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Support for Faculty Professional Development

Welcome to Georgia Southern! Whether you’re new to teaching or an experienced professor, moving to a new university can be stressful. The Center for Teaching, Learning and Scholarship (CTLS) is here to help reduce that stress. According to Alan Altany, the CTLS Director, “The Center exists to support your professional development as a teacher and scholar who creates significant learning experiences for students. Participation in our programs is voluntary, formative, and intended to be effective, applicable, and enjoyable.”

According to Judith Longfield, who works with new faculty, “The CTLS goes beyond workshops and seminars. We foster faculty work through Faculty Learning Communities, Reading Roundtables, and regular meetings of new faculty at the Lunch & Learn series held the second Tuesday of each month.”

Through these initiatives, and confidential individual consultations, midterm assessments and classroom observations, the CTLS helps faculty develop and build professional teaching skills which support increased student learning. Says Longfield, “Investing small amounts of time in learning to be a more effective instructors, results in big payoffs. Not only do new faculty become more effective teachers, they also experience increased job satisfaction and have more time to devote to things like research and service.” For more information about programs and services offered by the CLTS, call Alan or Judith at 478-0049.

The CTLS is located on the ground floor of Henderson Library in Suite 1303. When you enter through the lakeside doors, our offices are on the right-hand side by the stairs.

Lunch & Learn Series for New Faculty

Do you have questions but your new colleagues are too busy to help you find answers? Would you like to meet colleagues from other departments and colleges in a relaxed atmosphere? If you answered “Yes” to either of these questions, plan to attend the Lunch and Learn Series this year. Designed for busy faculty, the series will meet the second Tuesday of every month to talk about timely topics, including:

- Sept. 11 - Folio Questions & Answers - Facilitator: Ashlea Anderson, CATS
- Oct. 9 - Meeting ADA Accessibility Standards - Facilitators: Maura Copeland, Legal Affairs & Mike Chambers, Student Disability Resource Center
- Nov. 13 - Student Advising - Facilitator: Kristen Ruhland
- Dec. 11 - Writing Your Annual Report - Facilitator: Judith Longfield, CTLS

Bring you lunch and meet your colleagues from noon-1:00 p.m. in the CTLTS Break Room, located in Suite 1303 in the Library. Reservations are not required but are appreciated—478-0049.

Points to Ponder

- “Never lose a holy curiosity.” Albert Einstein
- “The secret of education is respecting the student.” Ralph Waldo Emerson
- “Education is not preparation for life; education is life itself.” John Dewey
- “No matter how good teaching may be, each student must take the responsibility for his own education.” Carolus

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If you have not yet joined the Reading Roundtable for new faculty—a book discussion group—there’s still time. This semester’s selection is *On Course: A Week-by-Week Guide to Your First Semester of College Teaching* by James Lang from Harvard University Press. Reading Roundtables set their own schedules and meeting times, and the CTLS provides each member with a free book. Here’s what one review said about this semester’s book:

"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? . . . 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.”

If this book doesn’t interest you, perhaps one of the other Reading Roundtable selections such as *Teaching with Your Mouth Shut* or *Academically Adrift* will. To access the fall selections go to: [http://freeonlinesurveys.com/v1/rendersurvey.asp?sid=lel3mh73exof5e1034959](http://freeonlinesurveys.com/v1/rendersurvey.asp?sid=lel3mh73exof5e1034959). For more information about the New Faculty Reading Roundtable, contact Dr. Judith Longfield at 478.0078 before August 22.

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### Faculty Learning Communities Offer Benefits

The first Faculty Learning Community (FLC) at Georgia Southern was formed in 2006. The response of faculty to this peer-based experience of faculty development and inquiry has been very good, largely due to its many personal benefits.

“Faculty benefits include diminished isolation, a shared purpose and cooperation among faculty colleagues, increased curricular integration, a fresh approach to one’s discipline, and increased satisfaction with their students’ learning.” (Lenning & Ebbers)

What is a Learning Community?

A FLC is usually composed of 6 - 12 faculty who are commitment to a collegial approach of learning about a topic of common interest. Once a FLC is formed, members set their own meeting schedule and select a facilitator. Each FLC determines its own goals and objectives. It also decides how it will disseminate the results of its research, application and work to other Georgia Southern faculty. Membership in a FLC is for the entire academic year. FLCs currently forming include: International Faculty, Teaching Large Classes, Scholarship of Teaching and Learning, Team-Based Learning Practitioners, Online Teaching and Learning, Peace and Justice Studies, Teaching in the STEM Disciplines, Practitioners in Community-Based Research, and Course Design/Redesign.

