers as well as faculty impression about their usefulness. The results indicated that in the CGUS 10% of respondents were currently using them and in the COC roughly 13% of respondents were currently using them.

In the COC, among faculty who’ve said they had ever used them, only 5 indicated they always used them, 2 often, and 3 sometimes. CGUS numbers were proportionately similar with 3 indicating they always used them, 1 often, and 1 sometimes.

Narrative responses from both sets of faculty indicated no agreement about faculty impressions about the clickers. There are LIFE faculty who believe that “Everyone

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First, I want to update you on the **Quality Enhancement Plan 5 year Impact Report**. The QEP team is continuing to organize and analyze data as we write the first draft of the report.

Regarding Conference Presentations: Congratulations to the many faculty presenting at various conferences in their disciplines and at teaching conferences. I want to encourage to seriously think about the steps required to convert a conference presentation to a peer-reviewed publication. Please contact me and I will assist you in a plan!

Call for apps to attend **The Summit on Teaching and Learning at Kennesaw**. We will provide opportunities for you to attend the Fall 2016 event as the organizers have agreed to hold the event later in October to avoid conflicting dates with our Fall CE!

Finally, **Journal eClub 2016** on Blackboard (FD101)—Faculty Development eCenter: Join the discussion board! The recent journal article on the [CCGPP 2016 Clinical Guidelines](#) is posted on the Black Board Journal eClub—a content tab in the Faculty Development eCenter (FD101 course—self enroll). **If you have an article you want to post on Bb for the discussion board, please contact me.**

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**CLICKERS... continued from pg. 1**

should use them!” and “Clickers would be even more effective if all of our faculty used them regularly.” Conversely, one respondent indicated that no research they had read had “ever proven clickers to be useful or effective” and another didn’t see the benefit for their courses but used “other active learning methods that have suited my courses better.”

### 2016 Focused Study on Clickers

The CETL staff have noticed similar disparities in working through QEP data on the clickers and interviewing QEP faculty. In response to these initial impressions, CETL staff have begun working on a focused study. The focused study will be carried out in the Spring and Summer quarters of 2016. The initial proposal was that four faculty who have never used clickers would agree to use them for one quarter. Specific parameters would be provided (five clicker questions per lecture period) as well as hands-on assistance in preparing and using the clickers in the classroom.

At the end of the study, final grades and test scores will be compared with prior instances of the course and student surveys and conversations with faculty will be conducted. The study is, admittedly, very limited. However, its purpose is primarily to discover if a new method for introducing faculty to effective clicker use is feasible and potentially effective.

Five faculty have already volunteered to participate and have met with CETL staff to begin planning their course clicker material.

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**The Research on Teaching and Learning Summit at Kennesaw State University is scheduled for October 14 and 15 (week 2 of our 2016 Fall quarter)! This is a great teaching conference right door to our own campus. Go to www.rotlsummit.com for more details on the conference itself. If you are interesting in attending the conference with Life University, an application form is available by emailing CETL@LIFE.edu.**
As educators our goal is to facilitate learning in a way which informs, but also transforms our students, preparing them to use the information in their vocations and lives. Those of us who have taught realize that a major challenge is that no two students are the same—different students face different challenges to being able to understand, process, and apply that knowledge. Whether it is learning style, worldview, background, age, or a physical or learning disability, the challenge of teaching is working through those differences to help students learn.

One particular challenge that can cause students great difficulty is dyslexia, a reading disorder which causes text on a page to look jumbled, mixed up, backwards, upside down, or otherwise confused. Students with dyslexia may require printed material in larger text, audio materials, or someone to read text to them.

Recently new fonts have been developed which, the developers claim, help make text clearer for dyslexic readers. A few of the changes the fonts make:

- Spaces between letters and words are increased
- Letters which look confusingly similar (lower case “L” and upper case “i”) are differentiated
- Letters which are basically the same shapes in different positions (“b,” “d,” “p,” and “q”) are differentiated—making them harder to confuse
- Some weight the letters more heavily at the bottom (such as Open Dyslexic and Dyslexie) to help people quickly figure out which part is “down”
- Some leave some letters (such as “b” and “p” unclosed) to differentiate them (such as Lexia Readable)
- Some (such as Dyslexie) have lengthened ascenders and descenders

Though peer reviewed studies have yet to be done on their effectiveness and there are some critics, there is already some anecdotal evidence that these fonts may, indeed, be helpful for dyslexic students. The three fonts mentioned above are free to use and images of two of them are included here. This article discusses the development of one (http://tinyurl.com/hnnl7ec) while another (http://tinyurl.com/8xupecn) contains links to download various free dyslexia fonts.
**NEWS & TRENDS:**

- Blackboard Collaborate Ultra is now available for synchronous or asynchronous online instruction.
- Visit techlearning.com for trending web stories about educational technology.
- Instructors are using social media (Twitter, Facebook, Pinterest, etc.) to support student engagement in the virtual environment.

**FEATURED SOFTWARE:**

**Doceri**

by SP Controls, Inc.

Great for student engagement and lecture capture. All classrooms in CGUS and COC buildings are now equipped with the Doceri Desktop Software. Please contact us to get more information or to request training on Doceri.

**Required equipment: iPad**
The CETL has iPads available for checkout and use in the classroom, more specifically with Doceri Desktop.

Learn more > Email CETL@life.edu

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**Lilly Conference on Designing Effective Teaching**


The Lilly Conference on Designing Effective Teaching is coming up August 1-3. The conference presentations call for proposals deadline is April 30, 2016. Go to this website to submit your proposals: [http://tinyurl.com/hmpp8so](http://tinyurl.com/hmpp8so).

This conference takes place on week 4 of the Summer quarter, which means that the conference will not be available for COC faculty due to a conflict with the OSCE schedule. However, CGUS full-time faculty should still consider whether they would like to attend this important teaching conference.

Normal Life University travel policies apply but, due to the closeness of this conference, faculty will be required to drive to Asheville and will not be reimbursed for flying.

If you would like to attend the Lilly conference, contact CETL@life.edu.

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**Lilly Conference Overview**

For over 35 years, Lilly Conferences have provided opportunities for the presentation of the scholarship of teaching and learning. Conference participants are made up of faculty and administrators at various stages in their academic careers that come from across the United States, representing nearly every discipline found in higher education. The conference maintains the same overall theme for each event: “Evidence-Based Teaching and Learning.” Tracks and sub-themes vary by conference and by year. They always offer a variety of sessions so that participants can match their learning preference to the presentation formats: 100-minute workshops, 50-minute sessions, 20-minute discussions, traditional plenary addresses, 30-minute round table discussions, and poster sessions. Conference presentations are selected through a blind peer-review process.