



SAVE THE DATE

October 26, 2010

Faculty Development Seminar with
HPD Library titled "iPad Initiative"

November 1, 2010

Deadline for HPERs abstract submission

November 12, 2010

Faculty Development Workshop with
Todd Zakrajsek, Ph.D.

December 1, 2010

Deadline for proposal submission for
HPD Educational Research Grant

December 3, 2010

Faculty Development Seminar
with Marti Echols, Ph.D., and
Kathleen Hagen, M.M., titled

"Too Much Content, Too Little Time"

January 14, 2011

Faculty Development Workshop with
Franklin Medio, Ph.D.

January 15, 2011

Health Professions Educational
Research Symposium (HPERS)

February 10, 2012

HPD Research Day

Please RSVP to Kathleen Hagen at
(954) 262-1235 or
khagen@nova.edu.

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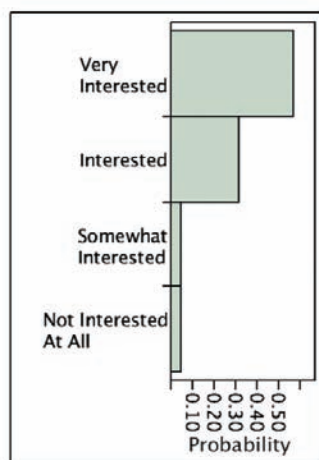
Faculty Survey Results

By KATHLEEN HAGEN, M.M., with STATISTICAL SUPPORT FROM PATRICK HARDIGAN, Ph.D.

I'd like to give a big "thank you!" to all the faculty members who responded to the online survey of what kinds of programs they would like to see presented. The response was much better than I expected, and the comments were very positive. I am including the results of the most popular choices for faculty development, educational technology/media, and scholarship/research. The overwhelming choice for faculty development seminars was during lunch on weekdays, but the next most popular choice was half-day weekday workshops (a format we have been moving toward for exploring topics in more depth). The full report is available on our departmental Web site at <http://www.nova.edu/cwis/hpdttesting/ctl/>. I would like you to know that your interests will guide the faculty development topic choices for the next few years.

TOPICS FOR IMPROVING TEACHING

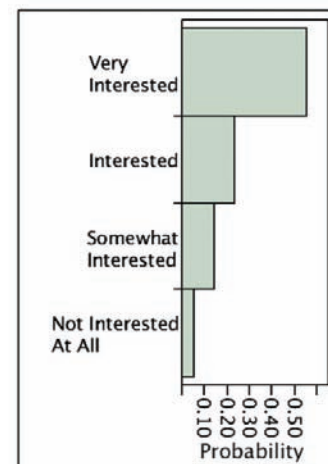
Most Popular Choice: Engaging Students



FREQUENCIES

Level	Count	Percent
Very Interested	43	0.57
Interested	24	0.32
Somewhat Interested	4	0.05
Not Interested at All	4	0.05
Total	75	1.00

Second Most Popular Choice: Developing Professionalism in Students

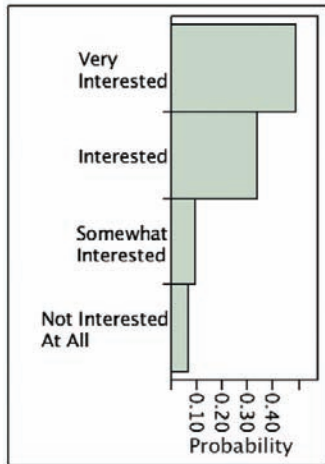


FREQUENCIES

Level	Count	Percent
Very Interested	42	0.56
Interested	18	0.24
Somewhat Interested	11	0.15
Not Interested at All	4	0.05
Total	75	1.00

TOPICS FOR EDUCATIONAL TECHNOLOGY/MEDIA

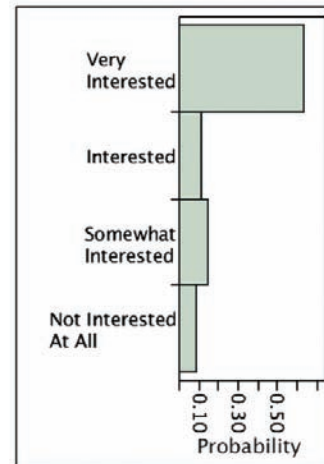
**Most Popular Choice:
Designing Better PowerPoint Presentations**



FREQUENCIES

Level	Count	Percent
Very Interested	36	0.49
Interested	25	0.34
Somewhat Interested	7	0.10
Not Interested at All	5	0.07
Total	73	1.00

**Second Most Popular Choice:
Getting the Most from My WebCT/Blackboard Course**

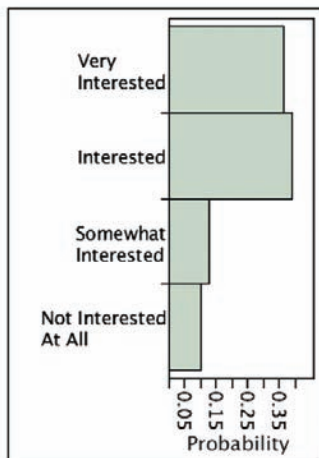


FREQUENCIES

Level	Count	Percent
Very Interested	48	0.64
Interested	9	0.12
Somewhat Interested	11	0.15
Not Interested at All	7	0.09
Total	75	1.00

