CTE NOTEBOOK

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INSIDE THIS ISSUE . . .

From the Director . . .

by Dr. Mary Stephen, Director
Reinert Center for Teaching Excellence

Faculty members face many challenges, not the least of which is finding enough time to devote to the three areas, teaching, research and service. One strategy used by some faculty members to meet this challenge is to integrate work in two or more of these areas. On January 9, Reinert CTE and the Office of Research Services co-sponsored a faculty forum, "I Wasn't Hatched This Way: Integrating Teaching and Research." This issue of the Notebook focuses on the theme of integrating teaching and research, and includes summaries of presentations by several faculty presenters at the January 9th forum. We are most grateful to these faculty members for their contributions to the forum and to this issue of The Notebook.

Integrating research and teaching can be viewed from many angles. The forum keynote speaker, Dr. James Lightbourne, Senior Advisor, National Science Foundation Directorate for Education and Human Resources, stressed the importance NSF has placed on such integration. NSF's review crite-ria for grant proposals include consideration of a project's "educational impacts." According to Dr. Lightbourne NSF is particularly interested in ways that faculty members involve undergraduate students in research. Several faculty presenters focused on this aspect of integrating teaching and research in presentations. Other faculty presenters talked about creating courses around research interests, using data or problems from actual research studies in the classroom, organizing a research agenda, and finding a mentor or team of mentors to guide you in research and teaching.

Online resources listed later in this newsletter suggest several strategies a faculty member might use to involve students in research. CTE and ORS are developing a website (http://itr.slu.edu) that will include resources on this topic. We invite you to contribute your strategies and resources to this project and to watch for future campus conversations on integrating teaching and research.

Stimulating Creativity and Critical Thinking In and Out of the Classroom

by
Shelley Minteer, Ph. D.
Department of Chemistry
Saint Louis University

When I was given the task of writing an article on how I integrate teaching and research, my first response was "Well, I couldn't get the job done without integrating them." That might be an exaggeration, but integrating teaching and research simplifies my professional life and makes me both a better teacher and a better researcher. As a chemistry professor, it is almost essential that I integrate teaching and research every day. I have a research laboratory where I do research with six graduate students and nine undergraduates; I am constantly teaching students in the research lab. However, that is not the only aspect of integrating teaching and research I encounter.

Research is a creative process. It requires a person to creatively develop an hypothesis and think "beyond the box." The problem is that students are rarely taught to think creatively or critically in the classroom. It is more typical in science for students to develop excellent pattern recognition skills. This is not a bad concept. The world recognizes and rewards pattern recognition, but pattern recognition has limited use in the life of a research scientist. Therefore, my approach to teaching has been to foster critical thinking and creativity in the classroom.

I take a problem-solving approach in teaching. Moreover, I believe that students learn what is interesting to them. So, I provide students with a series of "real world" problems throughout the semester. These real world problems are a combination of problems related to my research and those that may be of more interest to the students. This "real world" approach is completely different than that used by a standard chemistry textbook.

> *"Research is a creative process. It requires a person to creatively develop an hypothesis and think 'beyond the box.'"*

Such textbooks normally set up a short exercise that is no longer than 3 or 4 sentences, when no real world situation in chemistry can be summarized so briefly. I provide the students with a complete summary of the situation, including some background material, but I require them to do some investigating of their own. These problems help the students to be able to analyze a situation, figure out what the problem is, and discern the variables that affect the problem. In the end, they should be able to think critically about the problem, decide how best to solve it, and determine what assumptions need to be made.

One of the problems in science is that researchers often make assumptions without realizing it. So, I have a policy in my classroom that as long the student realizes they are making an assumption and they are documenting it properly, they will not be penalized if it is untrue. This spin on the problem-solving process makes them think critically about the difference between knowledge and assumption. It fosters critical thinking and creativity rather than punishing it.

The students will remember these problems for years, because they were empowered by solving them; students feel as though they are finally able to be "real chemists", because they can solve "real problems." In addition, when I ask questions related to my own research, often the students' thought processes and assumptions help me to think in a different way about my own research. In essence, I become the student.

