

CTE Notebook

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“It has been a rewarding journey to see students learn more mathematics as well as develop valuable thinking and learning skills through collaborative learning.”- Russell Blyth (pictured above right)

Teaching Styles of the SLU2000 Faculty

We have chosen teaching styles as the theme of the Winter 2003 *Notebook*. We asked a few SLU2000 faculty to share with us their thoughts about teaching styles.

Dr. Russell Blyth, Associate Professor, Mathematics and Computer Science

Teaching a SLU2000 course has been, and, I hope, will continue to be, a very rewarding experience. The SLU2000 course I am teaching, Mathematical Thinking in the Real World, is designed to allow non-technical majors who need just one mathematics class in their degree an opportunity to experience mathematics the way mathematicians understand their subject. We accomplish this by exploring topics, such as infinity, the fourth dimension and fractals, that are deep yet accessible. The key to making this succeed is found in the way the content is approached. From the very first day of class to the last, students actively engage the ma-

terial through readings, puzzles, collaborative work on problems in class, use of computer activities and internet resources, reflective papers, creative projects, and brief presentations. All I need ask on the first day of class is that students dive into the course material, and that they be prepared to think deeply. The students take this advice to heart, with the result that they learn interesting mathematics and actually enjoy doing so.



Teaching a SLU2000 course is for me perhaps the ultimate in using active learning in the classroom. I hardly ever lecture. We are fortunate to have a text that strongly supports the goals of the course. It is readable, it is enthusiastic, it is encouraging, and it guides the development of students'

Teaching Styles (continued)

thinking skills. I assign readings from the text for homework. At the start of each class we often discuss aspects of the readings. Then students work in groups on activities designed to promote "guided discovery" of important facts and/or to provide them with practice at developing their critical thinking skills while deepening their understanding of the material. My role is to move around the room visiting the groups to encourage, redirect, retask (when an activity has run its course), and help students see relationships among various aspects of the mathematics we study. If several groups encounter a common difficulty, I may stop the class for a "mini-lecture". Often the group activity concludes with a short summary to make sure everyone has understood the point(s) of the ac-



Pictured above: Aporn Deenan (Nursing), Kasemsarn Chotchakornpant (Public Policy), Bonnie Tebbe (Reinert CTE) at CTE Certificate Ceremony, December 2002

tivity. There is usually a great deal of activity - a lot of mathematics - occurring in the classroom. I refer to this as "organized chaos," in contrast to the controlled order of a lecture, or even lecture/discussion, environment.

I did not just recently jump into this style of teaching, nor do I use it exclusively. Faculty in our department have been using a wider range of teaching methods for about the last 8-10 years, coinciding with changes made in teaching the calculus and pre-calculus courses. These changes include a greater emphasis on conceptual understanding and the appropriate pedagogical use of technology in teaching, in addition to the adoption of active teaching styles. I have learned a great deal from discussions with my colleagues and from other professional resources. Our chairs and college administration have supported and encouraged teaching innovation. It has been a rewarding journey to see students learn more mathematics as well as develop valuable thinking and learning skills through collaborative learning. I now use active learning to some extent in nearly every course I teach, from freshman to graduate

level. The ways in which I used active learning techniques to teach calculus prepared me to teach the SLU2000 course the way I do, and the SLU2000 course, in turn, has taught me new wrinkles on how to teach all my other courses. I hope to continue developing my teaching for many years to come.

Dr. Scott Berman, Associate Professor, Philosophy



My approach to teaching focuses on student-centered learning. This means that there is greater ac-

tive student participation in the learning process and effective teaching takes place when stu-

“Education should transform, not just pass through, the student.”- Scott Berman

dents take greater ownership and responsibility for their own learning. Active learning involves students in understanding the subject matter as a result of their own efforts facilitated by the teacher. This approach builds on a tradition in philosophy most know as the Socratic method. The role

Teaching Styles (continued)

of the teacher in this tradition has less to do with merely transmitting information, and more to do with facilitating and guiding students, setting the conditions and avenues for their intellectual skill development, and having as its ultimate goal a complex and deeper understanding of the subject matter. I have found that students develop stronger skill and deeper understanding when they have greater individualized attention. Therefore I have built on the Socratic tradition by combining it with what is called The Oxford-style Tutorial Method. My own experience with this method as a student in England, and its proven track record primarily in British higher education, convinced me that the tutorial method was a superior way of structuring the learning process in my classes. That structure compels students not just to memorize the material, but to engage challenging issues and problems in relation to where they themselves stand on those issues and problems. Students start to see, some for the first time in their lives, what it is to examine a particular issue in depth. My job is to get the students to slow down and work on the difficulties and complexities as opposed to merely passing right over them with-

out realizing how important it is to work out the details if one is to succeed in truly understanding the larger picture, which is the ultimate goal of my teaching. Education should transform, not just pass through, the student.

