

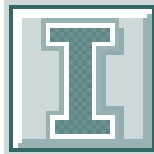
CTL News

The Newsletter of the Center for Teaching & Learning

INSIDE THIS ISSUE:

News & Events	2
Workshop Reflections	2
Teaching Insights	3
Pandora's Box	4
In the Journals & On The Shelf	5
Advisory Board Members	6
Mission Statement	6

Where is the Center - Part II



In Volume 1, Issue 1 of the CTL newsletter we posed the question most frequently asked by faculty: "Where is the Center?"

The best answer from last fall "check out the web page" continues to hold true but with an exciting addendum for fall 2002: The Center for Teaching and Learning will be located at 62 Park Street.

A dedicated meeting and conversation space for the faculty represents an institutional commitment to the intellectual preparatory work that permeates our teaching. The floor plan for the CTL includes a conference room for holding Shop Talks, new faculty orientation sessions, faculty seminars and presentations, advisory board meetings, and a place for other faculty working groups to come together. The space al-

lows faculty access to all available teaching and learning materials and a quiet spot to sift through these collections.

The Center will also provide a technology resource room for the faculty. In order for faculty members to explore the latest software innovations or sharpen their skills on current applications for teaching, learning and scholarship, the resource room will be open during established hours and will be staffed by either an IT liaison or a trained student assistant. The technology resource room will also host teaching with technology workshops.

The Center's advisory board is excited about this opportunity and looks forward to the journey involved in establishing the Center as a place of teaching and learning resources and exploration.

Newsletter Submissions

The CTL Advisory Board welcomes faculty contributions to the CTL newsletter, published semi-annually. Regular features include the teaching insights column, CTL workshop reflections, book or article reviews, or personal points of view on a hot teaching and learning topic ("Pandora's Box") of your choice.

Use our convenient online form linked from the CTL web page located at: <http://web.stlawu.edu/ctl/>

Teaching Insights

The CTL Advisory Board invites faculty to share their teaching insights by summarizing a particularly effective assignment, class activity, or course organization. We ask professors to describe a pedagogical challenge, a course of action, and how this solution worked in the real world of teaching at St. Lawrence.

Pandora's Box

This space is the place where St. Lawrence faculty may address important issues ("hot topics" if you will) related to teaching and learning in the classroom. In the Fall 2002 CTL Newsletter, for example, we hope to elicit a campus discussion and review of the many ways we have engaged the events surrounding *September 11* over the course of the academic year.

News and Events

Submit your suggestions or contributions to: http://web.stlawu.edu/ctl/news_form/form.htm

Regional Blackboard Users' Conference

Please join us for two days of professional development centered around integrating an online course component into your teaching. The Northeast Regional Blackboard Users' Conference, "**Blackboard: Creating a Community of Learners**", underwritten by the Andrew W. Mellon Foundation, will be held at SLU on Friday and Saturday, April 5 & 6, 2002. The conference includes professional training (Friday), roundtable discussions (Friday) and pedagogical presentations by faculty experienced with utilizing an online course component (Saturday). Student participation is encouraged as well! Full conference details online: <http://it.stlawu.edu/~blackboard>.

Congratulations Center Associates

Kathryn Poethig, Global Studies and Tom Greene, Psychology have been named as the CTL's first Center Associates. Kathryn's pedagogical work will expand the service learning components of her courses. Tom's pedagogical innovation involves writing software to enhance classroom uses of PowerPoint. Both will share their progress with the faculty through workshops and white papers next year.



