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Director’s Message from the Canopy
In February 2009 the provost approved the “SoTL at Georgia Southern” initiative, some of which was already underway. Additional components will be added during 2009-2010 as the CET aspires to help Georgia Southern become a National (even International) Center for the Scholarship of Teaching & Learning (SoTL). Since SoTL’s purpose is to improve student learning, the initiative is strongly compatible with the University’s strategic planning, QEP, institutional aspirations, Doctoral Research designation, and the attraction and retention of good students and faculty.

New!
SoTL Research & Writing Circle: a collaborative faculty group for supporting each other’s SoTL projects and writings for presentations, journal articles, etc. To join, email aaltany@georgiasouthern.edu.

New!
SoTL Expo: the inaugural, annual SoTL Expo Day will be held at 3 – 5 pm on November 4, 2009 in the Atrium of the College of Information Technology building. The Expo will consist of poster displays about 1) SoTL projects, and 2) key aspects of SoTL. The electronic submission of proposals period is September 1-18, 2009. Proposals will undergo a blind-review process.

New!
SoTL Awards: in 2009-2010 the CET will begin sponsoring awards for SoTL work by Georgia Southern faculty. A call for nominations for the awards will be issued during the Fall 2009 semester.

Invitation: Faculty Learning Communities Program 2009 – 2010
To join an FLC, request a brief registration form at aaltany@georgiasouthern.edu.

FLCs continuing (all are accepting new members for 09-10):
Scholarship of Teaching & Learning; Assessing Student Learning; Service Learning & Civic Engagement; Teaching Large Classes; Information Literacy; Peace Studies; POGIL (Process Oriented Guided Inquiry Learning).

New FLCs forming: Doing Research; Student Writing in Any Discipline; Mentoring Undergraduate Research; Teaching First-Year Students; Teaching Courses Online; Classroom Management & Behavior; Classroom Assessment Techniques (CATs);
* Other (gather enough people to form an FLC on a topic not listed and contact Alan Altany)

CET Web Site
Visit the CET web site regularly at http://academics.georgiasouthern.edu/cet/.

Grants & Awards
For guidelines and deadlines, go to http://academics.georgiasouthern.edu/cet/resources/grants.htm
Grants for the Development of Instruction: application deadline - 9/4/09
Grants for Professional Travel: application deadline - 9/11/09
Awards for Excellence in Contributions to Instruction: nomination deadline - 9/11/09
December Course Design Series
The CET will offer a seminar series on course design and assessment on December 14, 15 & 16, 2009. **Will you be teaching a new course? Is there an old course that you want to revise?** The series will provide guidance on where learning goals, teaching and learning together for student success. The seminar takes session each morning and with CET staff faculty, upon request, in developing their Patricia Hendrix at 478-0049, or developing effective course components activities, and assessment work place over three days with a different available in the afternoons to work with course(s). Register by contacting phendrix@georgiasouthern.edu.

CET Faculty Fellow, 2009-2010
Writing & Linguistics, Ph.D., Indiana University of Pennsylvania)
Kathy will be working with faculty on using writing in any discipline to improve student learning, critical thinking, writing, and communication skills. She will also be facilitating a Faculty Learning Community on Student Writing in Any Discipline (to join, email Alan Altany).

“...I have been teaching at Georgia Southern since 1990, first as an instructor in the English Department and now as an Associate Professor in the Department of Writing & Linguistics. As a CET Faculty Fellow, I hope to start and sustain conversations with colleagues across campus about using writing in the disciplines. My main goal is sharing information and learning from one another. For instance, I would love the chance to visit classrooms where writing is assigned so that I can compare my teaching methods with those in other fields. My hope is that collaborations might form as a result. I would like to have a few brown bag breakfasts or lunches with colleagues who might share ‘warts and all’ strategies for getting students to write.”