*Tips for Success
in Research for the
Busy Academician:
OR
How to Find That
Elusive, 27-hour Day?*

**by
Ross Brownson, Ph.D.
School of Public Health
Saint Louis University**

Is there a key to achieving success as an academic? It seems that success is largely dependant upon integration, that is, the harmonization of personal or family, teaching, research, and other elements of life. Here, I would only like to note a few practical suggestions about how to overcome those challenges:

• Find your most productive time and setting, and guard it from interferences.

• Find your passion and develop your research and teaching around it.

• If teaching is your primary form of scholarship, find ways to disseminate your work.

• Find a supportive mentor who is accessible, willing to share his or her credit with you, and who has significant connections to senior researchers in your field.

• Be aware of gender-specific challenges. Research has shown, at least in the sciences, that women report being less assertive and having more vague career aspirations.

• Be dedicated to hard work.

• Foster your curiosity and sense of discovery.

For further information on the factors involved in successful academic careers, the following references may be helpful:

Alleman E, Cochran J, Doverspike J, Newman I. "Enriching mentoring relationships." *Personal Guidance Journal* 1984;62:329.

Brownson RC, Samet JM, Thacker SB. "What contributes to a successful career in epidemiology in the United States?" *Am J Epidemiol* 2002;156:60-67.

Bunjes M, Canter DD. "Mentoring: implications for career development." *J Am Diet Assoc* 1988;88:705-7.

Connor MP, Bynoe AG, Redfern N, Pokora J,

Clarke J. "Developing senior doctors as mentors: a form of continuing professional development. Report of an initiative to develop a network of senior doctors as mentors:" 1994-99. *Med Educ* 2000;34:747-53.

This article summarizes a presentation given by Dr. Brownson at the January 9th faculty forum on integrating teaching and research. It was summarized by Elizabeth Salas, Graduate Assistant, Reinert Center for Teaching Excellence.

Issue-Based Teaching

**by
Paaige K. Turner, Ph.D.
Department of
Communication**

When I hear the term <u>engaged scholar</u>, it is almost automatic that I think in terms of balancing the holy trinity (research, teaching, and service). This is not surprising given the formal structures operating within academic organizations. As chair of the "Faculty Engaging Students" sub-committee of the Retention Management Committee, I have spent a great deal of time listening and talking with both administrators and faculty about the need to be an engaged scholar. Overwhelmingly, the response is simultaneous: "That's a great idea" and "How do you do it?" In addition, I am personally committed to working across disciplinary lines to further my own research and expose students to a more integrated form of thinking. One way to accomplish both is through issue-based learning.

Issue-based learning invites students and teachers to seek understanding through the application of research methods and theoretical knowledge to a relevant issue. Temporally, it starts with an issue of inter-est and then brings extant knowledge to bear in order to more fully understand, not necessarily solve, that issue. This is in contrast to many of our courses that start by teaching theories and then look for areas of application. Moreover within a discipline, theory courses are often separated from methods course, which are separated from capstone or integration courses. For me, however, these approaches sustain an arborescent view of knowledge that is not consistent with my belief that meanings and facts emerge in the process of knowing. According to Delueze and Guattri, from an aborescent perspective there is a single core or root of information from which all knowledge stems. You learn the methods, you learn the theory, and then you can do things with them. In a rhizomatic view, knowledge is a system of interwoven meanings, more like crabgrass where the root system is dispersed between and among tufts of grass. You follow ideas, which lead to others that help you understand the original idea. And, to be honest, this more closely resembles how I do research.

How then can we bring issue-based learning into our teaching? The first step involves a shift in how we think about the acquisition and domains of knowledge. Within the academy we carve out disciplines, within our disciplines we carve out areas of concentration, and within our classes we carve out paradigmatic and theoretical concentrations. While this is a useful way to organize our work, it structurally encourages both students and teachers to look at an issue from only one domain. Currently, I am co-teaching a course titled, "The Body as a Discursive Site" with Dr. Michael Yonan in Fine and Performing Arts. This course looks at the body as a site of conflict, tension, and dispute. With this type of cross-disciplinary work comes a few challenges. For example, how does this count in a teaching load, checking cross-listings to avoid over-registration, and fulfilling department requirements? Please feel free to call me for more suggestions.

