Whether you are new to college teaching or not, the Center for Excellence in Teaching (CET) exists to support your professional development as teachers and scholars who create significant learning experiences for your students. We encourage you to participate in the opportunities for faculty development that are available. All the Center's services are voluntary, formative, confidential and are intended to be effective, applicable, and enjoyable.

_Al Alan Altany, Director, CET_

**Center for Excellence in Teaching Site:** [http://academics.georgiasouthern.edu/cet/index.htm](http://academics.georgiasouthern.edu/cet/index.htm)

**Faculty Learning Communities**
Have you joined an FLC as a good way to meet and work with colleagues on topics of special professional value to you? You can still join by September 20th by contacting aaltany@georgiasouthern.edu.

“No matter how good teaching may be, each student must take the responsibility for his own education.” _Carolus_

**Featured Web Sites on Active Learning**
Active Learning: [http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/active.htm](http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/active.htm)

Many college teachers today want to move past passive learning to active learning, to find better ways of engaging students in the learning process. But many teachers feel a need for help in imagining what to do, in or out of class, that would constitute a meaningful set of active learning activities. The model offers a way of conceptualizing the learning process in a way that may assist teachers in identifying meaningful forms of active learning.

“It is possible to store the mind with a million facts and still be entirely uneducated.” _Alec Bourne_

**Active Learning Examples** ([http://www.catilstu.edu/additional/tips/newActive.php](http://www.catilstu.edu/additional/tips/newActive.php))

Active learning refers to techniques where students do more than simply listen to a lecture. Students are DOING something including discovering, processing, and applying information. Active learning “derives from two basic assumptions: (1) that learning is by nature an active endeavor and (2) that different people learn in different ways” (Meyers and Jones, 1993). Research shows greater learning when students engage in active learning. It is important to remember, however, that lecture does have its place and that you should not do active learning without content or objectives. The elements of active learning are talking and listening, writing, reading, and reflecting (Meyers and Jones, 1993).

“It is what we think we know already that often prevents us from learning.” _Bernard_

**Desktop Faculty Development from Tomorrow’s Professor**
Archive: [http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php](http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php)
To Subscribe: [http://ctl.stanford.edu/Tomprof/subscribe.html](http://ctl.stanford.edu/Tomprof/subscribe.html)

Sample Selections:
New Faculty Talk About Stress: [http://ctl.stanford.edu/Tomprof/postings/186.html](http://ctl.stanford.edu/Tomprof/postings/186.html)
Advice for New Faculty: [http://ctl.stanford.edu/Tomprof/postings/194.html](http://ctl.stanford.edu/Tomprof/postings/194.html)
Learning How To Learn: [http://ctl.stanford.edu/Tomprof/postings/481.html](http://ctl.stanford.edu/Tomprof/postings/481.html)

“The significant problems we face cannot be solved at the same level of thinking we were at when we created them.” _Einstein_
New Faculty Seminar Series: final session

October 6 - Creating a Dynamic Classroom for Students
3:30 - 4:30 pm, 3301 CIT
Presenter: Dr. Lorne Wolfe (Dept. of Biology)
Please register at 478-0049, or phendrix@georgiasouthern.edu
The challenge facing teachers is how to create a course that contains valuable content while at the same time excites students to actually want to learn. I have found that one of the keys to success in teaching both small and large classes is to keep students engaged by mixing multiple activities into each class. In this presentation I will present some of the activities and practices I use to create a dynamic classroom atmosphere.

Faculty Series
Please register for sessions by contacting Patricia Hendrix at 478-0049, or phendrix@georgiasouthern.edu.

September 18, 2008
Web 2.0 for Teaching & Scholarship
11:30 - 12:45 | Room 3301, College of Information Technology Building
Presenter: Dr. Barbara Nixon (Department of Communication Arts)
The new technologies available today make it easier than ever to meet our students and other faculty members where they are -- and where they need to be. In this engaging workshop, you will learn how to use available -- and free -- technology to connect with students and colleagues, both academically and personally. Highly interactive (no death by PowerPoint), with short demos of the technologies in action, accompanied by a blog to continue the conversation.

