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. _ Alan Altany, Director, CET

Center for Excellence in Teaching Website  
http://academics.georgiasouthern.edu/cet/index.htm

CET Location
Suite 1303, Henderson Library

“It is possible to store the mind with a million facts and still be entirely uneducated.” _ Alec Bourne

**Desktop Faculty Development from Tomorrow’s Professor**

**Archive:**  http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php?way=4

**To Subscribe:**  http://ctl.stanford.edu/Tomprof/subscribe.html

**Sample Selections**
- New Faculty Talk About Stress:  http://ctl.stanford.edu/Tomprof/postings/186.html
- Advice for New Faculty:  http://ctl.stanford.edu/Tomprof/postings/194.html
- Approaches to SoTL:  http://ctl.stanford.edu/Tomprof/postings/281.html
- Student Intellectual Development:  http://ctl.stanford.edu/Tomprof/postings/405.html
- Learning How To Learn:  http://ctl.stanford.edu/Tomprof/postings/481.html

“Never lose a holy curiosity.” _ Albert Einstein

**Fall Faculty Series** (seminars by faculty for faculty)

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

**Forget Skill and Drill: Teach Students Reasoning and Problem Solving Skills**

Lisa Yocco | October 6, 2009 | 4 - 5 pm | 1303K, Henderson Library

“If we give students compelling applications that apply to their intended majors, they will see that there is some reason for the discipline to exist, they will be more interested, and they might even come to like it. Regardless of the students’ majors, they will need reasoning skills and problem solving skills in their future careers. We can provide them with quantitative literacy for life by including real life applications from business, economics, biology, and the social sciences in a setting that connects content with the real world.”

**Booming with the Echo Boomers: An Examination of the Current College Generation**

Dan Czech | November 9, 2009 | 3 – 3:50 pm | 1303K Henderson Library

“Educational theorists often postulate that in order to make optimal teacher/student ‘connections,’ teachers should try to understand their students’ culture and/or generation (Cochran & Cochran, 2005; Cormier & Nurius, 2003). Presently, many students are part of a generation called the ‘echo boomers.’ These students were born between the years of 1982 and 1997 (Alch, 2000). The largest generation of young people since the 1960s, they are growing up and beginning to shape our World. They’re called ‘echo boomers’ because they are the genetic
offspring and demographic echo of their parents, the baby boomers. The purpose of this presentation will be to learn more about this generation and ways we as an academy connect with them.”

**Featured Web Sites**

**Gallery of Teaching & Learning:** [http://gallery.carnegiefoundation.org/](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.”

**How People Learn:** [http://www.nap.edu/openbook.php?record_id=6160](http://www.nap.edu/openbook.php?record_id=6160)

“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.vanderbilt.edu/cft/resources/teaching_resources/assessment/cats.htm](http://www.vanderbilt.edu/cft/resources/teaching_resources/assessment/cats.htm)

“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.”

**Online Tutorial for Designing Effective Courses:** [http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/index.html](http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/index.html)

“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?’”

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

**Recommended Online Article**

**The Scholarship of Teaching** (Bender and Gray): [http://www.indiana.edu/%7Ercapub/v22n1/p03.html](http://www.indiana.edu/%7Ercapub/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.”

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

**Foundation for Faculty Development: The Scholarship of Teaching & Learning**

The CET emphasizes the importance of the Scholarship of Teaching & Learning (SoTL) and its goals of improved student learning, teaching effectiveness, faculty development and the creation of a deeply collegial community of and for teaching and learning. SoTL is not simply individuals engaged in pedagogical research that is made public and reviewed, but has an expansive meaning as well. SoTL is an attitude of questioning and inquiry about any aspect of the teaching – learning process, a curiosity about the results of research of student learning and its implications for one’s own courses and students, a contemplative awareness of who one is as a professor and what it is that one is professing. The banyan tree with its ever-spreading canopy and its ever-expanding system of aerial roots is the symbol of the CET. SoTL is the ground in which the roots of teaching and learning experiences, experimentations, innovations, research, collaboration, and dissemination grow. It is a tree of development that spreads and deepens simultaneously. All the services, presentations, events, resources, projects of the CET revolve
around the SoTL understanding that teaching is not the purpose of our profession, but rather that teaching is a means to attain the real goal of significant, critical, creative, practical and enduring student learning.