A brief description of how I strive to achieve this end in a particular class might be helpful. I begin by giving the whole class one set of questions about some particular text and asking them to write a five- to seven-page paper answering those questions. I allow them at least a week to write it. The students then meet with me in pairs for hour long sessions in which we read and discuss the answers they give as well as the issues that get raised by their answers and by my questions. The questions are structured to help the students to identify an important argument being made in the text and to evaluate that argument critically. My goal is to get the students to engage with the philosopher's position and argument for that position and not merely report on what the philosopher said. In order to do the tutorial successfully, each student has to determine where he or she stands on the issue, or issues, raised in the tutorial. As a result, the student will

probably either reject something previously believed or understand more deeply something previously believed. They are likely to develop better conceptual, analytical and critical thinking skills. They are often transformed intellectually and personally. And though it is true that all students find this difficult, most students do in fact respond favorably to the challenge.

**Dr. Lorenzo Covarrubias,
Assistant Professor of
Anthropology, Department
of Sociology & Criminal Justice**



I view the college teaching and learning experience as a shared endeavor.

Students and instructors share a lot. At SLU, we share a university, a college, a major, a course, a classroom. And, most important of all, we share ourselves. This philosophical approach to teaching was highlighted during the Fall 2002 semester, my first semester here. As several students have heard me say, I have two key identifiers. One, that I am the product of public education; government elementary education in Mexico,

Teaching Styles (continued)

and public in the U.S. Two, that I am Mexican-Californian; having spent all of my personal, educational, and working 40-some years in these two places.

“I view the college teaching and learning experience as a shared endeavor In other words, their individual and group sharing of how they perceived SLU and the encompassing community (particularly ethnic and immigrant ones), was key in incorporating a ‘Latinos in St. Louis’ theme to my courses.”

—Lorenzo Covarrubias

In St. Louis and at SLU, these two qualifiers make me both a teacher and a learner. It also makes it imperative that the students I teach share their local histories, lived experiences, or Midwest sensitivities with me. It may not seem so at first, but this ‘requirement’ is a teaching style. As I teach, I become a skilled observant. What do they wear? What do they talk about? How do they react to my Mexican/California/public education world view?

I also have a south-of-us touch. Not the U.S. south, but south of the U.S. I am a Latin Americanist by academic trade. This means that Latin America gives me the larger contexts and theoretical frameworks that couch my thematic teaching...be it social movements, international relations, or economic and political development; and, to the surprise of many (including myself at first), issues of race, ethnicity and racism.

My Latin American lens is also accompanied by a personal/academic interest in Latino and immigrant issues in the US (and overall ethnic relations). This also colors my teaching. Combined with my training as a cultural anthropologist, this allows me to pay particular attention to the communities that surround a university. I refer to this as ‘next-door anthropology’ (in reference to the ‘exotic’ and far-away anthropology most people may be aware of). In California, instituting this approach was rather easy. I knew or sensed what surrounding communities were all about. Not so fast in St. Louis. Before I could do this, I needed to hear from our students. In other words, their in-

dividual and group sharing of how they perceived SLU and the encompassing communities (particularly ethnic and immigrant ones), was key in incorporating a ‘Latinos in St. Louis’ theme to my courses. This thematic or project-based teaching-learning, I argue, is quite effective as a less abstract frame of reference as introduced.

Another way I have found that increases how much students share with me, is by giving them free reign at least once per semester. This means that during selected class meetings, pairs or small groups of 3-4 will teach an entire class, and I mean give the class, not just present a portion of it. They arrange it and prepare it as they wish. I have had students who rearrange the preceding seating arrangements, bring in guest speakers, dress and play the part, and treat me as just one more student (usually putting me on the spot). In California I might have seen this exercise in purely academic/teaching terms...but here in St. Louis I see it much more as a learning experience (directed toward me), as I see how students interact, perform, and of course, share.

Teaching Styles (continued)

**Dr. Vincent Casaregola,
Associate Professor, Eng-
lish, Director of the Writ-
ing Program**

I have heard some of my best teachers say that “you teach who you are.” By this they mean that teaching style is a highly personal form of expression—it is an art rather than a system of procedures. That being said, it may seem that good teaching is merely the outgrowth of some inherent quality that can be evoked but not itself learned. I do not think that is the case. Yet, we must begin by acknowledging the qualities of our own personalities, as well as our own styles of communication, before we begin learning how to teach.

Insofar as teaching involves the two performance activities of presenting material to a large group and/or managing the ongoing dialogue of a group, our presentational and interpersonal communication styles must be our starting points. We must first learn how to listen to ourselves, how to judge ourselves as both speakers and listeners, before we can begin to know our strengths and weaknesses in these areas. Our friends and colleagues can help us in this initial stage, but they can

do only so much. We must study how others react to us in order to know, in part, how we affect them with our style of presentation. Procedural knowledge and instructional technologies, while useful, cannot be effective until we understand who we are as we use them. For some teachers, the most effective tool is still a piece of chalk, and a PowerPoint is merely a distraction. We cannot assess what tools are useful until we assess our basic approaches to communication.

