

CTE NOTEBOOK

**Volume 6, Issue 1,
Summer 2003**

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Changes at the Reinert Center for Teaching Excellence ***by Dr. Mary Stephen, Director***

Welcome to the first edition of CTE's Notebook for the 2003-2004 academic year. The summer has brought several personnel changes to the Reinert Center for Teaching Excellence (CTE). On July 1, Ellen Harshman became dean of the John Cook School of Business, and I moved into the position of director of the Center. We are grateful to Ellen for all she has done these past two and a half years to promote CTE. Under Ellen's leadership, the Center's visibility increased greatly as did the services and programs offered to faculty and graduate assistants. We are delighted that Ellen will continue to share her broad range of experiences and expertise as a member of CTE's advisory board.

For the past three years, Bonnie Tebbe has been the face and voice of CTE for anyone who used CTE's services. Prior to moving to CTE, Bonnie was a faculty member in Communications Sciences and Disorders for many years. Effective June 1, Bonnie left the University to travel, spend more time with her family, and explore other interests. We will miss her.

The Center has been most fortunate to hire Lori Hunt for Bonnie's position. Lori is a doctoral student in American Studies, and will be familiar to many participants from her work as a graduate assistant in the Center for the past two years. Lori previously worked as administrative assistant in the Theological Studies Department. Among her many responsibilities, Lori will coordinate the Center's programs.

CTE Open House
Friday, September 5, 2003
12:00—2:00 p.m.
In the CTE
Faculty Resource Room
DuBourg Hall 261
Freebies, door prizes and
Refreshments available.

Changes at the Reinert Center for Teaching Excellence (continued from page 1)

We are also delighted to welcome Sandy Gambill to CTE. Many faculty members and graduate assistants know Sandy from her work in faculty support in Academic Information Technology Services, and collaboration with CTE on many projects. Sandy recently completed a master's degree with an emphasis in instructional design from the University of Missouri at Columbia, and brings many talents to her position as assistant director and coordinator of technology and learning. Sandy is enjoying her new role in faculty development.

Three new graduate assistants joined the Center in July. Lulu Dong is a doctoral student in Educational Studies. John Hicks is pursuing his graduate degree in Psychology, and Elizabeth Sperry is a doctoral candidate in Philosophy. Andrew Chappelle will be continuing as one of the Center's student workers. Angela Cheatham is a new student worker.

The Center welcomes Laura Stuetzer (Allied Health Professions) as a new faculty fellow. Laura previously served as a faculty technology mentor for the Center. In her new role, Laura will chair the Center's assessment committee. Bob Krizek (Communication) will serve as a faculty fellow for the fall 2003 semester and chair the mentoring committee while faculty fellow, Charles Marske (Sociology and Criminal Justice) is on sabbatical. Faculty fellows Jim Korn (Psychology), and Hisako Matsuo (Research Methodology) will chair the programming committee and research committee, respectively. Mark Reinking (Allied Health Professions) has agreed to serve as one of the Center's faculty technology mentors.

We are excited about several new programs, including the faculty book club, and the expansion of existing programs, such as the brown bag discussion series. I invite you to look at our website for information on programs scheduled for this year.

Meet the New CTE Faces



Lulu Dong

My name is Lulu Dong. I am a graduate assistant at CTE. I am from the People's Republic of China. This is my first year at the Center for Teaching Excellence. I am also a new student at SLU. I am pursuing my Ph.D. in Curriculum and Instruction in the Educational Studies Department.

Meet the New CTE Faces



John Hicks

I am currently a third year student in the experimental social psychology program. I hope to finish my thesis this semester, in which I am exploring the effects of priming on defense against threatening feedback. I have recently completed Dr. Jim Korn's teaching of psychology class, in which I developed a teaching portfolio and philosophy that reflects my beliefs about teaching and education. I found the process of developing a teaching philosophy and portfolio to be a wonderfully challenging and stimulating experience as a result; I am looking forward to working with new faculty and graduate students as they develop their own teaching portfolio and philosophy this year at the Center for Teaching Excellence workshops. I am also look forward to working with CTE's research and technology committees this year.