“The art of teaching is the art of assisting discovery.” _Mark van Doren

**CFC Library**


“The secret of education is respecting the student.” _Emerson

**Focus on Excellence Lecture Series, Fall 2009** *(all presentations are in the CET)*

From the Blackboard to the Racetrack: In Support of Student Professional Development through the Engineering, Manufacturing & Racing of Test Vehicles

Dr. Brian Vlcek  
*Excellence in Service Award*  
**September 23, 2009  4-5 PM**

Walking the Streets of Rome with a Map of Florence

Dr. Richard Pacelle  
*Excellence in Research/Creative Scholarly Activity Award*  
**October 21, 2009  12-1 PM**

Teaching Mathematics Outside of the Classroom

Dr. Goran Lesaja  
*Excellence in Contribution to Instruction Award*  
**November 11, 2009  4-5 PM**

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

**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.

Active Learning Examples  ([http://www.cat.ilstu.edu/additional/tips/newActive.php](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). 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
“It is what we think we know already that often prevents us from learning.” _ Bernard

**International Journal for the Scholarship of Teaching & Learning** (IJ-SoTL)  
([http://www.georgiasouthern.edu/ijsotl/](http://www.georgiasouthern.edu/ijsotl/))

The CET publishes a peer-reviewed, open access, online international journal on the scholarship of teaching & learning with a strong, international review board of scholars from about 40 countries. The inaugural issue was published in January 2007, with the most recent issue published in July 2009. IJ-SoTL is an international vehicle for articles, essays, reflections, book reviews, and discussions about the scholarship of teaching and learning (SoTL) and its applications in higher/tertiary education today. All submissions undergo a double-blind peer-review process. IJ-SoTL seems well on the way to becoming the premier SoTL journal in the world.

**The SoTL Commons: An International Conference for the Scholarship of Teaching & Learning**  
([http://www.georgiasouthern.edu/ijsotl/conference/](http://www.georgiasouthern.edu/ijsotl/conference/))

The Center for Excellence in Teaching will host the 3rd annual SoTL Commons Conference on March 10-12, 2010 in the Nessmith-Lane building at Georgia Southern. The conference will bring together people engaging in SoTL and anyone wanting to improve student learning outcomes in higher education today. The conference epitomizes that college teaching is intellectual work that is enhanced both by disciplinary scholarship and the scholarship of teaching the disciplines (SoTL). The conference is to be a catalyst for SoTL as an evidence-based way to improve student learning. At the last conference attendees represented 13 countries and many states in the U.S. There are also 28 Georgia Southern presenters, as well as dozens of Georgia Southern faculty who served as chairs of concurrent sessions.

**The SoTL Expo**

The inaugural SoTL Expo is on November 4, 2009 from 3 - 5 pm in the Atrium of the College of Information Technology building. The Expo will consist of poster displays by Georgia Southern faculty about 1) SoTL research projects, and 2) key aspects of the nature, role and meaning of SoTL.

“How education is not preparation for life; education is life itself.” _ John Dewey

**December Course Design Series**  
December 14-16, 2009  |  HL 1303G  |  CET Staff

**Will you be teaching a new course? Is there an old course that you want to revise?**

The series will provide guidance on developing effective course components where learning goals, teaching and learning activities, and assessment work together for student success. The seminar takes place over three days with a different session each morning and with CET staff available in the afternoons to work with faculty, upon request, in developing their course(s). Register by contacting Patricia Hendrix at 478-0049, or phendrix@georgiasouthern.edu.

**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