Teaching style also involves our approach to professional, interpersonal relationships, because teaching is always the building of relationships. In this, we must begin by reaching out to students, “meeting them where they are.” Unless we make an initial effort to engage students, both individually and collectively, in their own contexts of learning and understanding, we are not able to teach them. Often students do not begin by knowing what we expect they should know, or what we recall knowing, as students ourselves. Instead, they know something else, something we may neither know nor value as

“In the end, we must realize that our teaching style grows from our personalities.”—Vincent Casaregola

much. But we, as teachers, must begin to bridge that gap if we are to teach students. We do so by extending ourselves, not only our knowledge but also our patience, to build the bridge. At the same time, by such reaching out we invite students to teach us about who they are and where they are in the world. They, too, begin to build the bridge from their side as well. It is not an easy process, and it requires great patience on the part of teachers.

In the end, we must realize that our teaching style grows from our personalities. Just as we develop and adapt our personalities to compensate for our weaknesses and failings, we must develop our teaching style as well. We begin with ourselves but, through our relationships, we grow to be more than ourselves alone. In the end, our teaching style is the fabric of relationships we weave through all our professional activities, week by week semester by semester.

Creating A Positive Learning Environment

Ideally, faculty members in a university community strive to provide the best opportunities for learning in and out of the classroom. Encouraging a positive learning environment enhances the teaching and learning process. Although teaching styles vary, there are certain things faculty can do to keep the teaching environment positive. How we relate to students directly affects how students respond to us and their peers in the classroom.

Several helpful articles addressing these issues are available to the university community through the CTE website: www.slu.edu/centers/cte. In the resources section of our website you will find a link to POD articles. CTE has obtained access for SLU network

Avoiding Harassment in the Learning Environment

March 25, 2003

2:30-4:30 p.m.

Knights Room

Pius XII Memorial Library

March 26, 2003

2:30-4:30 p.m.

Multipurpose Room

School of Allied Health

RSVP to Bonnie Tebbe

tebbebc@slu.edu

users to full-length articles written for the Professional and Organizational Development Network in Higher Education (POD) by faculty who are interested in issues of pedagogy. The articles are grouped in categories. Under the categories, "Student-Faculty Relationships" and "Teaching Strategies" there are several articles discussing approaches to teaching that encourage a positive learning environment. The following is a list of some of the articles available:

■ "In the Name of the Student" by Rita Rodabaugh, Florida International University

■ "The Why of Teacher/Student Relationships" by Richard G. Tiberius, University of Toronto

■ "Never in a Class by Themselves: An Examination of Behaviors Affecting the Student-Professor Relationship" by David J. Walsh & Mary Jo Maffei, Management, Miami University

■ "Cracks in the Ivory Tower: Conflict Management in the Classroom --- and Beyond" by Susan A. Holton, Bridgewater State College

■ "Academic Civility Begins in the Classroom" by Roger G. Baldwin, The College of William and Mary

■ "Teachers Are Diverse TOO -- Respecting Each Other's Beliefs" by Richard G. Tiberius, University of Toronto

■ "Building Confidence and Community in the Classroom" by J. Dennis Huston, Rice University

■ "Teaching With Hospitality" by John B. Bennett, Quinnipiac College

While we want to center on creating a positive learning environment, we must also be aware of issues that create a negative learning environment. Ethical and legal issues of harassment on university campuses and in the classroom have been the topic of discussion in academic journals in the last decade. Judith Glazer-Raymo's review essay "Sexual Harassment in the Academy" in the summer 2000 *The Review of Higher Education*, discuss three books on the topic. If you are interested in the article, you may access it on-line at

http://muse.jhu.edu/journals/review_of_higher_education/v023/23.4glazer-raymo.html.

In addition to these resources, the upcoming Harassment Workshop led by Dr. Ellen Harshman, Senior Vice

Creating A Positive Learning Environment (Continued)

Provost and Director of CTE offers full-time faculty an opportunity to discuss and learn how to avoid harassment issues and a negative learning environment in the classroom, to learn what the university's policies are about sexual harassment, and the legal issues involved.

On March 25 and 26, 2003 the CTE in collaboration with the

Office of Diversity and Affirmative Action will be conducting workshops dealing with issues of harassment claims by students. The workshops are scheduled March 25th from 2:30 until 4:30 p.m. in the Knight's Room of Pius XII Memorial Library and March 26th, from 2:30 until 4:30 p.m. in the Multipurpose Room in the School of Allied Health. This workshop pre-

sents a practical approach to the topic; using examples that have given rise to complaints, in order to help faculty recognize and avoid potential problems, and understand how issues are resolved when they arise. Please register for these workshops in advance by calling or e-mailing Bonnie Tebbe at 977-3944, tebbebc@slu.edu.