TOPICS FOR SCHOLARSHIP/RESEARCH

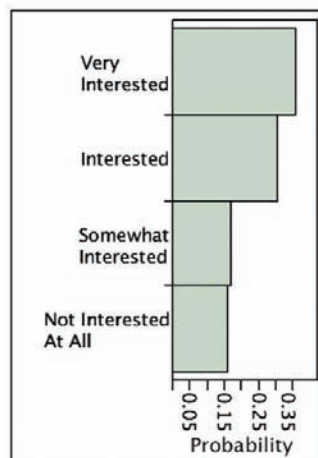
**Most Popular Choice:
Funding Opportunities Available
to NSU Researchers**



FREQUENCIES

Level	Count	Percent
Very Interested	28	0.37
Interested	30	0.39
Somewhat Interested	10	0.13
Not Interested at All	8	0.11
Total	76	1.00

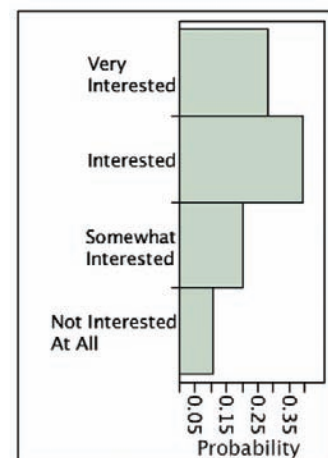
**Tied for
Second Most Popular Choice:
Writing Research Grants**



FREQUENCIES

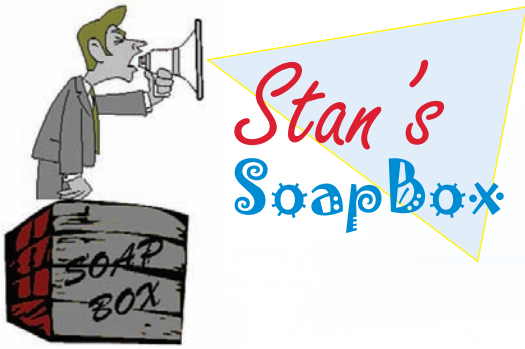
Level	Count	Percent
Very Interested	27	0.36
Interested	23	0.31
Somewhat Interested	13	0.17
Not Interested at All	12	0.16
Total	75	1.00

**Tied for
Second Most Popular Choice:
Utilizing the HPD Library**



FREQUENCIES

Level	Count	Percent
Very Interested	21	0.29
Interested	29	0.40
Somewhat Interested	15	0.21
Not Interested at All	8	0.11
Total	73	1.00



BY STAN COHEN, ED.D.

Increasing Student Motivation

In my observation of classroom instruction, I have noticed that sometimes the threat of an examination is the only tool being used to enhance motivation for learning the content. I believe it is possible to create a learning environment that will develop favorable attitudes toward the subject matter and produce much more student effort to achieve the instructional goals.

Research done by Ned Flanders, Ph.D. (not *The Simpson's* character!) shows us that incentives like praise can motivate students to really dig in. Why is it so easy for teachers to respond with criticism to student answers rather than praise? Simple positive statements can convince students that the content will be useful to them in the future, or at least it is enjoyable to just explore new ideas.

We also know from educational research that motivation increases when the instructional material is clear and organized. For example, handouts that are not logically sequenced are not self-instructional, and they slow learning down. We basically learn from the known to the unknown. Organization requires that we connect new material to old material already learned; otherwise our brain usually cannot download the material for later access.

For us to assume that students have a great capacity for internal motivation just because they pay large tuition bills is simply a myth. It takes years for teachers to guide students and reinforce internal motivation through praise and concrete success. At the point of feeling really satisfied, the learner may need much less

external reward. In fact, too much external reward given to a self-motivated student can be counter-productive.

We have also learned from years of research that timing is critical. Readiness for learning is not limited to young children. It applies to adults as well. For example, adult learners will be more apt to follow instructions if the set for learning is just right. Otherwise, the teacher will have to give instructions over and over again—a waste of everyone's time.

Students' mental models are not the only things instructors need to mold and improve. Behavior and the attitudes underlying it are also within the realm of attributes teachers can and should attempt to affect. Changing beliefs and behaviors can cause some anxiety in our students. Here, the instructor has to strike a delicate balance. Too little anxiety and we cannot make much change. Too much anxiety and students will remember only the stress and not the lessons. If we as teachers set unrealistic goals for our students' comprehension because we have a large amount of content to cover, the resulting stress will decrease learning.

The final component to increasing our students' motivation to learn is speedy and accurate feedback on their work or examinations. This feedback can affect student success in future evaluations. I believe that a single teacher action can affect learning motivation in a positive or negative way. I challenge you to plan your instruction so that learning patterns move in the right direction.