Workshop Reflections

Faculty Feedback on CTL Events

Submit your suggestions or contributions to: http://web.stlawu.edu/ctl/news_form/form.htm

TechFest *Premiere* Training *January 8, 2002*

"I thought that Kam was terrific as an instructor. He really got me interested, and I have been working on several small editing projects that I have wanted to do, and previously had no idea how to start." (J.Rupp)

TechFest *Blackboard* Training *January 9, 2002*

"At the outset my Blackboard use was minimal: just assignments and material from the web. As the semester drew on, however, I began to expand my repertoire of techniques. I began posting corrected tests, worksheets, PowerPoint presentations, song lyrics, even music we were working on in class. At some point I attended a workshop where several colleagues spoke about parts of the system I did not know. I then began using the e-mail function and

especially "Discussion Board". For the latter, I have devised functions beyond discussion; for my film course I created a "Discussion Forum" where students could sign up for sequences to analyze as their mid-term project. I have seen colleagues who spend enormous amounts of time organizing courses through web-pages. Blackboard permits me to make course materials accessible on-line with no fuss and no bother. My colleagues were right. Blackboard was extremely easy to learn, and has been extremely easy to maintain." (R.Caldwell)

TechFest *Dreamweaver* Training *January 10, 2002*

"The morning was good and I thought that Gary's pace was just about right, even though I reached the limit of my PC ability a number of times!! I learned a lot and am much further on than I thought I would be. I actually like the January timing: trying to work in a complete am or pm during the semester is virtually

Workshop Reflections (Cont'd)

Faculty Feedback on CTL Events

Submit your suggestions or contributions to: http://web.stlawu.edu/ctl/news_form/form.htm

(continued from page 2)

Theater as Pedagogy Workshops
Spring 2002

"I felt particularly interested in this workshop facilitated by Victoria Rue because it seemed very removed from my area of content, but intimately entwined with my process of delivery. "Theater as Pedagogy" was a productive workshop in that it engaged me as a student but offered pedagogical interpretation of the exercises for potential inclusion in our course. What I plan on doing is increasing the number of exercises that requires the entire class to move around. There are multiple concepts that lend themselves easily to this pedagogy. As I develop chromosome and ribosome models, I hope to point out the sometimes militaristic and paternalistic underpinings that the models suggest and have students develop different interpretations based on different assumptions about the moving parts. Science changes as assumptions get challenged. The introduction of this aspect of discovery in the way that we present scientific method is something that I consider an important part of the way I would like to teach. Thank you, Victoria, for helping me move in this direction." (C. Budd)

Oral Communication Institute
January 2002

"The OCI workshop has already changed the way I think about communication in my classroom. Before the 3-day workshop began, the readings began to reshape my thoughts about how we listen and engage in dialogue as well as how we speak. I left with lists of ways I could improve my classes." (C. Breashears)

"I thought the institute was a stimulating and very successful three days and set an excellent precedent for future institutes. I'm already using many of the things we talked about in my FYS this semester." (R. Daniels)

"There were many specific practical techniques that were discussed during the workshop. I will make modest changes in my introductory course this semester to move away from lecture and incorporate some group discussion work. I'll use some of the techniques in other courses." (A. Schwartz)

Teaching Insights

Submit your suggestions or contributions to: http://web.stlawu.edu/ctl/news_form/form.htm

Teaching Theory: The Importance of
Personal Reference

Submitted by Artur Poczwardowski

Given my Polish background, my idea of a good lecture was to present a lot of factual information, I mean, A LOT! While teaching at the University of Utah, I found that my students retained more if the information was somehow relevant to them personally. They were more motivated to listen, participate, and study the material of personal reference.

One of my teaching assignments at St. Lawrence involves personality theories. The pedagogical question was how could I make countless theoretical concepts more personally meaningful to the students? Through focusing

on application in psychopathology and psychotherapy? No, in our department we have real experts in these areas who teach specialized courses. Through exploring implications for effective parenting? May not work well with undergrads. So how? I decided to use the concept of *personal personality theory (PPT)* as a driving theme for 16 different theories of personality.

During the first class, I tell my students, "You can view this course as an exploration of what you believe about your behavior as well as other people's behavior. I invite you on an intellectual trip in which you will be shaping your own theory of personality in light of more formal theories. You will keep a log with your insights, reactions, (continued on page 4)

Teaching Insights (Cont'd)

Submit your suggestions or contributions to: http://web.stlawu.edu/ctl/news_form/form.htm

Continued from page 3

and evaluations that will form a basis for your term paper. In the end, you will propose your own understanding of human nature and human behavior.”