Elizabeth Sperry

My name is Elizabeth Sperry, and I am a Ph.D. candidate in the Department of Philosophy at SLU. My dissertation focuses on the concept of person in the Thomistic tradition, and is titled "Person and Contemplation: A Contemporary Thomistic Account." My other interests are mysticism, leisure, and Catholic theology. When I finish my degree, I hope to teach philosophy at a small, liberal arts Catholic institution. At the Center, I will be working with the Programming and Mentoring Committees.



Andrew Chappelle

Andrew is an undergraduate student worker at CTE. Andrew is now beginning his second year at CTE and at SLU. He is a sophomore majoring in political science. Andrew is a very energetic person who is involved in SGA and many other student activities on campus.



Angel Cheatham

Hi, my name is Angel and I am an undergraduate student worker at CTE. This is my first year at SLU and I hope to major in Communication Sciences and Disorders. My first year experience has been exciting and new so far because I am living on my own for the first time. My hobbies include singing and dancing, practicing sign language and Spanish.

Writing a Philosophy of Teaching

By Dr. Jim Korn, Psychology

A philosophy of teaching is a teacher's conscience. In this essay, I will try to show how a written philosophy statement is helpful as a guide to what we do as teachers and how it can shape our teaching identity. For beginning teachers, writing this statement reveals the choices you must make in developing your teaching style. For those with more experience, the writing a philosophy can be a form of renewal.

First, I wonder how many readers already have written their philosophy. I wrote my first version only eight years ago, after I had been teaching for thirty years. If you have never written your philosophy of teaching, I suggest that before you read this essay you take time now to write it. To help you with that task, I have added an appendix with suggestions on how to proceed. If you want to try this, skip, hop, or scroll to the APPENDIX; and follow the instructions. It is important that you not read the essay before you write your first draft.

"Philosophy" is a good label to apply to this statement. An acceptable definition for this term is that "philosophy is rationally critical thinking, of a more or less systematic kind about the general nature of

the world . . . , the justification of belief . . . , and the conduct of life . . ." (Honderich, 1995, p. 666) That definition can be particularized to the world, beliefs, and conduct of teachers.

All teachers have an implicit philosophy that could be inferred from their behavior such as statements in a syllabus, the nature of assignments, and how they interact with students. I know award-winning teachers who never have written a philosophy statement, so I can not argue that you will not be successful if you do not make your philosophy of teaching explicit. However, I do think it can help all of us to put our teaching philosophy in writing. As Kurt Lewin said, "there is nothing as practical as a good theory." The theory (your philosophy statement) can increase your understanding of what you plan to do in your teaching (design) and what you did (results).

Why did I make such a fuss about writing your philosophy before reading this essay? The main reason is that this should be your philosophy, influenced as little as possible by the ideas of others at the time you write it, especially if you are writing it for the first time. In the appendix I suggest some exercises that will stimulate

your thoughts about your own experiences as a student and a teacher and help reveal your beliefs about teaching, but I do not tell you what the content of your essay should be. I don't prescribe a form for the essay. It could be a standard essay with an introduction and conclusion or summary; or it might be in the form of a numbered list of your principles; or you might write a story or poem. Whatever your philosophy of teaching is, it should be yours.

How long should it be? The answer to this question depends on your audience. People who may want to hire you probably don't want to read more than two pages. However, a much longer version might be written when you are trying to clarify your ideas for yourself or as a written conversation with peers. A few great teachers have presented their philosophies in books: William James in *Talks to Teachers*, Parker Palmer (1998) in *The Courage to Teach*, and Bill McKeachie in *Teaching Tips*. The 11th edition of *Tips* is a good example of how philosophy informs practice. In several places McKeachie reveals his philosophy of teaching. He is student-centered and promotes active learning (cont. pg. 5)

Writing a Philosophy of Teaching (continued)

(continued from page 4)
techniques to involve students. His teaching is informed by research and also his values, including his religious values. The last page of the book shows his commitment to the life of a teacher.