The deadline to join is August 22nd. If you’re interested, complete a brief survey at [http://freeonlinesurveys.com/rendersurvey.asp?sid=p4ag7iovkzvpl8910565](http://freeonlinesurveys.com/rendersurvey.asp?sid=p4ag7iovkzvpl8910565).

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### Could You Use Some Teaching Inspiration?

While planning for the next day’s class at midnight, do you find yourself looking for teaching ideas? Instead of grabbing a glass of Merlot for inspiration, visit MERLOT online. This free collection of resources was created primarily for higher education as a way for faculty worldwide to share their learning materials and pedagogical practices. MERLOT is a “user-centered, collection of peer-reviewed online learning materials, catalogued by members.” So put down your glass of inspiration and visit [http://www.merlot.org/](http://www.merlot.org/).

Want another source of ideas? Try the Carnegie Foundation’s *Gallery of Teaching & Learning*, “an 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.” The *Gallery* is available at [http://gallery.carnegiefoundation.org/](http://gallery.carnegiefoundation.org/).
Look for Teaching Tips from Dr. J

Need some advice on teaching? As a new faculty member at Georgia Southern, this year you will receive weekly Teaching Tips provided by Dr. Judith Longfield, known to her students as “Dr. J.” Topics covered include such things as Getting Off to a Good Start, 101 Things the First Three Weeks, Ten Teaching Mistakes, Dealing with Disruptive Students, Critical Thinking and Problem Solving, Writing Good Test Questions, Cheating, Setting Boundaries, Explaining Collaborative-Based Assignments, Breaking the 15-Minute Barrier, Interpreting Student Rating Results and many more.

Judith is the coordinator of the CTL’s support for faculty who are new, or relatively new, to college teaching. With more than four decades of classroom experience, she’s probably had the same problem you’re having and has found a timely and practical solution. To talk to “Dr. J” about a teaching issue, simply schedule a consultation at a time convenient to you. Judith can be reached at 478.0078 or jlongfield@georgiasouthern.edu.

Foundation for Faculty Development:
Scholarship of Teaching & Learning

The CTLs emphasizes the importance of the Scholarship of Teaching & Learning (SoTL) and its goals of student learning, improved 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. It also has an attitude of questioning and inquiry about any aspect of the teaching-learning process, a curiosity about the results of research on 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 CTLS. SoTL is the ground in which the roots of teaching and learning experiences, experimentation, innovations, research, collaboration, and dissemination grow. It is a tree of development that spreads and deepens simultaneously. All the services, presentations, events, resources and projects at the CTLS 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.

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SoTL Commons is an international SoTL conference hosted annually by the CTLS. On March 27-29, 2013, this year’s SoTL Commons Conference will be held at the Coastal Georgia Center in Savannah. The conference brings together faculty engaging in SoTL and anyone wanting to improve student learning outcomes in higher education. The conference epitomizes the notion that college teaching is intellectual work that is enhanced both by disciplinary scholarship and the scholarship of teaching the disciplines. The conference serves as a catalyst for SoTL as an evidence-based (Continued on page 4)
Meet the CTLS Staff

Dr. Alan Altany is the Director of the CTLS, edits the *International Journal for the Scholarship of Teaching & Learning*, chairs the SoTL Commons Conference, and directs the Faculty Reading Roundtables and Learning Communities. Contact Alan at 478.0049.

Patricia Hendrix is the Administrative Manager. She is the “voice” of the CTLS and manages the front office. She is also the contact person for the Faculty Development Awards and assists faculty and TAs in registering for CTLS events. She can be reached at 478.0049.

Stacy Kluge is the SoTL Commons Conference Coordinator. She is also the person to contact with questions about First Year Experience (FYE), taxonomies of learning, instructional and course design, and the use of instructional technology. Her number is 478. 0068.

Dr. Judith Longfield works with new(er) faculty and TAs. Her areas of expertise include STEM, classroom and program assessment, dealing with disruptive students, teaching and course portfolios, the science of teaching, and SoTL. Call her at 478.0078.

SoTL (cont.)

The 3rd annual SoTL Symposium of the South will be held on October 12, 2012. The main focus of the Symposium is on applications and collaborations: develop, design and complete SoTL research projects, as well as practical applications to teaching and students. Information is at [http://ceps.georgiasouthern.edu/conted/sotlsymposium.html](http://ceps.georgiasouthern.edu/conted/sotlsymposium.html).

CTLS Library

Books on pedagogy and teaching are available for checkout from the CTLS Library to encourage reflection, conversations, and research application in teaching-learning. Selections include:

- *What the Best College Teachers Do* by Ken Bains
- *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

Desktop Faculty Development from Stanford

Of interest to new and experienced professors, this free service has 35,000 subscribers in over 100 countries and delivers articles directly to your e-mail. To access these past selections, go to [http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php](http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php) and type the number after each title into the box in the upper left-hand corner.

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