What follows is a discussion of the importance of knowing one’s own PPT in terms of our current interpersonal relationships and future professional careers. I reinforce this lesson through reminding students about log entries, structuring small group activities around the applications of PPT, asking them to write 30-second papers in class, and hav-

ing a 60-minute activity leading to their final work on the term paper.

The intensity in the narratives of the majority of their reports, enthusiasm for their own discoveries, and the depth and breadth of the connections with the personality theory literature indicate to me that this approach of “making it more personally meaningful” works for my students. It also works for me. There is nothing more rewarding than seeing what we teach make a real difference in the way students perceive the world and themselves.



Pandora’s Box

Submit your suggestions or contributions to: http://web.stlawu.edu/ctl/news_form/form.htm

Copyright Issues
By Bart Harloe

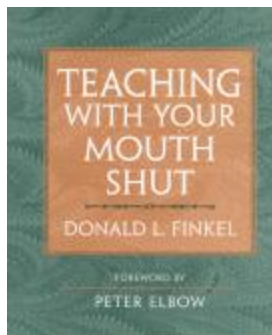
One hot topic this year that has been the focus of recent discussion on campus is the question of **copyright** in general and **fair use** in particular in the new digital world that we all inhabit. The passage of the Digital Millennium Copyright Act a couple of years ago has raised real concerns in the higher education community in the United States because it appeared to narrow and further limit educational fair use exemptions that had existed in the print environment. His Spring Laura “Lolly” Gasaway – Director of the Law Library at the University of North Carolina and a copyright lawyer – visited St. Lawrence for the purpose of discussing a number of related issues and concerns regarding copyright on this campus. Subjects covered in discussions with SLU faculty, administrators and staff included the following:

- n Sound recordings, images, and videos in the digital environment
- n Coursepacks
- n The impact of the DMCA
- n Strategies for maintaining and strengthening fair use
- n Ownership of copyrighted works and other faculty issues

One thing became very clear during the course of Gasaway’s two-day visit: fair use in the brave new digital world will be maintained only if academic communities such as St. Lawrence aggressively and vigorously pursue their educational “rights” in an intelligent and legal way. Gasaway will write a report with various recommendations regarding how St. Lawrence can best deal with its copyright questions. The report will be available in the Library to all member of the campus community and will serve as the basis of future “research literacy” conversations here on campus. For more information, contact Bart Harloe in ODY.

In The Journals and On The Shelf

(Literature Around Pedagogy)



Teaching with Your Mouth Shut

by Donald L. Finkel
Review by Liz Regosin

According to Donald Finkel, good teaching entails the creation of “circumstances that lead to significant learning in others.” In *Teaching with your Mouth Shut*, Finkel argues that while lecturing certainly has its place in the classroom, students learn better when they are interacting with classroom material and thinking for themselves. To that end, Finkel offers practical advice about “teaching with your mouth shut,” setting up classroom conditions that provoke critical thinking and collaborative learning. He focuses on engaging students both inside and outside of the classroom.¹

Finkel presents a broad spectrum of teaching formats ranging from the semester-long, open-ended seminar to specific assignments that can be completed in one class session. In-class activities might include discussions of readings with questions generated by both teacher and students or “conceptual workshops” in which students address a sequence of questions that lead them toward understanding a particular concept or making their own discoveries about a reading. Outside of the classroom, learning continues with “pre-seminar group” meetings before class, “out-of-class study

groups,” and the fostering of a “community of writers” in which a class exchanges papers, responds to each other’s writing, and makes revision accordingly. In part, this last exercise is designed to show students that in addition to providing an opportunity to share one’s ideas with an audience, writing plays a key role in the process of inquiry.²