Once you have written the first version of your own philosophy, you are ready to put it to work. There are two general uses of a philosophy statement: guidance and reflection.

Guidance. Your philosophy influences your decisions about course planning. Consider how different teachers might state course objectives and measure student achievement of those objectives. There could be an emphasis on definitions, facts, and findings or on major ideas and applications, and one teacher may want to cover all topics in the textbook, while another teacher may prefer greater depth in selected topics. I can imagine one philosophy stating that

If you write or have written a statement of your teaching philosophy I urge you to put it to work because it is a process of thinking, writing, doing, and reflection that produces the benefits for understanding your teaching.

knowledge in psychology is built on facts and that an educated student should learn about all topics. Another teacher believes that facts will be forgotten, so students should learn the big ideas in psychology and how to use them. A third teacher's philosophy may say nothing about content, but show concern for stimulating appreciation of psychology as a science and excitement for learning.

Our beliefs about how to relate to students are seen even in our policies concerning attendance and making up missed examinations. For example, I have seen statements that teachers "respect students as adults and independent learners" along with a syllabus that has strict rules about deducting grade points for so many unexcused absences. Comparisons like this help teachers think through what they do, and to revise either their practice or theory or both.

Reflection. In addition to believing in the practical value of a good theory, Kurt Lewin also thought that practical experience was the best way to develop theories. At the end of a semester we sit with our grade distributions and student evaluations, and think about what happened in our courses, what pleased us and what needs improvement. Comparing that experi-

ence with our philosophy helps to put the semester in perspective. The things that please us should be related to what is considered to be most important in our philosophy, and we will want to work to improve those same things if our experience reveals that improvement is needed. Sometimes, however, experience leads us to reconsider our beliefs about teaching. For example, we may decide that the freshmen in our introductory courses really are not adults and we need to use a more authoritarian approach.

Discovery is a major benefit of reflection. You can discover inconsistencies between your theory and practice of teaching, but beyond that, a clearly articulated philosophy gives substance and coherence to the brainstorming and fantasies of reflection. Sometimes reflection should be detached from the data of the classroom and allowed to spring from the imagination. Challenge all the conventional wisdom about teaching and create an ideal learning world. Go where no academic mind has gone before. Then return and translate your most creative thoughts to ideas and ideals that you want to have an influence on your teaching and include these in your (continued on page 6)

Writing a Philosophy of Teaching (continued)

philosophy (Korn, 2002, p. 207).

If you write or have written a statement of your teaching philosophy I urge you to put it to work because it is a process of thinking, writing, doing, and reflection that produces the benefits for understanding your teaching. These benefits will continue, if you regularly review and revise your philosophy during the course of your teaching career as you have experiences and insights that cause you to reflect on teaching as a way of life.

On the other hand, after reading this essay, you may conclude that writing a philosophy of teaching is a waste, and your time is better spent revising a lecture or designing a new learning activity. If so, I hope you recognize that this action-orientation is your philosophy.

References

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James, W. (1958). *Talks to teachers on psychology; and to students on some of life's ideals*. New York: W. W. Norton. (Original work published 1899.)

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McKeachie, W. J. *Teaching tips: Strategies, research, and theory for college and university teachers*. (11th ed.). Boston: Houghton Mifflin Company.

Palmer, P. J. (1998). *The courage to teach*. San Francisco: Jossey-Bass.

About the Author

James H. Korn is Professor of Psychology at Saint Louis University. In 1965 he received his Ph.D. from Carnegie Tech (now Carnegie-Mellon University) in physiological psychology. The events of the late 1960s led him into his commitment to teaching, and to St. Louis in 1974. Over the past 30 years his scholarly work included topics in adult development, program evaluation, research ethics, and the history of psychology. He has served as President of Division 2, and is a Fellow of the Division and of Division 1 (General) of the American Psychological As-

sociation.

APPENDIX

Instructions for Writing a Teaching Philosophy:

Write your philosophy of teaching.