GRANT AND FUNDING OPPORTUNITIES



National Education Association Democracy in Higher Education Prize

The National Education Association will award the Democracy in Higher Education Prize for an article that contributes to the expansion of the welcoming and democratic culture of higher learning and the ideals of tolerance, justice, and the unfettered pursuit of truth traditional to the academy.

Sponsor: National Education Association (NEA) Excellence in the Academy Awards

Deadline: September 30, 2003

Amount: \$2,500 - Along with receiving the award of \$2,500, the winning entries will be published in *Thought and Action*, the NEA higher education journal. Winners will also be asked to be presenters at the NEA Higher Education Conference.

For more information, see <http://www.nea.org/he/ajeaward.html>.

Computer Science & Engineering Undergraduate Teaching Award

The Computer Science and Engineering Undergraduate Teaching Award is given for outstanding contributions to undergraduate education through both teaching and service and for helping to maintain interest, increase the visibility of the Computer Society, and make a statement about the importance with which the society views undergraduate education.

Sponsor: Institute of Electrical and Electronics Engineers (IEEE) Foundation, IEEE Computer Society Education Awards

Deadline: October 1, 2003

Amount: \$2,000

For more information, see <http://www.computer.org/awards>.

For more grant and funding opportunities, check this website:

<http://fdncenter.org/pnd/rfp/>

A Report on the Faculty Winter Institute

by Dr. Mary Stephen, Associate Director,
Reinert Center for Teaching Excellence



Saint Louis University - January 8 & 9, 2003

The Sixth Annual Faculty Winter Institute

The Faculty Winter Institute, co-sponsored by CTE and ITS, focuses on the integration of technology in teaching. It provides an opportunity for faculty members to learn ways colleagues are using technology in teaching. Over 65 participants took part in this year's Institute on January 9. Alison Morrison-Shetlar, Director of the Karen L. Smith Faculty Center for Teaching and Learning and Professor of Biology at the University of Central Florida began the day with a dynamic keynote address. Dr. Morrison-Shetlar focused on four points: technology as a tool, the effect of technology on teaching and learning, evidence of student learning, and why are we using technology? Slides from



her keynote presentation can be found at <http://www.fctl.ucf.edu/presentation>. Other events on the schedule included a panel discussion on electronic portfolios, a session on quick start ideas for using technology in teaching, and the always popular, Sharing our Stories, segments in which faculty describe specific examples of ways they use technology in teaching.

One of the biggest challenges that those of us in CTE and ITS planning the Faculty Winter Institute face is how to create a program that will appeal both to faculty relatively new to the use of technology in teaching and to faculty with many years experience using technology in teaching. Based on evaluations received from this year's participants, it appears we succeeded in appealing to faculty with differing levels of experience using technology in teaching. We have already started thinking about next year's program, and invite your suggestions to make the 2004 Winter Institute even better than the 2003 Winter Institute.

Pictured at left:
Dr. Alison Morrison-Shetlar

Related Links

- Slides from Alison Morrison Shetlar's keynote: <http://www.fctl.ucf.edu/presentation>
- Annotated List of Electronic Portfolio Resources: <http://www.kn.pacbell.com/wired/fil/pages/listelectronma.html>
- Assessment site: <http://www.flaguide.org>
- Filamentality: <http://www.kn.pacbell.com/wired/fil>
- Walt Whitman Archive: <http://www.iath.virginia.edu/whitman/>
- Institute for Advanced Technology in the Humanities (IATH): <http://www.iath.virginia.edu>
- Maple Application Center: <http://www.mapleapps.com>
- MERLOT: <http://merlot.org>
- Mike May, S.J. Riemann Sums Applet: <http://www.slu.edu/classes/maymk/Riemann/Riemann.html>
- GIS Laboratory: <http://gis.slu.edu>
- Winter Institute: <http://institute.slu.edu>



The Technology Corner

by Dr. Mary Stephen,
Associate Director & Coordinator of
Technology and Learning,
Reinert Center for Teaching Excellence

Many years ago when I first started teaching at the university level, I taught mathematics. I used a very traditional style of teaching, one that incorporated lecture with lots of detailed examples of ways to solve prob-

lems, or prove statements. I stressed step-by-step approaches. I assigned homework to enable students to practice what I had demonstrated in class. I was quite successful by standard methods of measuring teaching at that time, i.e. student success on departmental exams, fully enrolled classes, high student completion rate, and student satisfaction on course evaluations. But, as I look back on those classes now, I have to question how well my students understood the theory behind the problems they solved, if they were able to transfer what they were learning to other settings, and whether they ever saw a “big picture” beyond the problem they were solving or theorem they were proving. Students found my teaching style comfortable because I essentially did the work, while they took notes.

Over the years, my preferred style of teaching has evolved from the style I just described into a teaching style that is much less teacher-centered, much more interactive, and story-centered. I no longer assume as I did when I first started teaching that all my students learn in exactly the same way or that they bring the same experiences with them to the learning environment. Several factors have contributed to this awareness. Certainly changes in my teaching style have been influenced by experiences I have had teaching. What I have learned about the intersection of students’ learning styles and different teaching styles since my first years of teaching has contributed to the evolution in my teaching as well. But, there has been another factor that has contributed greatly to changes in my teaching style, and that factor is technology.