October 16, 2008
Active Learning in Large Classes
(brown bag lunch)
12 - 12:50 pm | Room 3301, College of Information Technology Building
Presenter: Dr. Michelle Cawthorn (Department of Biology)
Research on learning indicates that people learn least by listening and most by doing. However, many (perhaps most) faculty teach how they were taught -- through passive listening via a lecture format. This is especially true in large lecture halls, where both time and classroom management issues are magnified because of the large number of students. In this presentation, I will demonstrate how I incorporate active learning and critical thinking skills in large classes.

October 21, 2008
Service Learning
(brown bag lunch)
12 - 12:50 pm | Room 3301, College of Information Technology Building
Presenters: Dr. Todd Deal, Diana Hensley & Janna Pennington (Student Leadership & Civic Engagement)
What is service-learning and how can it be applied in the classroom? Join colleagues in a discussion about service-learning, and learn ways that you can use this rapidly emerging, active teaching/learning strategy in your classes.

Featured Web Sites
Gallery of Teaching & Learning: http://gallery.carnegiefoundation.org/
“The Carnegie Foundation invites you to explore this interactive online gallery that presents knowledge of and experience in transforming and improving teaching and learning at many levels, documented by taking advantage of multimedia and network technology.”

“Learning is a basic, adaptive function of humans... people are designed to be flexible learners and active agents in acquiring knowledge and skills... Recent research provides a deep understanding of complex reasoning and performance on problem-solving tasks and how skill and understanding in key subjects are acquired. This book presents a contemporary account of principles of learning...”

Classroom Assessment Techniques: http://www.siue.edu/%7Ededer/assess/catmain.html
“Classroom Assessment is a simple method faculty can use to collect feedback, early and often, on how well their students are learning what they are being taught. The purpose of classroom assessment is to provide faculty and students with information and insights needed to improve teaching effectiveness and learning quality.”

“One word of truth outweighs the whole world.” —Russian proverb
Online Tutorial for Designing Effective Courses:

“In the most commonly-used method of course design, an instructor plans a course around a list of content items important to the discipline, with those items typically taken from a chapter list in a good text. Our tutorial, on the other hand, centers a course around a set of overarching goals that answer the question, ‘What do I want my students to be able to do when they have completed the course?’”

**Recommended Online Article** (brief)
The Scholarship of Teaching (Eileen Bender and Donald Gray)
http://www.indiana.edu/~rcapub/v22n1/p03.html

“Our work as university professors for a long time has been bedeviled by two injurious ideas. The first is that the demands of teaching and research are counterforces fiercely contending for control of our time... “The second idea is that we are curiously alone in our classrooms. We often imagine teaching as individualistic and self-directed, a sequestered event to which students are the only witnesses, and in which the professor is the only teacher. We think of students as being taught rather than as learning...

“...we also have encountered those who, without questioning the centrality of teaching to the faculty mission, have not developed a degree of comfort with conceiving of it as scholarship. This may suggest we have yet fully to come to terms with this new paradigm and with its challenge to the professoriate to rethink and re-chart existing or imagined academic boundaries... In the scholarly classroom, guided by reflective practitioners, students are encouraged to become speaking subjects, and teaching becomes the object of ceaseless and generative inquiry. In this changing realm, scholar and student, joined in widening circles of learning, engage in a mutually illuminating and dynamic process, fueled by our collective desire to know.”

“Never lose a holy curiosity.” _Albert Einstein

**Southeastern SoTL Colloquy**
The CET has initiated a new academic society for the Southeast, the Southeastern SoTL Colloquy (SSC). It’s Founders’ Council has members from 13 states and private and public colleges and universities.