The primary reason for asking you to do this without preparation and suggestions is that this [YOUR PHILOSOPHY - words repeated in following phrase] should be your philosophy, not that of some expert. It should be yours in form as well as content. You are not starting from a blank slate, but from years of experience as a student and perhaps with some teaching experience. So just do it; let the force be with you. The only requirements are that you write in the first person (this is your philosophy) and use non-technical language.

If you already have written something like this, do not go and pull it out of a file or even out of your memory. Take a fresh approach to the task, as if doing it for the first time.

Find a quiet place where you won't be disturbed. Think for a while about teaching and whatever that brings to mind, perhaps occasionally (continued on page 7)

Writing a Philosophy of Teaching (continued)

jotting a note. Then do some free writing, where you write continuously without stopping to criticize your ideas. Next reflect on what you have written, then re-write it giving it some organization.

Please do this now before reading further.

Try these exercises to stimulate your thinking about teaching.

1. Think of the best teacher you ever had, or a composite of several good teachers. What characteristics made them good? Do the same for the worst teacher(s) you have had.

2. Mind-mapping. Take a

large sheet of paper. Write the word teaching in the middle. Around that word write other words, phrases, or pictures that relate to teaching. Then, for each of those words, etc., write words, phrases, or pictures that come to mind. The result may be a complex picture (map) of your ideas about teaching. Use colors or lines to link these ideas.

3. Think of a metaphor that you want to use to describe your teaching. For example, one teacher described himself as a border collie herding sheep; another said she was a wilderness guide. Explain why the metaphor applies to you,

but also think of ways in which it does not apply. Now revise your essay [AND CONTINUE TO REVISE IT OVER AND OVER AGAIN DURING THE COURSE OF YOUR TEACHING CAREER AS YOU HAVE EXPERIENCES AND INSIGHTS THAT CAUSE YOU TO REFLECT ON TEACHING AS A CAREER AND AS A WAY OF LIFE]

This essay originally appeared as the July 2003 monthly "Excellence in Teaching" e-column in the *PsychTeacher* Electronic Discussion List of the Society for the Teaching of Psychology." Reprinted with permission.

CTE Open House

Stop by and learn about the Reinert Center for Teaching Excellence

Friday, September 5, 2003
12:00—2:00 p.m.
CTE Faculty Resource Room
DuBourg Hall 261

Door prizes, freebies and refreshments will be available.

Student Ownership and Motivation Workshop

By

Dr. Alison Morrison-Shetlar
Director, Faculty Center for Teaching and Learning, Univ. of Central Florida

Friday, September 26, 2003
9:00-11:00 a.m.
Busch Student Center Room 253
Refreshments will be served

For more information, visit the CTE website: www.slu.edu/centers/cte

Registration required: please RSVP to cte@slu.edu or by calling (314)977-3944

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/>

National Council for the Social Studies FASSE Demonstration Projects Grant

This award will be made once every two to three years, beginning in 2000. The purpose of the Fund for the Advancement of Social Studies Education (FASSE) is to support projects for the improvement of social studies education, where social studies is defined as the integrated study of the social sciences and humanities to promote civic competence. The fund was established to respond to a perceived need for resources to support distinctive social studies projects and activities that were beyond the resources of the Council's operating budget. The fund provides an opportunity for National Council for the Social Studies (NCSS) members to support significant projects for the improvement of social studies education. Administered by the seven-member FASSE Governing Board, the Fund supports such projects as: awards to youth for citizenship projects; grants to teachers to implement innovative projects in social studies; grants for curriculum development or teacher development related to citizenship education; grants for research on citizenship education; special publications or seminars on issues facing social studies education; and other projects specified by donors or identified by the board that fulfill the general purpose of FASSE. Toward this end, FASSE sponsors two major grants for social studies teachers and teacher educators for innovative teaching

(continued on page 9)

