



# CTE, etc...

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## Faculty Illustrated

**A**manda Rockinson-Szapkiw, Associate Professor and Director of QEP, has a great passion for research and mentoring students. She contributes her passion to her father, who taught her to be an outside the box educator and about the importance of giving students roots and wings. Szapkiw's desire is to conduct research in a manner that serves others.



Szapkiw holds an Ed.D. in Distance Education, an M.A. in Counseling, and a B.S. in Education. Since coming to Liberty University in 2009, she has served as the chair of doctoral research and as an Associate Professor for the Ed.D. program in the School of Education. Szapkiw has taught advanced quantitative research and analysis courses, as well as proposal and prospectus development classes to a national and international population in an online and blended format.

Szapkiw designed and taught masters-level educational technology courses and counseling courses in the School of Education. In 2010-2011, she received the Chancellor's Award for Excellence in Teaching. Szapkiw has authored and co-authored more than three dozen peer-reviewed journal articles and presented and co-presented over 50 professional presentations. She recently published the co-edited book, *Navigating the Doctoral Journey: A Handbook of Strategies for Success*, with Dr. Lucinda Spaulding. Her most recent publications on doctoral persistence have focused on online education, females, and minorities.

Szapkiw's two-fold research agenda focuses on distance education and community with attention to individuals who persist in a doctoral program and the factors that help them persist. Last year, she concentrated on individuals who came out of poverty and how they persisted through a doctoral program. Szapkiw's most recent focus has been female identity development, specifically as a researcher and scholar through an online or second generation doctoral program.

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# CTE

## WILD WEST

### TAKE A BREAK

Join us for fun,  
food, and  
fellowship!

Friday, May 1st  
10 a.m. - 2 p.m.  
CTE Classroom,  
DH 3032

This year's  
theme is "Wild  
West" so come  
get some grub  
and enjoy  
some cowboy  
style fun!

In January 2015, Szapkiw accepted the position as Liberty University's QEP director. The QEP is defined as "a focused course of action that addresses an area of needed institutional improvement and demonstrates the university's commitment to enhance the quality of education for students".

The focus of Liberty's QEP for 2016 will be on improving students' learning through the building of an effective research and scholarship training environment across departments and colleges. The purpose of this QEP is to help faculty and students develop a researcher identity from a Christian worldview. Szapkiw's background in research

will be a great asset as she guides the university's initiative for research and scholarship.

Szapkiw believes everyone needs to develop as a researcher, as a practitioner, and as a steward. "One should never just research for the purpose of only creating knowledge." She points out that as stewards, Christians should research to better understand themselves, to better understand others, and to better understand God so they can serve the world—"to enrich, empower, and make a difference in the lives of others." Christians should also research from a practitioner standpoint to improve their

practice within their current workplace.

This QEP will focus on a small select population, with the ultimate goal and vision to influence the entire university. When Szapkiw has mentored students in the doctoral process who want to focus on Christian worldview or Christian education, there has been a struggle to begin researching because of the lack of empirical base. "The fact that a Christian university is embracing and discussing the idea of what it means to be a Christian researcher and produce good solid research is exciting!" After all, Jerry Falwell said "If it's Christian, it ought to be better."

## Informational Videos

Can't make it to a workshop?

The CTE frequently videotapes workshops and seminars both here in the CTE and around campus.

These videos can be found in the FCC\_CTE in Blackboard.

Videos and tutorials on FERPA, Jing, and more are located there.

Be sure to check often for more videos.

If you have any questions contact Cory Anderson at [cdanderson1@liberty.edu](mailto:cdanderson1@liberty.edu).

## Semester-Long Book Study Examines Learner-Centered Assessment

This semester's book study at the CTE was led by teaching advisor Shawn Bielicki and met monthly to examine the book, *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning* by Mary Huba and Jann Freed. Faculty participants shared scholarly insights into various chapters and developed ideas to implement new pedagogical strategies or assessment techniques. At the conclusion of the study, participants received a certificate of completion.

This semester's participants were Ashley Barnett, Bruce Bell, Ruth Glaze, Kevin Heisey, C. Anna



Henderson, Jacqueline Johnson, James Jones, Barb Sherman, Elizabeth Sites, and Tess Stockslager. The second semester book study at the CTE furthered the conversation on learner-centered teaching that was started during the first semester.

