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,

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

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
Rethinking Critical Thinking:  http://ctl.stanford.edu/Tomprof/postings/510.html
Habits of Successful Professors:  http://ctl.stanford.edu/Tomprof/postings/457.html

“Never lose a holy curiosity.” _ Albert Einstein

Reading Roundtable for New / Newer Faculty
If you did not join the Reading Roundtable (faculty book discussion group), it is not too late if you contact Dr. Judith Longfield at the CET by August 20, 2010. The book selection is On Course by James Lang from Harvard University Press. The CET provides members their own copies of the book.

“Practical and lively, On Course is full of experience-tested, research-based advice... How do you balance lectures with group assignments or discussions—and how do you get a dialogue going when the students won’t participate? What grading system is fairest and most efficient for your class? Should you post lecture notes on a website? How do you prevent cheating, and what do you do if it occurs? How can you help the student with serious personal problems without becoming overly involved? And what do you do about the student who won’t turn off his cell phone? Packed with anecdotes and concrete suggestions, this book will keep both inexperienced and veteran teachers on course as they navigate the calms and storms of classroom life.”
Teaching Tips from Dr. J

During the 2010-2011 academic year, you will regularly receive Teaching Tips provided by Dr. Judith Longfield (Dr. J) of the CET. She is the coordinator of the CET’s support for faculty who are new, or relatively new, to college teaching. And if you ever want to talk individually about a teaching issue, please contact Judith (or Steve or Stacy) at the CET to schedule a consultation.

Topics include such things as Getting Off to a Good Start; 101 Things First 3 Weeks; 10 Teaching Mistakes; Critical Thinking/Problem Solving; Writing Good Test Questions; Setting Boundaries in Class; Dealing with Disruptive Students; Breaking the 15-Minute Barrier; Mid-Semester Course Evaluations; Student Cheating; Explaining Collaborative-Based Assignments; Service Learning; Interpreting Student Rating Results, and many more.

December Course Design Series

December 13-15, 2010 | HL 1303G | CET Staff

Do you have questions about effective teaching strategies, classroom assessment techniques or pedagogical practices, and how to implement them? Are you new or newer to teaching at Georgia Southern? If so, the CET will offer a seminar series on course design and assessment for new and newer faculty on December 13, 14 & 15, 2010. 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.

Featured Web Sites

Gallery of Teaching & Learning: http://gallery.carnegiefoundation.org/

“How 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

“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:

"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

“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

International Journal for the Scholarship of Teaching & Learning (IJ-SoTL)
(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 2010. 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.
Recommended Online Article
The Scholarship of Teaching (Bender and Gray): 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.”

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.

CFC Library
Good books are available for you to borrow from the CET Library to encourage reflection, conversations, research and applications in teaching & learning. The library in located in the CET on the first floor of the College of Information Technology building. Some selections include Learner-Centered Teaching: Five Key Changes to Practice by Maryellen Weimer, Creating Significant Learning Experiences by Dee Fink, Teaching With Your Mouth Shut by Donald Finkel, Balancing Acts: The Scholarship of Teaching and Learning in Academic Careers by Mary Taylor Huber, Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom by John Bean, Engaging the Online Learner: Activities and Resources for Creative Instruction by Conrad & Donaldson, Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning by Huba & Freed, Team-Based Learning: A Transformative Use of Small Groups in College Teaching, edited by Michaelsen, Knight & Fink.

“Lest we forget the secret of education is respecting the student.” _ Emerson

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

The SoTL Expo
The 2nd annual SoTL Expo is on April 13, 2011 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. Visit the VIRTUAL SOTL EXPO at http://freeonlinesurveys.com/rendersurvey.asp?sid=70ktgudrwurv4z8738742
Active Learning

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

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 Jones).

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

The SoTL Commons: An International Conference for the Scholarship of Teaching & Learning

The Center for Excellence in Teaching will host the 4th annual SoTL Commons Conference on March 9-11, 2011 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. Attendees typically come from around the U.S. and from 10-15 countries. Submission of proposals by Georgia Southern faculty is welcomed during the August 15 – October 31, 2010 submission of proposals period.

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

Inaugural SoTL Symposium of the South

The inaugural, annual SoTL Symposium of the South will be held from 9 am – 4 pm on Friday, October 15, 2010 at Georgia Southern University for faculty and administrators at private and public colleges and universities in the southeastern region of the United States. The main focus of the Symposium will be on applications and collaborations: develop, design and complete SoTL research projects, as well as practical applications to teaching and students. Attendees can expect to return home with practical ideas for individual / collaborative SoTL work, as well as for encouraging SoTL at their institutions. As a leader in fostering SoTL regionally, nationally, and internationally, Georgia Southern University invites to the Symposium experienced SoTL researchers, and people new or relatively new to SoTL.

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.