GRANT AND FUNDING OPPORTUNITIES



and learning activities-- FASSE Demonstration Projects and Christa McAuliffe Reach for the Stars Awards (see IRIS record 17653). The basic purpose of the Demonstration Project is to encourage diverse innovative projects designed to enhance and promote social studies education. The Demonstration Project Grant is given once every two to three years. SUPPORT PROVIDED: The award consists of one grant up to \$20,000 for collaborative projects from among the following categories: K-5, 6-9, 10-12, and college/university; a commemorative gift, an annual conference session presentation, and publicity. APPLICANT INFORMATION:

NCSS membership is required. The applicant must be a current social studies teacher or social studies teacher educator. APPLICATION INFORMATION: The proposal criteria theme is "Social Studies Standards: Are They Impacting Student Learning?" Proposals must address effective social studies curriculum and standards, teaching and learning, and assessment; the proposal should emphasize a program in which the NCSS standards are impacting student learning; and the program should serve a student body that is ethnically, culturally, and/or racially diverse. NOTE: The next anticipated deadline will

be in 2004 or 2005.

Contact:
Ana M. Chiquillo Post
Manager of Recognition Programs and Special Projects
8555 Sixteenth Street
Suite 500
Silver Spring, MD 20910
Phone: (301)588-1800 ext. 114 or (800)296-7840 ext. 114
Fax: (301)683-0812
E-mail: excellence@ncss.org or apost@ncss.org
Web Site: <http://www.ncss.org/>
E-Forms: <http://www.ncss.org/awards/grants.html>

The Reinert Center for Teaching Excellence and the University Bookstore are Pleased to Announce The Fall 2003 CTE Faculty Book Club

Join Dr. Jim Korn as he hosts the first CTE Faculty Book Club series this fall. The first book in the series will be Parker Palmer's *The Courage to Teach*. Enter to win a free copy of the book by e-mailing cte@slu.edu or by visiting the bookstore's book club display and filling out the drawing form. The drawing will be held on September 5, 2003 at the CTE Open House. In addition, faculty will receive a 20% discount on the book by showing faculty ID at the University Bookstore. Please contact CTE at 977-3944 or e-mail cte@slu.edu for more information. Exact dates and meeting times for the club will be determined later.

The Technology Corner

by Sandy Gambill,

**Assistant Director & Coordinator of Technology and Learning,
Reinert Center for Teaching Excellence**



With this issue of the CTE Notebook, I'm taking over the Technology Corner from Dr. Mary Stephen. With over 25 years of teaching experience, Mary is a hard act to follow. As a relatively new teacher, I still struggle with integrating technology in a way that is consistent with my teaching philosophy. Experimenting with technology can become so engrossing, that it can be easy to lose sight of one's overall beliefs about learning and the instructional objectives for a particular activity. Here are some points that might be helpful to you as you consider how technology fits into your teaching philosophy.

Articulating your teaching philosophy should be the first step in considering instructional technology. This should be followed by the formulation of teaching strategies consistent with your philosophy. Technology should always be the last part of the process, as the tool to help you carry out your strategy.

Let's consider behaviorism as an example. You might believe your discipline is best mastered best through Skinner's Theory of Operant Conditioning or behaviorism, which involves the learner responding to stimuli in the environment. Teaching strategies for this philosophy might include exposure to material through lecture, followed up by homework for practice and then exams. Reinforcement and immediate feedback are important in this theory. Technology might be useful here for drill and practice, and to speed up the process of taking and grading exams.

My own teaching philosophy is that students learn best through discovery and reflection. I try to model my teaching after Yeats who said, "Education is not filling a bucket, but lighting a fire." I don't like to depend on lecture because I believe information is more meaningful to students when they discover it themselves, and construct their own meaning based on past experiences, experimentation, and authentic goals. I encourage students to think of our class as a community of learners. They can learn as much from each other as they do from me, and I always learn from them.

Instructional strategies I use for this philosophy include in class discussion, lab time, research, role-playing, projects or problem based learning, journaling and writing. Technology can add a wonderful dimension to these strategies. Here's an example.