# TWO MAJOR PROGRAMS REVAMPED

**ILLUMINATE**  
Grants for the Improvement of Teaching

Those of you who have been at Liberty for any length of time understand that the only constant is change! In an effort to improve our practice two major programs administered by CTE were revamped.

The ***ILLUMINATE Award for the Improvement of Teaching*** was re-scheduled from two granting cycles to one cycle per academic year. The implementation of grants is no longer tied to a particular semester, but to an academic year, permitting more time for a faculty member to complete the process.

The ***President's Award for Excellence in Teaching*** was extensively revised to allow for more stakeholder voices in the process – faculty, Deans and students. Faculty have the opportunity to nominate one of their worthy peers who is then ranked and pushed forward as a semi-finalist by his/her Dean. Semi-finalists then speak to several areas of teaching expertise including innovation, technology, faith integration, pedagogy, student support and involvement, assessment and personal growth. Four selection committees met to determine the grantees in the four categories of LUO-Graduate, LUO-Undergraduate, LUR-Graduate and LUR-Undergraduate. Winners are recognized at Commencement and receive a \$6000 award. Congratulations to the 2014-2015 recipients of this prestigious teaching award: Stephen J. Bell (CGS), George Young (SOB), Tracy T. Ellett (CGS), Hubbard H. Harvey (SOB).

PRESIDENT'S AWARD for  
**EXCELLENCE IN TEACHING**

## FULBRIGHT OUTREACH LECTURING FUND (OLF)

Fulbright has many programs to benefit faculty, students and institutions of higher education. One such program is the Outreach Lecturing Fund that permits US institutions to invite Fulbright Visiting Scholars (non-U.S.) to come to Liberty. (Every year the U.S. hosts some 800 faculty and professionals from around the world for advanced research and university lecturing.) The purpose of the OLF is to allow international scholars to share their specific research interests, speak on the history and culture of their home country, exchange ideas with US students, faculty and community organizations and create linkages between their home and host institutions. Fulbright will fund transportation from the host U.S. institution (where the scholar is housed) to Liberty and back. It is then the LU college/school/department's responsibility to provide funding for room and board, and a stipend, if desired. For more details on this program, please contact Edna Udobong (eudobong3@liberty.edu) or Sharon Wheeler (swheeler@liberty.edu).

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# TEACHING WITH TECHNOLOGY

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CENTER FOR TEACHING EXCELLENCE

## Summer 2015 CTE Bootcamp

On June 8-12, the CTE will be holding the 5th annual Teaching With Technology Boot Camp. Twenty faculty are chosen from a competitive applicant pool to attend 40 hours of hands-on learning with classroom technologies that they can then implement in their own classes in the fall. Part of the application requirement is identifying a course syllabus with learning outcomes that can be supported by utilizing instructional technologies. Faculty mentors present what they have done in the classroom with a particular technology and are available to come alongside the participants to help them develop and then implement. The CTE invites demonstrations from faculty, IT, and the Library.

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## FACULTY WEIGH IN

*“What the Best College Teachers Do” by Ken Bain*

Reviewed by Troy Matthews, Professor & Associate Director,  
Center for Christian/Community Service

The title alone was enough to peak my interest, and the fact that it was a book that only required a 200 page commitment made me pick it up. After reading the inside cover and realizing that, *What the Best College Teachers Do* by Ken Bain (6448), was recognized by Harvard Press for being an outstanding book on education and society, I thought that it may be a work worth investigating further.

As a professor, I was already interested in the book, but the title did raise questions in my mind. For example, how do we define “best” and what criterion does the author/study use to determine it? The author seeks to address this at the beginning of the book as he explains the methodology of this extensive 15 year study. In summary, Bain states that in this pedagogical study, they wanted to look beyond just classroom performance, and instead focus on professors who had “remarkable success in helping their students learn in ways that made a sustained, substantial, and positive influence on how those students think, act and feel” (p. 5). (The appendix gives details on how the study was conducted).



The conclusions within the book, and in fact the basis of the chapter titles, come from six broad questions that were asked within the study.

- What do the best teachers know and understand (about how we learn)?
- How do they prepare to teach?
- What do they expect of their students?
- What do they do when they teach?
- How do they treat students?
- How do they check their progress and evaluate efforts (their students and themselves)?