The second, and corollary to the above, is that we acknowledge that students still must know the canon that constitutes the subject area, appropriate methodological approaches, and theoretical lens. In a course that is designed topically (paradigms, content areas), it is easier to ensure that this happens. In an issue-based course, I suggest that objectives include both the development of mindfulness (Langer, 1997) as well as specific concepts. As the course unfolds, you can go through each of those concepts and "check them off." As the professor, you can direct conversation and inquiry towards concepts that have not been explored by asking questions that raise how the concept is or is not useful for understanding the issue. As an added bonus, this "check list" can serve as direct evidence that your course met its objectives, fulfilling the indi-

"Issue-Based Teaching" (*continued from p. 4*)

-vidual course assessment requirement for accreditation.

In summary, I believe that issue-based teaching can benefit both the student and engaged scholar. Since, as the professor, I get to at least influence the issue the course addresses, I can en-sure that the course coin-cides with my current re-search interests, thereby al-lowing me to focus my thoughts and energies upon a single issue rather than feel as if I am conducting multiple, fragmented re-search projects. For stu-dents, an issue-based ap-proach to learning more closely simulates the experi-ences they will have outside of the university—the pres-entation of equivocal mes-sages and multiple perspec-tives for interpreting those messages. Finally, it encour-ages all of us to engage it what Langer calls mindful learning. "A mindful ap-proach to any activity has three characteristics: the continuous creation of new categories; openness to new information; and an implicit awareness of more than one perspective" (Langer, 1997, p. 4)....and isn't that really what a liberal arts education is about?

Langer, E. J. (1997). The power of mindful learning. Perseus Books Group: Reading, MA.

Where is Research and Teaching Integrated?

William L. Siler, Ph.D Assistant Dean for Research, School of Allied Health Professions

Bear with me here. I was asked to share my thoughts regarding the integration of teaching and research. I was not told to make it a "how to," nor was I told to make it an academic dis-course waxing philosophic about the symbiosis between the two. I am thoroughly puzzled and troubled by the need to have the conversa-tion. Let me explain.

My father was the first of our clan to commit to college. His parents did not under-stand the desire to go to col-lege and regularly pushed him to "grow up" and get a good-paying job in the foun-dry at John Deere like the rest of the men in the neighborhood. Grandma and Grandpa saw no reason for college if you were already employable.

Mom and Dad saw things dif-ferently. They understood that higher education was the key for better, healthier jobs, but both valued learn-ing above all else. When I was a little boy, my Mom and Dad went back to college. My introduction to higher educa-tion was sitting on the bed talking to Dad after he got home from working the graveyard shift and was get-ting changed to leave for class. It was clear that Dad had immense respect for his professors and that the pas-sion he had for learning and his desire to be educated overwhelmed simple physio-logical needs like sleep. Dad recognized the employment advantages associated with a college education, but our talks never really touched on that reality. Dad's truth was that the university was the center of all learning and that being educated was the best thing a man could be.

Grandma and Grandpa had a very simple, very limited, understanding of the world. They were not inherently wrong or misinformed.   In fact, society seems to have bought into the premise that the value of the university revolves around job training. I get daily reminders from various faculty and staff at Saint Louis University that "we" are here to prepare students for jobs. With all due respect, they are funda-mentally mistaken and that belief is very dangerous. In fact, we contribute to our own demise when we allow that statement to go unchal-lenged. I learned from Dad that the university, as the center of all learning, is the place where society can be and should be imagined and molded. The university does contribute to job training. But job training is not the goal of higher education. Societal growth and matura-tion is the role and scope of

-tion is the role and scope of the university. Simply put, the university is the place where people of potential are equipped to lead a society forward. The research, service, and teaching mandates of university faculty are manifestations of our contributions to societal change.

When I joined the academy, I had a very clear understanding of my identity and my mission. I make my personal mission very clear to my students in any and every setting. I am a professional learner, paid to continue my own learning, model and guide that learning for others with the ability and desire to accept my mission as their own, and share my learning with those committed to taking learning out into society. I cannot compartmentalize my life into arbitrary re-search-teach constructs as if they were discrete, even opposed, entities. At the core, there is me. I am not a researcher; I am not a teacher. I am a professional learner that loves all ways and shapes of knowledge. For me the integration of research and teaching is very simple. Research and teaching are integrated in my person.