Faculty Series

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<th>Classroom Management &amp; Disruptive Behaviors</th>
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<tr>
<td>Dr. Trent Maurer &amp; Dr. Michael Reksulak</td>
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<td>“Have you noticed an increase in students’ disruptive behaviors in the classroom? Where are these behaviors coming from and how can we stop them? Join us as we review the pedagogical literature on the topic of classroom management and recently published data about GSU faculty and student perceptions of disruptive behaviors. This session will focus on how to be proactive about preventing disruptive behaviors and options for appropriately and effectively responding to classroom incidents.”</td>
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<th>Forget Skill and Drill: Teach Students Reasoning and Problem Solving Skills</th>
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<td>Lisa Yocco</td>
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<td>“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.”</td>
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<th>Booming with the Echo Boomers: An Examination of the Current College Generation</th>
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<td>Dr. Dan Czech</td>
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<td>“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 &amp; Cochran, 2005; Cormier &amp; 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.”</td>
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Reading Roundtables
Each semester the CET sponsors and provides books for faculty Reading Roundtables (RRs). Each RR meets several times during the semester, according to a schedule determined by its members. This past spring semester there were nearly 60 faculty in various Roundtables. Join a RR for fall 2009 for any of the following books by contacting Steve Bonham at sbonham@georgiasouthern.edu.

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<th>Qualitative Research: A Guide to Design and Implementation</th>
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<td>Helping Students Learn in a Learner-Centered Environment</td>
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<td>A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League</td>
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<td>Straight Man [humorous novel about academic life]</td>
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<td>The Academic Portfolio: A Practical Guide to Documenting Teaching, Research, and</td>
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International Journal for the
Service

On Course (about teaching, for new & relatively new teachers)

The July 2009 of the CET’s peer-reviewed, academic journal, *International Journal for the Scholarship of Teaching & Learning* (IJ-SoTL) contains articles, essays and book reviews and is available at [http://academics.georgiasouthern.edu/ijsotl/v3n1.html](http://academics.georgiasouthern.edu/ijsotl/v3n1.html). Authors in the issue are from Australia, Canada, Fiji, Ireland, Korea, New Zealand, United Kingdom, and the United States. For discussions about the July issue or other SoTL topics, join the IJ-SoTL listserv at [http://academics.georgiasouthern.edu/ijsotl/dl.htm](http://academics.georgiasouthern.edu/ijsotl/dl.htm). The deadline is November 15, 2009 for submissions for the January 2010 issue.

Thinkaloud Club
The TC is a collegial group that meets about once a month for engaging, enjoyable intellectual reading and discussion of a wide-ranging scope of writings. Books have been read about slavery, genetics, Vietnam War, a novel, etc. The first selection for 09-10 is Polkinghorne’s *Exploring Reality: The Intertwining of Science & Religion* (Yale University Press, 2005). The CET provides each member a copy of the book. To join, email aaltany@georgiasouthern.edu.

The CET will host its 3rd annual SoTL Commons: An International Conference for the Scholarship of Teaching & Learning on March 10-12, 2010. Keynote speakers will be Carolin Kreber (University of Edinburgh), Kathleen McKinney (Illinois State University), and Gary Poole (University of British Columbia). Visit the website [http://academics.georgiasouthern.edu/ijsotl/conference/2010/index.htm](http://academics.georgiasouthern.edu/ijsotl/conference/2010/index.htm) for more information. The Submission of proposals period is August 15 – October 15, 2009. A reduced registration fee is available for Georgia Southern faculty/staff and must be done by phone. For details, contact skluge@georgiasouthern.edu. Also, Georgia Southern faculty and staff are invited to volunteer to chair concurrent sessions by contacting contact Steve Bonham at sbonham@georgiasouthern.edu.

USG Board of Regents Awards for the Scholarship of Teaching and Learning

Congratulations to Dr. Laura Regassa (Biology) for being a 2009 recipient of the Board of Regents’ Award for SoTL. In the Call for Nominations it states, “Initiated by Boyer’s Scholarship Reconsidered (1990), and exemplified by the Carnegie Academy for the Scholarship of Teaching and Learning, the scholarship of teaching and learning encourages and supports the work of faculty members whose scholarship focuses on the instructional mission of the institution.” The criteria for the SoTL Awards are as follows:

- Engaged in the systematic examination of issues about student learning and instructional conditions which promote the learning, building on previous scholarship.
- Documented the use of strategies for investigating and evaluating the impact of teaching practice on student learning, anchored in the research literature.
- Engaged in scholarship that is public, peer reviewed and critiqued.
- Produced scholarly work which contributes new questions and knowledge about teaching and learning.
- A well articulated teaching philosophy that drives research questions.
- Documentation of dissemination of scholarship results.

Georgia Southern’s Dr. Laura DeLong Frost (Chemistry) was a 2007 recipient of this award.

CET Lending Library
Faculty are invited to check out books in person or by an email request to phendrix@georgiasouthern.edu. If you know of a book that the CET library should have, or have a recent book on teaching and learning that you would like to donate to the CET library, please contact us. Stop by the CET to browse, or request an e-list of titles.