I have always used technologies in teaching, e.g. blackboard, overheads, videos and computers, sometimes to make teaching easier, but more often because I believe using technology helps me teach more effectively and my students learn better. However, the use of technology in itself does not guarantee improved learning. According to research carried out by the Cognition and Technology Group at Vanderbilt University (Handbook of Educational Psychology, 1996, D.C. Berliner and R.C. Calfee, Eds. New York: Macmillan), *appropriately used* technology has the potential for increasing student learning. Using technology appropriately in teaching means not only understanding how technology will enhance what you currently do or let you do something new, but incorporating technology into teaching in such a way that technology supports rather than detracts from course goals and objectives.

Integrating technology into teaching can bring about changes in teaching styles not only because technology offers new ways of doing more traditional things, but because technology

The Technology Corner (continued)

provides new resources or opportunities for a faculty member to use in teaching. New technologies offer today's students opportunities and experiences that my first students could not have dreamed. I can easily rattle off a list of ways that technology supports learning today, including helping students visualize difficult to understand concepts, access current data for analysis and information from digital libraries, interact with experts, work collaboratively on real-world problems with fellow students or students from other parts of the world, and share work using a variety of formats. A challenge to the faculty member is how to incorporate the technology into teaching so the technology enhances the learning environment and connectedness among participants in that learning environment. Addressing this challenge and using technology often moves faculty members to try new teaching approaches. Available technologies now make it possible for me to teach a course using a blended format that incorporates online segments with face-to-face sessions. The approach I use in the face-to-face sessions is very different from the one I use in the online segment of the course. I can no longer depend on physical feedback, e.g. the expression on a student's face, when working online so I need to explore new strategies to determine when a student might be struggling with the online course material.

Many things have changed from when I started teaching several decades ago. Students' expectations and experiences have changed, and the way I teach has changed. I expect to continue to learn from future students and through my teaching experiences. I look forward to the availability of technologies that will provide more new approaches and opportunities in teaching, and I look forward to the continued evolution of the approaches I use in teaching.

If you are interested in learning more information on teaching with technology and for the connection between learning styles and teaching theories, I invite you to explore the following two online resources.

- Virtual Resource Site for Teaching with Technology <http://www.umuc.edu/virtualteaching/module1/media.html>, provides examples of ways to incorporate technology into different teaching/learning activities used across the disciplines. The site includes examples of teaching/learning activities from over 40 disciplines.
- The Teaching into Practice Database (TIPS), <http://tip.psychology.org/> will be of interest if you want to learn more about learning styles and teaching theories. The database contains summaries of 50 major theories of learning and instruction with links to related websites.
- The Honolulu Community College teaching tips index. This page provides links to articles about teaching in many categories, <http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>.

Congratulations Certificate Recipients!



*Pictured at left:
Dr. Barry Katz (Professor of
Research Methodology)
addressing the crowd at
CTE's December Certificate
Ceremony.*

On Friday, December 6, 2002, the Reinert Center for Teaching Excellence held the mid-year certificate reception and holiday party. Five Certificates in

University Teaching Skills and two Participation Certificates were conferred by Dr. Ellen Harshman, Senior Vice Provost and Director of the Reinert Center for Teaching Excellence. We want to express special thanks to all those who attended and those who support the center but were unable to attend. We also wish to thank Dr. Barry Katz who shared with us his own personal thoughts about teaching. In recalling one of his first teaching moments, Dr. Katz described when he realized he loved teaching. Inspired by his Boy Scout experience in learning about firearms, Dr. Katz recognized that teaching was important to him. Dr. Katz's remarks reveal how the desire to teach, to share and help others learn, is an important and motivational factor in how we approach our students and one another.

December 2002 Certificate Recipients are pictured at right: Donald Patten (Theological Studies), Daniel Michaels (Theological Studies), Dima Kalakech (Center for Advanced Dental Education), Aporn Deenan (Nursing), Youhong Gong (Mathematics & Mathematical Computer Science) Kasemsarn Chotchakornpant (Public Policy).



Congratulations Certificate Recipients!

The following CTE participants received their certificates. We wish to congratulate them and express gratitude to their teaching mentors.

Certificate in University Teaching Skills

Aporn Deenan, Nursing

Mentor: Dr. Joanne Schneider, Nursing

Youhong Gong, Mathematics

Mentor: Dr. Russell Blyth, Mathematics

Heidi Israel, Public Health

Mentor: Dr. James Romeis, Public Health

Daniel Michaels, Theological Studies

Mentor: Fr. Wayne Hellmann

Donald Patten, Theological Studies

Mentor: Fr. Wayne Hellmann

Certificate of Participation

Kasemsarn Chotchakornpant, Public Policy

Mentor: Dr. Scott Cummings, Public Policy

Dima Kalakech, Orthodontics

Mentor: Dr. Estaquio Araujo, Orthodontics



Dr. Ellen Harshman awards Kasemsarn Chotchakornpant his Certificate of Participation.