Helpful Websites about Integrating Research and Teaching

Integrating Teaching and Research:
http://www.cat.ilstu.edu/pdf/catfeb99.pdf
This article by Kathleen McKinney and Nancy Bragg of the Center for the Advancement of Teaching at Illinois State University offers a number of specific suggestions for the professor or TA to consider. Highlighted in this article are and strategies for professional integration and tips for coping with multiple roles.

Strategies for Integrating Teaching, Research, and Service:
http://www.ilstu.edu/carnegie/conference02/proceedings/km_strategies.shtml
This website offers strategies for integrating teaching, research, and service. It is useful for those working in Doctoral-Research intensive institutions that emphasize both teaching and research. Of note is this website's tips on documenting activities to show outcomes in all three aspects of professional life.

Center for the Integration of Teaching, Research, and Learning:
http://www.wcer.wisc.edu/cirtl/
CITRL promotes the systematic and reflective use of research methods to develop and implement teaching practices that advance the learning outcomes of students as well as teachers. The CIRTL programs embed within a learning community opportunities for graduate students, postdoctoral fellows, and faculty to develop teaching-as-research skills in classroom teaching, instructional materials, informal education, and teaching with technology.

Saint Louis University Office of Research Services:
http://www.slu.edu/research/ors.html

Other articles related to teaching and research available
in the CTE Faculty Resource Room (DuBourg 261)**:**
"Teaching and the Web: Exploring the Human Digital Ecology," by Vincent W. Hevern, S.J.
"McKeachie's Teaching Tips" by Wilbert J. McKeachie
"Integrating Teaching and Research" by Deborah Coppula

The Technology Corner
by Sandy Gambill,
**Assistant Director & Coordinator of Technology and Learning,
Reinert Center for Teaching Excellence**
"Using WebQuests to Foster Student Research"

I'd like to twist our theme of integrating teaching and research to present a strategy for helping students develop their own research skills. Dr. Bernie Dodge developed the WebQuest concept in 1995 at San Diego State University. He describes the WebQuest as "an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web." A WebQuest might run for one class period, a week or two, or an entire course.

A WebQuest typically revolves around an open-ended question that can be approached from multiple perspectives. Students are presented with a task to complete, a process by which to complete the task, and suggested resources for research. According to Dodge, by pre-selecting resources the WebQuest creator is "using learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation."

Role-playing is an interesting aspect of the WebQuest process. Students assume roles associated with the question, and conduct research from the perspective of this identity. Role-playing can make approaching a controversial topic such as Euthanasia or capital punishment easier, because the student is forced to interact with the subject from a fresh perspective. After the research process, students are typically asked to come to a consensus about the question.

Popular in K-12 schooling, WebQuests are starting to find their way into the higher educational setting. Writing a good WebQuest can be a challenge, but fortunately there are scores of excellent WebQuests already in existence on the web, so you may find one you can use in your class. Here are several examples of high quality WebQuests, ready for classroom use. This summer the Reinert CTE and Pius XII Memorial Library will co-sponsor a weeklong WebQuest Project for faculty who are interested in developing their own WebQuest. The Project, which will be held from June 7 through 11, will guide participants through the steps of identifying a topic, locating resources and structuring the project. We will also provide the technical assistance necessary to develop a completed project. Registration will begin on February 16. You can call the CTE at 977-7202 for more information.

Examples and Resources
Genetically Modified Food:
http://gmhsscience.com/GMO/
Participants are "representatives" at an international conference on GMOs and must come to a consensus on governmental regulations.

Euthanasia:
http://geocities.com/CollegePark/Bookstore/6687/EuthanasiaWQ.htm
Participants view the topic from the roles of terminally ill patient, a family member or a doctor

The Big Muddy Dilemma:
http://www.more.net/programs/internet2/projects/webquest1/index.html
Revitalizing the Missouri River, from the perspective of farmers, business, environmentalists, and city planners.

Journey to the Unknown:
http://www.more.net/programs/internet2/projects/webquest2/index.html
This WebQuest approaches the exploration of Mars through comparisons with Lewis and Clark.