Information literacy is one of the main subjects covered in a class I teach. Last semester, after an introduction to the topic, I allowed time for class discussion. The discussion in class was typical; some students were very willing to express their opinions, and others looked as though they wished they were anywhere else but in the classroom.

The Technology Corner (Continued)

The unit assessment was to write a reflection piece on the legal and ethical issues surrounding downloading music from the Internet. This is a strategy consistent with my philosophy. I could have assigned the writing as a traditional paper shared only between the individual student and teacher, but class discussion would have been terminated, and I wanted the students to have more interaction with each other on the topic.

I turned to technology to help enrich the discussion that was stilted in the classroom. I used an online threaded discussion board to post an article dealing with the legal issues surrounding peer-to-peer sharing of music files. Students were required to read the article, and write a paragraph responding to it. They had to express an opinion on the legal aspects of file sharing, and reflect on the ethical aspects. They also had to link to at least one resource to back up their opinion. Then they had to respond to at least one other person's posting in a thoughtful manner.

The discussion lasted for a week, and I was quite pleased with the depth of the postings and the exchange of ideas that occurred. (Yes, many of the students said they believed downloading music was legal and ethical!) This is a really simple application of technology, but I believe the students got much more out of the discussion and took ownership in a way they wouldn't have by writing papers in isolation. The technology also allowed time for students to formulate ideas and reflect before they "spoke" in a way that face-to-face discussion can't. Another bonus is that everyone had to participate, which doesn't happen in a classroom.

Resource

Explorations in Learning & Instruction: The Theory Into Practice Database

This database contains an overview of 50 learning theories.

<http://tip.psychology.org/theories.html>

Mark Your Calendars!

CTE's 7th annual Faculty Portfolio Retreat has been scheduled for March 26 and 27, 2004. Dr. James Groccia of Auburn University and Dr. Marilyn Miller of the University of Missouri, Columbia will direct a workshop that gives faculty the tools to successfully document teaching in preparation for the tenure process. More details will be available soon.

Teaching Philosophy Resources in the 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. The CTE Resource Room is also available for small faculty discussion groups by contacting the main CTE office in Verhaegen 314, (phone 977-3944 or by e-mail: cte@slu.edu).

Video Cassettes:

- Ready 2 Net ePortfolios 10/24/02
- Dr. Jim Korn—Portfolio Workshop 1/15/02

Books:

- Davis, Barbara Gross. *Tools for Teaching*.
- Gagne, Robert et al. *Principals of Instructional Design*.
- Grasha, Anthony Ph.D. *Teaching with Style: A Practical Guide to Enhancing Learning by Understanding Teaching and Learning Styles*.
- Gullette, Margaret Morganroth. *The Art and Craft of Teaching*.
- Miller, Marilyn Ph.D. et al. *Building Your Teaching Portfolio: A Guided Workbook*.

Articles: "Teaching Philosophy" Folder (located in A5 section)

- Bell, Elouise. "Viewpoint: Sightings from My Rearview Mirror: Reflections on 30 Years of Teaching".
- Chism, Nancy Van Note. "Developing a Philosophy of Teaching Statement"
- Clevenger, Stacey et al. "Samples: Teaching Philosophy Statement"
- Marcus, Jeffrey. "A Teaching Statement"
- Pyke, Helen. "A Statement of My Teaching Philosophy"
- Teaching with Style: "Five Teaching Styles"

Professional Development Opportunities in Pedagogy

The Teaching Professor Conference: Celebrating Teaching and Promoting Learning May 21-23, 2004

This conference offers four tracks, panels and poster sessions for various roles and concerns of teaching professors. The four tracks are: Track 1—"Flexibility, Adaptability, Vitality and Advocacy: Peers, mentors and staying 'alive' in higher education today"; Track 2—"Learning: What does learning mean and how does that

change my teaching?"