Pictured above:
Donald Patten and Fr. Wayne Hellmann,
OFM Conv. (Theological Studies)

Teaching Styles Resources in Faculty Resource Room

The CTE Faculty Resource Room provides a casual, flexible space for faculty to browse CTE collections and exchange ideas about teaching. Along with a computer station and comfortable reading chairs, this room contains our expanding print resources and houses our videotape library along

with a television and VCR. These resources cover a wide range of topics related to teaching. The room also has a conference table and chairs, providing an excellent site for small discussion groups or brown-bag lunches. Visit the CTE website: www.slu.edu/centers/cte to view the on-line

resource room schedule. Walk-ins are welcome during our “open hours.” The CTE Resource Room is also available for small faculty discussion groups by contacting the main CTE office in Verhaegen 314, (phone 977-3944; email tebbebc@slu.edu).

Video Cassettes:

- *Effective Teaching and Learning Centers* (PBS Teleconference)
- *I taught it but they didn't learn it—“Getting Beyond The Yes, But...”* Program I
- *I taught it but they didn't learn it—“Sharpening Your Teaching Skills”* Program II
- *I taught it but they didn't learn it—“Student Learning Strategies”* Program III
- *I taught it but they didn't learn it—“Small Teaching Changes”* Program IV



Books:

- Bosworth, Kris, Hamilton, Sharon (editors). Collaborative Learning: Underlying Processes and and Effective Techniques. Jossey-Bass Publishers, 1994.
- Curwin, Richard L., Fuhrmann, Barbara Schnieder. Discovering Your Teaching Self: Humanistic Approaches to Effective Teaching. Prentice-Hall, 1975.
- Gagne, Robert M., Briggs, Leslie J. Principles of Instructional Design. Holt, Rinehart and Winston, 1974.
- Gullete, Margaret Morganroth. The Art and Craft of Teaching. Harvard University Press, 1984.
- Lambert, Leo M., Tice Stacey Lane (editors). Preparing Graduate Students to Teach. AAHE Teaching Initiative, 1993.

Articles:

- “Active Learning: Creating Excitement in the Classroom” – Charles Bonwell and James Eison, Ph.D.
- “Collaborative Learning: Creating Knowledge with Students” – Roberta Matthews
- “Higher Level Learning: Ways of Teaching to Generate Significant Learning” – L. Dee Fink
- “Narrative Pedagogy” – Robin P. Clair
- “Teaching the MTV Learner” – Mark Singer
- “Tips for Better Teaching” – Ted Hipple and Tricia McClam
- “Using Academic Games and Simulations To Promote Effective Learning” –Barbara Millis
- “Variations in Lecturing Styles” – Alenoush Saroyan and Linda Snell

Professional Development Opportunities in Pedagogy

February 27, 28, and March 1, 2003

Teaching Renewal Conference

The University of Missouri-Columbia will host the 13th annual Teaching Renewal Conference in Memorial Union on the MU campus. The Teaching Renewal Conference provides an excellent opportunity to hear about hot topics in higher education and innovations in teaching and learning from award-winning faculty and national leaders. A complete program and registration form can be found at:

<http://teachandlearn.missouri.edu/trc/index.htm>

April 27-29, 2003

Keeping the Touch in Technology 2003

Conference sponsored by the *The Teaching in Higher Education Forum* will be held on the campus of Louisiana State University and A & M College, Sunday through Tuesday, April 27-29, 2003. The conference theme is "The Knowledge Enterprise: New Century Learning." For registration information, see www.celt.lsu.edu and access the "Center for Faculty Development" link where you will find "The Forum".

June 8-13, 2003

Twenty-Fifth Annual Summer Institute on College Teaching will be held at the College of William and Mary in Williamsburg, Virginia. The Virginia Tidewater Consortium's Summer Institute on College

Teaching is in its Twenty-Fifth year of helping faculty at every level and discipline to become more effective teachers. Over the years hundreds of faculty have participated in the Institute and have found it very worthwhile and rewarding. The Institute is unique in that it allows faculty members the opportunity to discuss college teaching and learning in-depth with their colleagues in a non-threatening, pleasant environment. Since enrollment in the Institute is limited, there is ample time for one-on-one discussion with the other faculty. Cost: \$700.00

Includes: Lectures, demonstrations, workshops, individual consultations and five days' room and board at the College of William & Mary. How To Register: <http://www.vtc.edu>. Click on "The Virginia Tidewater Consortium for Higher Education" and click on "Summer Institute" or respond with your name, institution, discipline, address, phone number (home and work) to lgdotolo@aol.com. For further information, call 757-683-3183.

