

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 the teacher in this tradition
has less to do with merely
transmitting information, and

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.

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

**Dr. Vincent Casaregola,
Associate Professor, Eng-**

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.

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 ex-

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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 diff I ha(essTJu.5(001n4807 0 13(e I ju)2.1373 student)7.9

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

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 !\[\]\(e1d6102fe77919492c04879c8450f1f5_img.jpg\)](#)

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.

[~jconrard/registrat](#)

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/>

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.h>

Reinert Center for Teaching Excellence

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

Remaining Spring Schedule

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

The Teaching Portfolio
Dr. Jim Korn, Psychology

February 14 @ 1:30 p.m. 2