Focus on Excellence Lecture Series: Fall 2009
This annual series of 6 lectures is facilitated by the CET and the campus is invited to attend presentations by the previous year’s recipients of the Awards for Excellence in Contribution to Instruction, Research/Creative Scholarly Activities, and Service.

TBA  |  Service  |  Henderson Library 1303K (CET)

"From the Blackboard to the Racetrack: In Support of Student Professional Development Through the Engineering, Manufacturing and Racing of Test Vehicles": Dr. Brian Vlcek

Through professional societies such as the American Society for Mechanical Engineers (ASME) and the Society for Automotive Engineers (SAE) Georgia Southern students have participated in projects that bring authenticity to their professional development. Over the past decade, student teams have engineered, manufactured and raced miniature Formula-style race cars, solar-electric cars, off-road baja dune buggies, human powered lunar rovers, and vehicles that run on renewable fuels. The journey from the blackboard to the racetrack is often winding and full of unexpected surprises. Join us as a decade of Georgia Southern racing victories and agonizing defeats are chronicled.

October 21, 2009; 12 – 1 pm  |  Research  |  Henderson Library 1303K (CET)

"Walking the Streets of Rome with a Map of Florence": Dr. Richard Pacelle

The academic experience and the research process are fraught with contradictions and constraints. Some of these challenges are faced by all faculty members who balance teaching and research. While other challenges are more specific to certain disciplines, they have corollaries in most fields. I examine three of these apparent challenges (responsibilities, significance, and language) and discuss the opportunities and constraints with reference to a current research project.

November 11, 2009; 4 – 5 pm  |  Instruction  |  Henderson Library 1303K (CET)

"Teaching Outside of the Classroom": Dr. Goran Lesaja

In this talk we will emphasize and explore different ways of teaching outside of the classroom which include, but are not limited to, subject and interdisciplinary competitions, independent study courses, projects (separate or as a part of undergraduate and graduate research activities), and various lectures or talks. We will also discuss nonstandard ways of teaching in the classroom such as collaborative group activities, guided self-discovery, and inquiry based instruction.

Writing Circles

For more info, contact the person listed for each faculty writing group:

• Academic Writing Circle (Brenda Marina)
• Creative Writing Circle (Theresa Welford)
• Writers’ Workshop (Laura Valeri)
• SoTL Research & Writing Circle (Alan Altany)

Resources

Teaching Large Classes

The University of Maryland’s 16-page teaching large classes guide with ideas on establishing ground rules, personalizing the large classes, lecturing, discussions, collaborative/cooperative learning, writing in lectures, giving students feedback, improving teaching through student feedback, and involving TAs can be accessed at:
http://www.cte.umd.edu/library/teachingLargeClass/guide/index.html

This 14-minute video with Graham Gibbs from The Open University, UK, provides a brief overview of concerns and problems associated with teaching large lecture classes, as well as possible solutions or practical methodologies and strategies faculty can use to make the learning more effective and meaningful. http://videtis.ucis.dal.ca:8080/ramgen/dal/video/oidt/all_fcp.rm

Extensive list of tips and resources including Frequently Asked Questions (assignments, attendance, note taking, student participation, etc.) and Large Class Resources (clickers, concept maps, jigsaw, peer tutors, etc.) from Penn State. http://www.schreyerinstitute.psu.edu/Tools/Large/

Motivating Students

Quick and useful primer on many of the important topics in student motivation including intrinsic & extrinsic motivation with suggestions for motivating students from Vanderbilt’s Center for Teaching:
http://www.vanderbilt.edu/cft/resources/teaching_resources/interactions/motivating.htm

Helpful summary of motivation research with numerous links to other resources from Carlton College: http://serc.carleton.edu/NAGTWorkshops/affective/motivation.html#summary

Stanford University newsletter on teaching, Speaking of Teaching, issue devoted to “Capturing and

**Classroom Incivility & Disruptive Behaviors**  
A newsletter from the Minnesota State Colleges & Universities devoted to student behavior in the classroom.  
[http://www.ctl.mnscu.edu/about/newsletter/ctlmonthlyupdate11-5-07.pdf](http://www.ctl.mnscu.edu/about/newsletter/ctlmonthlyupdate11-5-07.pdf)


An interactive feature from the Center for Teaching Excellence at Carnegie Mellon walks users through a process which provides practical strategies for addressing typical classroom problems grounded in educational research and learning principles.  