May 29-30, 2003

TECHNOLOGY: THE SERVANT OF LEARNING. The Kaneb Center for Teaching and Learning, at the University of Notre Dame, is offering a two-day workshop entitled, TEACHING WELL USING TECH- (continued on page 15)

Professional Development Opportunities in Pedagogy

NOLOGY, A Faculty Member's Guide to Wise and Time-Efficient Use of Instructional Technology, Thursday and Friday, May 29-30, 2003 at the Notre Dame Room, LaFortune Center on the Notre Dame campus. For more information, visit <http://twut.nd.edu> This workshop, underwritten by a grant from the AT&T Foundation, is a faculty member's guide to wise and time-efficient use of instructional technology. It is NOT a hands-on workshop to learn technologies. You may do this on our own campus. This is a planning workshop you should attend before hands-on learning. This workshop will help you decide which technologies to learn and try. It helps you re-examine what you are doing in the classroom: how you can enhance student learning and motivation, use in-class and out-of-class time, plan assignments and tests, and interact with students. It helps you choose technologies that will facilitate good learning and good use of time yours and your students'. We view technology as the servant of learning.

Cost: \$300.00 Includes 4 Meals (breakfast and lunch daily and conference materials)
Accommodations: Morris Inn (on the Notre Dame Campus) web site: <http://www.morrisinn.com> --
Phone: 574-631-2000
Group Rate No. 1060 -- Single Room \$98.00, Double Room \$114.00

Registration Deadline: May 20, 2003.
To registration online: <http://www.nd.edu/>

[~jconrard/registration.html](http://www.nd.edu/~jconrard/registration.html)

Cancellation fee: A fee of \$50.00 will be charged for cancellations before May 20. Thereafter, no refunds will be granted.
For additional information, please contact...
Joellen Conrardy
Kaneb Center for Teaching and Learning
University of Notre Dame
353 DeBartolo Hall
Notre Dame, IN 46556-5692
Phone: 574-631-9148

June 2003

Developing Language and Communication in Higher Education: Trends in Teaching and Research at Chalmers Lindholmen University College, Department of Language and Communication, Goteborg, Sweden
June 17-18, 2003 (preconference workshop June 16) http://www.chl.chalmers.se/main/inst_fack/dlc/

Call for Abstracts: deadline February 28, 2003

For more information: Proposal format, registration, accommodations, and other details online at http://www.chl.chalmers.se/main/inst_fack/dlc/

Magnus Gustafsson +46 31 772 5815; magusta@chl.chalmers.se
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Reinert Center for Teaching Excellence Faculty Programs

2nd Wednesday's Brown Bag Series

**Seven Principles for Good Practice in Undergraduate Education*
CTE Faculty Resource Room, DuBourg 261, Noon - 1:00 p.m.

February 12, 2003— “Good Practice Emphasizes Time on Task”

March 19, 2003 (3rd Wednesday)— “Good Practice Communicates High Expectations”

April 9, 2003— “Good Practice Respects Diverse Talents and Ways of Learning”

*For a listing of the Seven Principles, please visit this link:

www.cudenver.edu//OTE/nm/vol1/1_8.htm



UPCOMING TELECONFERENCES

“Copyright Issues Online”

A Satellite Teleconference sponsored by
ITS and Reinert Center for Teaching Excellence

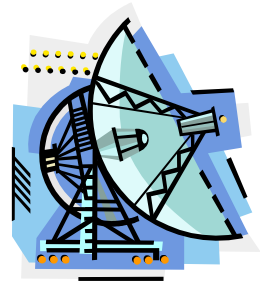
February 20, 2003

1:30-3:00 p.m.

Locations: Xavier Annex 202 and School of Nursing, Lecture Hall C

Please visit the following website for more information:

[Http://www.pbs.org/als/programs/crcd0102.htm](http://www.pbs.org/als/programs/crcd0102.htm)



“Cooperation, Compassion and Civility in the Classroom”

A Satellite Teleconference presented by STARLINK,
Co-sponsored by the School for Professional Studies and
Reinert Center for Teaching Excellence

February 21, 2003

1:00-2:15 p.m.

Locations: Verhaegen 212, Xavier Annex 203 and TBA

Please visit the following CTE link for more details:

<http://www.slu.edu/centers/cte/schedules/teleconferences.html>

Reinert Center for Teaching Excellence Faculty Programs

Announcing the 6th Annual Faculty Portfolio Retreat

Sponsored by Reinert Center for Teaching Excellence

March 21 and 22, 2003

Cedar Creek Conference Center, New Haven, Missouri

www.cedarcreekcenter.com

Workshop Directors

James Groccia and Marilyn Miller

Program for Excellence in Teaching, University of Missouri

The past five portfolio retreats have been well received and positively evaluated by faculty participants. These participants worked to develop strategies for documenting good teaching and teaching improvement in preparation for the promotion and tenure review process. This retreat also provides faculty with an opportunity to come together across disciplines as a teaching community for conversation and mentoring. Participants will leave the retreat with an initial draft of their teaching portfolio.