*What the Best College Teachers Do* is an excellent reminder that education is more than just a transmission of information, it is a transformational process whereby learning takes place. Bain states that we must struggle with “the meaning of learning within our disciplines

and how best to cultivate and recognize it” (p.175).

Professors in any discipline will find this a book well worth reading. It is not a book meant to provide simple teaching tips or techniques, but rather it explores aspects of an educational philosophy that is common in successful teachers. The chapters are well structured and provide a good array of historical educational research, references to and conclusions from the study conducted, and anecdotal related quotes from many of the professors used in the study.

*What the Best College Teachers Do*, also includes annotated notes and references for each chapter. I would suggest that the reader refer to these notes as they read each chapter as they contain excellent information and clarification.



### ***January Professional Development***

*The Center for Apologetics and Cultural Engagement presented “Preparing our Students to Engage the Post-Modern World” at January Professional Development Day. Nearly 500 faculty attended the panel consisting of Mark Allen, Joshua Chatraw, Norman Mintle, and Karen Prior.*

## **Meet CTE’s Newest Member...**

In February, the Center for Teaching Excellence (CTE) welcomed a new Receptionist, Miss Lisa Thomas, to the staff. Lisa is a graduate of Liberty University with a Bachelor’s Degree in Special Education and a Master of Arts in Teaching in Elementary and Special Education. Prior to coming to the CTE, Lisa was an integral part of the College of Arts and Sciences where she was part of the support staff. As the new “Face of CTE,” you will see her welcoming smile when you visit our offices. Among her many roles, she is responsible for assisting in the day to day operations of our center, answering questions regarding the Early Career program for new faculty, maintaining our Faculty Lending Library, and spoiling our wonderful faculty. We’re excited to have Lisa on “Team CTE!”





## PUBLISHER'S WEEK

272 faculty stopped  
by the CTE for  
Publisher's Week 2015

## RECOMMENDED READING

The recommended reading section suggests several excellent texts that are now available for faculty to borrow from either the CTE Lending Library or the Jerry Falwell Library. Faculty members are welcome to reserve these books from their respective locations.

### Jerry Falwell Library

- Alison, J. & Brookfield, S. (2014). *Engaging imagination: Helping students become creative and reflective thinkers*. San Francisco: Jossey-Bass.
- Bresciani, M. (2006). *Outcomes-based academic and co-curricular program review: A compilation of institutional good practices*. Sterling, VA: Stylus.
- Cook-Sather, A., Bovill, C., & Felton, P. (2014). *Engaging students as partners in learning and teaching: A guide for faculty*. San Francisco: Jossey-Bass.
- Lang, J. (2013). *Cheating lessons: Learning from academic dishonesty*. Cambridge, MA: Harvard Press.
- Walvoord, B. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. San Francisco: Jossey-Bass.

### CTE Lending Library

- Belcher, W. L. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks, CA: SAGE.
- Blumberg, P. (2014). *Assessing and improving your teaching: Strategies and rubrics for faculty growth and student learning*. San Francisco: Jossey-Bass.
- Dweck, C. S. (2008). *Mindset: The new psychology of success*. New York: Ballentine.
- Lieberg, C. (2008). *Teaching your first college class: A practical guide for new faculty and graduate student instructors*. Sterling, VA: Stylus.
- Robinson, S. (2013). *The peak performing professor: A practical guide to productivity and happiness*. San Francisco: Jossey-Bass.

## Center for Teaching Excellence

*Empowering Effective  
Educators*

DeMoss 3032  
Phone: 582-3032  
Fax: 582-3873  
Email: [cte@liberty.edu](mailto:cte@liberty.edu)  
[www.liberty.edu/CTE](http://www.liberty.edu/CTE)

[Facebook.com/  
LibertyUniversity/CTE](https://www.facebook.com/LibertyUniversity/CTE)

[Twitter.com/LibertyUCTE](https://twitter.com/LibertyUCTE)

Sharon Wheeler,  
Director

Shawn Bielicki,  
Teaching Advisor

Susan Crabtree,  
Educational Technologist

Cory Anderson,  
Educational Technologist

Tom Doss,  
Administrative Assistant

Lisa Thomas,  
Receptionist