Track 3—"The Sensible Use of Technology: Beyond beep and click, how does technology promote learning"; Track 4—"Teaching As Scholarly Work: Rewarded and Recognized." For more information about the conference, about submitting proposals and registration, please visit the website: <http://www.teachingprofessor.com/conference> or contact *The Teaching Professor*, 2718 Dryden Drive, Madison, WI 53704-3086, (800)206-4805 or e-mail: confer-

CTE Sponsored Events

CTE is a sponsor of the Faculty Senate's series on *"Unraveling Academic Dishonesty"*

This two part interactive forum will help faculty and students define and discuss the concept of academic integrity and its role in the University's mission. Academic dishonesty will be defined and strategies to prevent it will be presented. In addition, various consequences will be explored.

Day 1: September 9, 2003 in the Allied Health Professions Building, Multipurpose Room, 3rd floor., 3:30-5:00

Day 2: November 11, 2003 in McDonnell Douglas Hall, Room 0001, Basement

Service Learning Brown Bag Teaching Circle

Co-sponsored by the Center for Leadership and Community Service and
The Reinert Center for Teaching Excellence

Thursday, October 30, 2003

Verhaegen Hall, Room 219

Noon—1:30 p.m.

Please bring your own lunch

For more information, see the CTE website: www.slu.edu/centers/cte

CTE Schedules

Fall 2003 Effective Teaching Seminars

August 26 @ 1:30 p.m. & August 29 @ 1:30 p.m. Verhaegen 219	Orientation to Reinert CTE CTE Staff
September 9 @ 1:30 p.m. & September 12 @ 1:30 p.m. Verhaegen 212	Interactive Lecturing Dr. Paaige Turner, Communication
September 23 @ 1:30 p.m. & Verhaegen 212 September 26 @ 1:30 p.m. Allied Health 2031 (HSC Campus)	Teach Right for Different Styles Beth Zeibig, MA, MT, Clinical Lab Sciences Dr. Mary Stephen, Director Reinert CTE
September 26 @ 9-11:00 a.m. Busch Student Center 253 (RSVP to cte@slu.edu)	Student Ownership and Motivation Workshop Dr. Alison Morrison-Shetlar, Univ. of Central FL
September 30 @ 1:30 p.m. & October 3 @ 1:30 p.m. Verhaegen 212	Developing a Teaching Philosophy Dr. Jim Korn, Psychology
October 7 @ 1:30 p.m. & October 10 @ 1:30 p.m. Verhaegen 212	Balancing Scholarship and Teaching Dr. Bill Siler, Physical Therapy
October 21 @ 1:30 p.m. & October 24 @ 1:30 p.m. Verhaegen 219	Using Writing Assignments in Your Teaching Dr. Vincent Casaregola, English
November 4 @ 1:30 p.m. & November 7 @ 1:30 p.m. Verhaegen 219	Beyond the Syllabus Dr. Ellen Harshman, Dean Cook School of Business
November 18 @ 1:30 p.m. November 21 @ 1:30 p.m. Verhaegen 212	Low-Tech Strategies to Incorporate Technology into your Teaching Sandy Gambill, Assistant Director Reinert CTE
November 25	Deadline for completion of portfolios for December certificate awards
December 5 @ 3:30-5:00 p.m. Verhaegen 119	Certificate Ceremony

SIXTY MINUTES . . . TECHNOLOGY IN AN HOUR

Fall 2003 Schedule

The Sixty Minutes Technology Series consists of several hour-long 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 Pius XII Memorial Library. For more information, call the CTE at (314)977-3944.

Copyright in an Electronic Environment

This session will explore issues surrounding posting materials on class web pages, electronic reserves and in WebCT.

Georgia Baugh, Pius Library

September 30, 12:00-1:00 p.m., Verhaegen 212

gateway.slu.edu

The internet and many academic organizations buzz with talk of "portals." What is a portal and how can gateway.slu.edu (SLU's portal) help faculty?

Michael Burks, ITS

October 14, 12:00-1:00 p.m., Verhaegen 212

November 10, 12:00-1:00 p.m., Allied Health 2030

How I Use Technology in My Teaching

JJ Mueller will share ways he incorporates technology into his teaching, and demonstrate untraditional uses of PowerPoint.