Flanders, N. A. (1961). Analyzing teacher behavior as part of the teaching-learning process. *Educational Leadership*, 19, 173-175, 178-180, 200. Retrieved from http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_196112_flanders.pdf.

HPD Library Offers New LibGuides

By COURTNEY MLINAR, M.L.S., HPD LIBRARY LIAISON

The HPD Library staff has been working hard to create various instructional guides for faculty members to use in their WebCT courses to aid in using library resources for research projects or just to learn how to find full text to articles used for required reading assignments. We purchased a library software tool in April—LibGuides—and are able to adapt these for instructional tools, program portals, course reserves, and also tailor them for course-specific use and research alerts.

The software is also available for faculty members to create their own portal. If you are interested in creating your own or would like guides created for your course or on a specific topic, please contact your appropriate librarian liaison:

Courtney Mlinar at cm1470@nova.edu (Colleges of Pharmacy, Dental Medicine, and Optometry)

Kaye Robertson at kayerob@nova.edu (Colleges of Osteopathic Medicine and Medical Sciences)

Bonnie DiGiallonardo at digibon@nova.edu (College of Allied Health and Nursing)

Following is an annotated list of all the new Library Guides now available that are program specific. Please place a link in your WebCT courses to the Library Guide that corresponds with your program of study at HPD.

• [Anesthesiologist Assistant](#)

<http://nova.campusguides.com/AnesthesiologistAssistant>

• [Audiology](#)

<http://nova.campusguides.com/Audiology>

• [Biomedical Informatics](#)

<http://nova.campusguides.com/bioinfo>

• [Dental Medicine](#)

<http://nova.campusguides.com/dentalmedicine>

• [Health Sciences](#)

<http://nova.campusguides.com/HealthSciences>

• [Medical Sciences](#)

<http://nova.campusguides.com/medsci>

• [Nursing](#)

<http://nova.campusguides.com/nursing>

• [Occupational Therapy](#)

<http://nova.campusguides.com/OT>

• [Optometry](#)

<http://nova.campusguides.com/optometry>

• [Osteopathic Medicine](#)

<http://nova.campusguides.com/osteo>

• [Pharmacy](#)

<http://nova.campusguides.com/pharm>

• [Physical Therapy](#)

<http://nova.campusguides.com/PT>

• [Physician Assistant](#)

<http://nova.campusguides.com/PA>

• [Public Health](#)

<http://nova.campusguides.com/ph>

• [Vascular Sonography](#)

<http://nova.campusguides.com/sonography>

ADDITIONAL LINKS WE RECOMMEND YOU ADD TO YOUR WEBCT COURSE INCLUDE:

[Introduction to HPD Library](#)

<http://nova.campusguides.com/introhpdlibrary>: This site includes information about library services, hours, policies, contact info, and faculty and student resources as well as FAQs such as “How do I find the full text to my article?”

[Writing and Style Guides](#)

<http://nova.campusguides.com/writing>: This site includes APA style and AMA style guides as well as instructions on downloading and using

Endnote, which is a free bibliographic software program available to all NSU library users including clinical faculty.

[HPD Database and Writing Tutorials](#)

<http://nova.campusguides.com/hpdtutorials>: This site includes instruction on using databases in short chunks to answer more FAQs.

[HPD A-Z Library Resources](#)

<http://www.nova.campusguides.com/atozhpd>: This site provides a comprehensive list of all our subscription databases and most popular online journals arranged in alphabetical order.

MORE USEFUL LINKS WE RECENTLY UPDATED ARE LISTED BELOW:

[HPD Databases](#)

http://elib.nova.edu/db/n/nsublist2.cfm?sortorder=s&subj_id=med:

This site provides a comprehensive list of all HPD subscription databases on one convenient page.

[NSU Databases](#)

<http://elib.nova.edu/db/n/nsearch2.cfm>: HPD subscription databases arranged by subject, such as dissertations, education, etc.

[Consumer Health Resources](#)

<http://www.nova.campusguides.com/consumerhealth>: This site provides a handy source of authoritative Web sites for consumers as well as patient education handouts.

[HPD Faculty Resources](#)

<http://www.nova.campusguides.com/hpdfac>: This site provides FAQs about copyright, reserves, and other academic support services provided by the HPD Library.

[Subject Specific Library Guides: HPV, Cervical Cancer, and HPV Vaccine](#)

<http://www.nova.campusguides.com/hpv>: This site includes the latest news feeds and alerts regarding these topics.

[Chemistry](#)

<http://www.nova.campusguides.com/content.php?pid=121750&sid=1046866>: This site provides NSU library resources available as well as important Web sites.

[Company and Industry Info](#)

<http://www.nova.campusguides.com/content.php?pid=121750&sid=1046866>: This site provides company profiles including health care and drug company resources.

[Qualitative Research](#)

<http://www.nova.campusguides.com/qual>: This site provides the how-to-do-it guide.

Your librarian liaison can also create permanent links to your class article assignments to help increase the number of students who actually read the assigned articles. We are also asking for your required textbook lists so we can have these books available in reserve or in an online format for your students. Please come by and see us for more information and to take a tour of our beautiful new information commons area.