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**Mentoring Program** (Dr. Tom Case, Coordinator)
The University Mentoring Program pairs new tenure-track faculty members with established faculty. The emphasis is on the mentee’s professional development and the interpersonal relationship within the mentoring partnership. For more information, contact Tom Case, Steve Bonham, or go to the Mentoring web site at http://academics.georgiasouthern.edu/mentor/.

“Truth is so obscure in these times, and falsehood so established, that, unless we love the truth, we cannot know it.”  _Pascal

**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 going to http://academics.georgiasouthern.edu/cet/programs/flc.htm and completing a brief registration form by September 15th.

“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
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.cat.ilstu.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
Faculty Retreat: Call for Proposals
Deadline for Proposals: October 26, 2007 [number of places is limited]
The Center for Excellence in Teaching announces a call for proposals for the Innovative Teaching Strategies Faculty Retreat to be held December 11-14, 2007 in the CET. The purpose of the retreat is to enhance innovative teaching strategies. The CET staff, knowledgeable in instructional technologies, pedagogy, and design, mentor faculty throughout the four-day retreat. The retreat provides dedicated time in a supportive environment and will focus on the development of course goals, design, materials, and learning outcomes for any classroom setting whether face-to-face, online, or a hybrid (combination).

Applicants will be interviewed to discuss their projects and to assess their resource needs during the retreat. Needs assessment ensures that each participant’s goals can be achieved during the retreat. Individualized pre-retreat consultations will be offered as a foundation for the retreat. Read the “Call for Proposals” for the faculty retreat at http://academics.georgiasouthern.edu/cet/retreat_proposal.htm.

Questions? Please contact Raleigh Way at the CET at 681-0078 or by email at rway@georgiasouthern.edu.

“The significant problems we face cannot be solved at the same level of thinking we were at when we created them.”  _Einstein

Recommended Online Article (brief)
“Are Colleges Failing,” Derek Bok (http://www.boston.com/news/education/higher/articles/2005/12/18/are_colleges_failing?mode=PF)
A remarkable feature of American colleges is the lack of attention that most faculties pay to the growing body of research about how much students are learning and how they could be taught to learn more. Hundreds of studies have accumulated on how undergraduates develop during college and what effects different methods of teaching have on improving critical thinking, moral reasoning, quantitative literacy, and other skills vital to undergraduate education. One would think faculties would receive these findings eagerly. Yet one investigator has found that fewer than 10 percent of college professors pay any attention to such work when they prepare for their classes. Most faculties seem equally uninterested in research when they review the curriculum.

“One word of truth outweighs the whole world.”  _Russian proverb

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/cet/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.

“How can we help students to understand that the tragedy of life is not death; the tragedy is to die with commitments undefined and convictions undeclared and service unfulfilled?”  _Vachel Lindsay

How many academicians does it take to change a light bulb?
One to get the funding for the bulb, one to observe and record the changing of the bulb, one to consider the theoretical implications of the change, and one to write it all in understandable prose; one to edit the journal to which the first four send their manuscript, and two more to review the manuscript; no more than half a dozen to read the paper after it’s published, and one more to teach about the change to the next generation of students... but the light bulb will undoubtedly be changed by a grad student.

“The great end of education is to discipline rather than to furnish the mind; to train it to the use of its own powers rather than to fill it with the accumulation of others.”  _Edwards

CET’s Vision
The Center for Excellence in Teaching appreciates and respects the experience, knowledge and wisdom of Georgia Southern faculty and is an enthusiastic, persevering advocate, agent and catalyst for the faculty’s unprecedented professional development in teaching, learning, and scholarship.
New Faculty Seminar Series
To register for a seminar go to http://academics.georgiasouthern.edu/cet/calendar.htm and click on “Event Registration,” or call the CET at 681-0049. * CIT = College of Information Technology Building

September 10  **New Faculty Seminar: Information Literacy**
[CIT* 3301]: 3:30-5 pm

September 24 **New Faculty Seminar: Designing Courses** (classroom/online)
[CIT 3301]: 3:30-5 pm

October 15 **New Faculty Seminar: Active Learning**
[CIT 3301]: 3:30-5 pm

“What Do You Know Now That You Wish You Knew Then?”
New faculty from the past several years were asked to give brief advice or suggestions to you, the 2007-2008 cohort of new faculty at Georgia Southern. Here is what some of them had to say:

- I would strongly suggest finding a mentor in your department so he or she can help you professionally: they will know about the resources at GS and help you stay on the right track to tenure. Oh - and use that mentor, ask them questions, go out to lunch, and pick their brains every opportunity you get! [Bridget Melton, Health and Kinesiology]

- I would advise new faculty to take advantage of the many opportunities offered through the CET. I attended many workshops as well as participating in a FLC which I think really helped me in transitioning into my role as a faculty member at GSU. I would also encourage them to find a mentor in their department to provide them with insight into the policies and procedures of their department so they avoid some of the stumbling blocks that can be frustrating to new faculty. You will find the university has many programs in place, particularly at the CET, to help you be successful in your first year. [Maggie Davis, Nursing]

- Ask for help and teaching advice. Contact the textbook reps ASAP. Make sure your texts are in the bookstore. Don't forget your glasses on the way to class. Do not park in the student lots. (I mistakenly assumed my faculty tag gave me unlimited permission) [Frank Goforth, Mechanical & Electrical Engineering Technology]

- Find a mentor--a senior faculty member who can advise you regarding faculty evaluations, pre-tenure review and tenure review. Also, connect with other faculty members to form a research group to bounce ideas off of and to work together on projects and publications. Best wishes to all the new faculty! [Terry Diamanduros, Leadership, Technology and Human Development]

- Find and attend social events sponsored by groups that support your interests - a great place to meet colleagues and make friends outside of your department and, for pre-tenured faculty - an excellent way to develop support networks and a way to get involved with short-term service work without becoming over-committed early in your career. [Becky Kennerly, Communication Arts]

- Get connected! (with colleagues, with students, with the internet) [Martha C. Pennington, Writing & Linguistics]

- Create time to walk around the campus, visit other buildings, see where students hang out, and otherwise make your presence known in a humble, yet meaningful fashion. Ask questions, and then ask some more!! Allow yourself to be a tourist for a while. [Lisa Schultz, Leadership, Technology & Human Development]

- Let your interests lead you off campus and get to know the local people, who are as friendly a group as I've met anywhere in America. [Bradley Edwards, Literature and Philosophy]

**Teaching for Learning**

**Bloom et al.’s Taxonomy of the Cognitive Domain**
http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html

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

For other opportunities and individual consultations contact the CET at 681-0049

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