Located at the Cedar Creek Conference Center in New Haven, Missouri (about one hour from the University), this year's workshop will be able to accommodate 25 participants. We are asking participant's departments to contribute \$150 toward the cost of books and materials for the workshop. CTE will cover the remaining costs. Faculty will be sent a letter inviting you to self-nominate for attendance at the Retreat. Completed nomination forms should be returned to CTE no later than February 21, 2003. Due to the format of the workshop and its expected outcomes, it is essential that nominees participate in both days of the workshop.



Above: The lake at Cedar Creek Conference Center



60 Minutes: Technology in an Hour

This 60 Minute Technology Series consists of one-hour sessions focusing on topics of interest to faculty and graduate students. The series is co-sponsored by Academic Information Technology Services, the Reinert Center for Teaching Excellence and the Pius XII Memorial and HSC Libraries. For registration or additional information please visit the series website at <http://sixtyminutes.slu.edu>, or call the Center for Teaching Excellence at (314) 977-3944.

Remaining Schedule of Sessions

Utilizing Your SLU Web Space

Kim Scharringhausen & Sandy Gambill

Information Technology Services

February 11, 12:00-1:00 pm, Verhaegen 212, Frost Campus

Plagiarism in an Online World

Jamie Schmid & Miriam Joseph

Pius XII Memorial Library

February 25, 12:00-1:00 pm, Verhaegen Hall 212, Frost Campus

Desktop Protection: Anti-Spam/Anti-Virus

Charles Green

Information Technology Services

March 18, 12:00-1:00 pm, Allied Health 0028, Health Sciences Campus

Webpages and Copyright Issues

Martha Allen

Pius XII Memorial Library

April 8, 12:00-1:00 pm, Allied Health 0028, Health Science Campus

EndNote II

Randy Richter

Physical Therapy

April 22, 12:00-1:00 pm Allied Health 0028, Health Sciences Campus

CTE EFFECTIVE TEACHING SEMINAR SCHEDULE

Remaining Spring Schedule

February 11 @ 1:30 p.m. &
Verhaegen 219
February 14 @ 1:30 p.m.
Verhaegen 212

The Teaching Portfolio
Dr. Jim Korn, Psychology

February 25 @ 1:30 p.m. &
February 28 @ 1:30 p.m.
Verhaegen 219

Enhancing Student Involvement
Dr. Brian Till, Marketing

March 4 @ 1:30 p.m. &
March 7 @ 1:30 p.m.
Verhaegen 219

Managing Discussions & Collaborative
Learning
Dr. Tom Kramer, Psychology

March 25 @ 1:30 p.m. &
March 28 @ 1:30 p.m.
Verhaegen 212

How Thinking Styles Inform
Teaching and Learning Styles
Dr. Mary Rose Grant
School for Professional Studies

April 8 @ 1:30 p.m. &
April 11 @ 1:30 p.m.
Verhaegen 212

Course Curriculum & Design
Dr. Tim Hickman, Office of Curricular
Affairs and School of Medicine

April 15

Portfolio Submission Deadline

April 22 @ 1:30 p.m. &
April 25 @ 1:30 p.m.

TBA

May 2 @ 3:30-5:00 p.m.
Verhaegen 119

Certificate Ceremony & Reception

**The Reinert Center for
Teaching Excellence**

Ellen Harshman, Director

Steering Committee

James Korn, Programming Chair

Psychology

Charles Marske

Mentoring Chair

Sociology and Criminal Justice

Hisako Matsuo, Research Chair

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James Dowdy

Mathematics & Computer

Science

Judith Durham

Chemistry

William Ebel

Electrical Engineering

Michael Grady

Educational Studies

Mary Rose Grant

School for Professional Studies

Patricia Gregory

Pius XII Memorial Library

Timothy Hickman

School of Medicine

Sharon Homan

Public Health

Teresa Johnson

Modern & Classical Languages

Miriam Joseph

Pius XII Memorial Library

Elizabeth Kolmer

American Studies

Robert Krizek

Communication

Belden Lane

Theological Studies

Michael May

Mathematics & Computer

Science, Acting Dean of Arts
and Sciences

John J. Mueller

Theological Studies

John Pauly

Communication

Steven Puro

Political Science

Joanne Schneider

School of Nursing

Michael Shaner

Management

Paul Shore

Educational Studies

Laura Stuetzer

Physician Assistant Education

Brian Till

Marketing

Griffin Trotter

Health Care Ethics

Theodore Vitali

Philosophy

Patrick Welch

Economics

Stephen Wernet

Social Service

Kathleen Wright

Public Health

Find us and this newsletter on
the Web at [http://www.slu.edu/
centers/cte/](http://www.slu.edu/centers/cte/) or call (314)977-
3944

CTE Notebook Designed and
Published by the Reinert Center
for Teaching Excellence staff.
Please contact Lori Hunt, *Note-
book* editor, if you have any com-
ments, suggestions or questions,
huntla@slu.edu.