“Teaching with your mouth shut” doesn’t mean being a passive teacher. Often, the active teaching happens behind the scenes in the choice of good reading material, the creation of thoughtful in-class assignments that ask students to engage readings or concepts, and the assignment of papers that compel students to express their understanding of classroom material clearly and articulately. In the classroom, active teaching might include leading students through activities, acting as a member of the discussion, focusing attention on significant comments, and helping the class to stay “focused and productive” in whatever the day’s activity might be.³

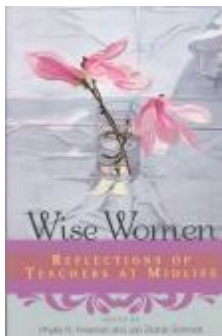
Anecdotally, several participants of the Oral Communication Institute have begun implementing some of Finkel’s ideas and practices in their courses this semester. Their positive results suggest that Finkel’s book is worth checking out.

¹Donald Finkel, *Teaching With Your Mouth Shut* (Portsmouth, NH: Boynton/Cook Publishers, 2000),8.

²The various teaching formats addressed here can be found in Finkel, chapters 3-6.

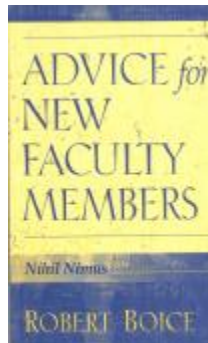
New Additions to the CTL Shelves

For more information on borrowing a book please call the Center at x5981



Freeman & Schmidt (2000)

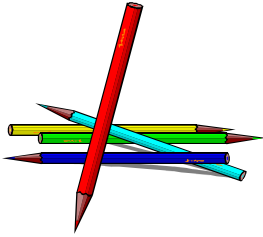
“Written by influential and renowned teachers at midlife, this includes deeply personal and groundbreaking autobiographical accounts of women who came of age during the second wave of the women’s movement and are now the wise women on campus.”



Boice (2000)

“This book is unique and essential guide to the start of a successful academic career. By following its practical, easy-to-use rules, new faculty can learn to teach with the highest levels of student approval, involvement, and comprehension.....”

In Search of the CTL logo....



The CTL Advisory Board invites submissions of designs for a logo that will capture the essence of the CTL mission statement (see below). Please submit your design(s) or suggestions by e-mail to Lori Good at ctl@stlawu.edu on or before May 1, 2002. The names of all contest participants will be recognized in the next issue of *CTL News*. The designer(s) of the selected logo will be awarded a \$25 SLU Bookstore gift certificate. Thanks for your participation!

Advisory Board Center for Teaching and Learning 2001-2002

The Center for Teaching and Learning voluntary advisory board is comprised of faculty and staff members representing a variety of disciplines and participating based on their enthusiasm and interest in the Center's purpose and programming. This year's board members are listed below.

Patti Frazer Lock
Professor
Mathematics Department

Rita Goldberg
Professor
Modern Languages Department

Bart Harloe
University Librarian

Steve Horwitz
Associate Dean of the First Year
Associate Professor/Economics

Dept.

Assis Malaquias
Assistant Professor
Government Department

Erin McCarthy
Assistant Professor
Philosophy Department

Esther Oey
Assistant Professor
Education Department

Artur Poczwadowski
Assistant Professor
Psychology Department

Liz Regosin
Assistant Professor
History Department

Sondra Smith
Director of Instructional Technol-
Information Technology

ogy

Carine Ullom
Modern Languages Department
Instructional Technology

Kim Mooney
Associate Dean for Faculty Affairs
Director, Center for Teaching and Learning
Associate Professor Psychology

Mission Statement

The St. Lawrence University Center for Teaching and Learning promotes improved student learning through facilitating excellence in teaching practices and supporting a wide range of faculty professional development activities. The Center aims to further the creativity, risk-taking, collaboration, and professional renewal among faculty members at all stages in their teaching careers. Specifically, the goals of the Center are to expose faculty to current knowledge and practice regarding teaching and learning; provide a forum for formal and informal exchanges of ideas and expertise; and stimulate, support, and reinforce pedagogies that optimize student learning.