JJ Mueller, S.J., Theological Studies

October 28, 12:00-1:00 p.m., Verhaegen 212

Using Electronic Tools to Extend Classroom Discussion

This session will focus on the effective application of electronic communication tools such as threaded discussion, chat and Instant Messenger. Guidelines for choosing the most appropriate tool, moderation techniques, and discussion rubrics will be covered.

Sandy Gambill, CTE

December 2, 12:00-1:00 p.m., Verhaegen 212

Please register on-line @ <http://sixtyminutes.slu.edu>

FACULTY BROWN BAG SERIES FALL 2003

Join us every Wednesday at noon for a series of ongoing conversations on teaching. All sessions will be held in Verhaegen 212. Cookies and beverages will be provided.

For more information, contact the Reinert Center for Teaching Excellence at 977-3944 or cte@slu.edu. To see this schedule on-line visit <http://www.slu.edu/centers/cte/>

The Portfolio as an Assessment Tool

Participants in this series will explore the role of portfolios in student and program assessment. We'll identify issues surrounding both traditional and electronic portfolios.

- ♦ September 17
- ♦ October 15
- ♦ November 5

The WebCT Classroom

This discussion series will focus on the pedagogical application of WebCT as a supplement to the traditional face-to-face classroom. As a conversation starter, each session will feature a faculty demonstration of a successful use of WebCT.

- ♦ September 24
- ♦ October 22
- ♦ November 12

Faculty Conversations:

Creating Positive Learning Environments

This series will provide a forum for faculty members interested in discussing teaching issues and in exchanging successful strategies related to creating a positive learning environment for students. Such issues might include student engagement, dominant, disruptive or missing students, and personal responsibility for learning.

- ♦ October 1
- ♦ October 29
- ♦ November 19

WebCT Training — Fall 2003 Schedule

These sessions are offered jointly by the ITS WebCT team and the Reinert Center for Teaching Excellence. All sessions will be in Verhaegen 212, and last approximately 90 minutes. Please call Kim Scharringhausen at 977-3522 to register.

Why WebCT?

This informal discussion session will offer new users a chance to explore several features of WebCT, and brainstorm ideas for how WebCT might be used in various instructional settings. **September 16 at 9:00 a.m.**

Formatting Materials for Delivery in WebCT

These courses will cover the basics of formatting materials for use in WebCT. Participants are encouraged to bring their own files to work with during the sessions. No prerequisite or prior experience required for registration.

Easy HTML

September 23 @ 9:00 a.m.

Moving Microsoft Office Files to Web

September 30 @ 9:00 a.m.

Getting Started with WebCT

This series of courses is designed to give the average faculty member enough assistance to begin using WebCT.

🔗 **Intro to the WebCT Environment at SLU**

This session will cover log-on, MyWebCT, navigation, customizing your course look, and a brief introduction to Tools. **October 7 @ 9:00 a.m.**

🔗 **Managing your WebCT Course**

The course covers management of the student database, giving students access to the course, sorting, TA access, backing up the course, and end of the semester procedures. **October 14 @ 9:00 a.m.**

🔗 **Delivering Content in WebCT—Part One**

This course covers the File Manager, customizing icons, adding a single page, adding links to other web sites and organizer pages. **October 28 @ 9:00 a.m.**

🔗 **Delivering Content in WebCT— Part Two**

This course covers content modules, the self-test feature, the glossary tool, and the notes tool. **November 4 @ 9:00 a.m.**

🔗 **WebCT Communication Tools**

This course covers WebCT mail, chat, calendar, and discussion. **November 11 @ 9:00 a.m.**

🔗 **Using the WebCT Gradebook**

November 18 @ 9:00 a.m.

Advanced Tools

This series is aimed at experienced WebCT users.

🔗 **WebCT Quizzing and Respondus II**

December 2 @ 9:00 a.m.

🔗 **Student Presentation Tool**

December 9 @ 9:00 a.m.

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