The objectives of the Southeastern SoTL Colloquy:
1. Identify colleagues sharing a similar interest in the scholarship of teaching & learning (SoTL)
2. Provide virtual and real opportunities for collaboration and communication
3. Develop a virtual repository of resources
4. Foster the development and dissemination of research about teaching and learning in higher education
5. Provide venues for faculty to learn from colleagues about doing SoTL projects

In October a call to join the SSC will be issued throughout the Southeast, including at Georgia Southern. Consider joining when the invitation is made.

**CET on the Move**
The CET will move at the end of September from its location in the College of Information Technology building to its new home on the first floor of the new section of Henderson Library (facing the lake). The area number for the CET will be 1313 Henderson Library.

**Featured Faculty**
The CET does a regular feature of faculty. Visit http://academics.georgiasouthern.edu/cefutured/fac/.

**Virtual Tour of the People, Places, Traditions, Buildings & Stories of Georgia Southern**
If you would like to download the tour, go to http://academics.georgiasouthern.edu/ce/SB/NFO/tour.html. At the bottom of that page, you will see three files for download; pick the file for your type of computer (Windows, Mac, Linux). Once you download the file, double click it to make it work.
Beginning in 1948, a group of educators undertook the task of classifying education goals and objectives. The intent was to develop a classification system for three domains: the cognitive, the affective, and the psychomotor. Work on the cognitive domain was completed in 1956 and is commonly referred to as Bloom’s *Taxonomy of the Cognitive Domain* (Bloom et al., 1956). Others have developed taxonomies for the affective and psychomotor domains. The major idea of the taxonomy is that what educators want students to know (encompassed in statements of educational objectives) can be arranged in a hierarchy from less to more complex. The taxonomy is presented below with sample verbs and a sample behavior statement for each level.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DEFINITION</th>
<th>SAMPLE VERBS</th>
<th>SAMPLE BEHAVIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE</td>
<td>Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.</td>
<td>Write</td>
<td>The student will define the 6 levels of Bloom’s taxonomy of the cognitive domain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>List, Label, Name, State, Define</td>
<td></td>
</tr>
<tr>
<td>COMPREHENSION</td>
<td>Student translates, comprehends, or interprets information based on prior learning.</td>
<td>Explain</td>
<td>The student will explain the purpose of Bloom’s taxonomy of the cognitive domain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summarize, Paraphrase, Describe, Illustrate</td>
<td></td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.</td>
<td>Use</td>
<td>The student will write an instructional objective for each level of Bloom’s taxonomy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compute, Solve, Demonstrate, Apply, Construct</td>
<td></td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.</td>
<td>Analyze</td>
<td>The student will compare and contrast the cognitive and affective domains.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Categorize, Compare, Contrast, Separate</td>
<td></td>
</tr>
<tr>
<td>SYNTHESIS</td>
<td>Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.</td>
<td>Create</td>
<td>The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design, Hypothesize, Invent, Develop</td>
<td></td>
</tr>
<tr>
<td>EVALUATION</td>
<td>Student appraises, assesses, or critiques on a basis of specific standards and criteria.</td>
<td>Judge</td>
<td>The student will judge the effectiveness of writing objectives using Bloom’s taxonomy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recommend, Critique, Justify</td>
<td></td>
</tr>
</tbody>
</table>

In general, research over the last 40 years has confirmed the taxonomy as a hierarchy with the exception of the last two levels. It is uncertain at this time whether synthesis and evaluation should be reversed (i.e., evaluation is less difficult to accomplish than synthesis) or whether synthesis and evaluation are at the same level of difficulty but use different cognitive processes.

Students can “know” about a topic or subject at different levels. While most teacher-made tests still test at the lower levels of the taxonomy, research has shown that students remember more when they have learned to handle the topic at the higher levels of the taxonomy.

Classroom Assessment Web Site: [http://www.siue.edu/%7Ededer/assess/catmain.html](http://www.siue.edu/%7Ededer/assess/catmain.html)

“A mind is a fire to be kindled, not a vessel to be filled.” — Plutarch