WebQuest Hot List:
http://www.kn.pacbell.com/wired/fil/pages/listwebquestma7.html
Assembled by Dr. Mary Stephen. Much of these resources are aimed at pre-service or K-12 teachers, but are applicable to higher education.

Grant Opportunities!

NEH Summer Seminars & Institutes

The National Foundation for the Arts and Humanities Division of Education Programs will award summer seminar and institutes grants. Selection committees for seminars and institutes are directed to give first consideration to applicants with heavy undergraduate teaching loads and those who have not participated in an NEH-supported seminar or institute in the last three years. Each participant will receive a stipend according to the duration of the seminar or institute, whether four ($2,800), five ($3,250) or six ($3,700) weeks. The deadline for application is March 1, 2004. For more information see http://www.neh.fed.us/grants/guidelines/seminars.html or e-mail: sem_inst@neh.gov.

NEH Fellowships for University Teachers

The National Endowment for the Arts and Humanities Division of Research Programs will award fellowships to individuals who are teaching part-time or full-time in college or university departments. The fellowship stipends will range between $24,000-$40,000. The deadline for applications is May 1, 2004. For more information please go to http://www.neh.gov/grants/guidelines/fellowships.html or e-mail fellowships@neh.gov.

Summer Research for Graduate Students

The Educational Testing Service will provide summer grants for graduate students (especially women and underrepresented minorities) to participate in research in one of the following areas: psychology, education, teaching, learning, psychometrics, statistics, literacy, policy research, linguistics, educational technology, new constructs, minority issues, testing issues including alternate forms of assessment for special populations, and new forms of assessment. Awards of $5,000 each will be made for an eight-week period. Eligible applicants must be graduate students who are currently enrolled in a doctorate program, and have completed a minimum of one year full-time graduate study in the program emphasizing one of the areas specified above. For more information see http://www.ets.org/research/fellowships/fel00sum.html or e-mail: internships@ets.org.

Research Grant Program

The American Association for Employment in Education offers $100-$1000 grants for individuals or groups aspiring to conduct research in studying and implementing research that could lead to better practices regarding careers and employment in education. Research addressing areas of leadership and employment in education are at the heart of the sponsor's mission. Examples may include, but are not limited to; identifying areas of improvement regarding leadership in the field of education employment, reform needed to change education's approach to the hiring process, or biases and prejudices affecting social and cultural systems in the delivery of curriculum, programs and services to students. For more information see http://www.ub-careers.buffalo.edu/aaee/ or email aaee@osu.edu

Professional Development Opportunities in Pedagogy

The Sun Conference on Teaching and Learning
March 5-6, 2004
University of Texas at El Paso

This international conference gathers university faculty and instructional staff to share their latest successful ideas on teaching practice in higher education. Keynote speakers will include Dee Fink, Brian Coppola and Lary K. Michaelsen. Online registration begins on December 1, 2003. For more information about this conference, please visit www.utep.edu/cetal/sun or call (915) 747-8794.

The Teaching Professor Conference:
Celebrating Teaching and Promoting Learning
May 21-23, 2004
Hilton Philadelphia/Cherry Hill

This conference offers four tracks, panels and poster sessions for various roles and concerns of teaching professors. For more information about the conference, about submitting proposals and registration, please visit the website:
http://www.teachingprofessor.com/conference
or contact *The Teaching Professor*, 2718 Dryden Drive, Madison, WI 53704-3086, (800) 206-4805 or e-mail: conferences@magnapubs.com.

Faculty Development for Teaching,
Learning and Technology:
Principles in Practice
June 14-18, 2004,
Portland State University

This conference offers two tracks, one for administrators and one for faculty developers. The featured presenters are Alan Guskin and Mary Marcy, Co-Directors and Senior Scholars for the Project on the Future of Higher Education at Antioch University. For more information, please check the website:
www.oaa.pdx.edu/cae/smrinst04.html or contact Devorah Lieberman, Vice Provost & Special Assistant to the President at (503)725-5642 or liebermand@pdx.edu.

SAPES/STLHE 2004: Society for
Teaching & Learning
in Higher Education:
"Experiencing the Richness
of the University Mosaic"
June 17-19, 2004
University of Ottawa

www.uottawa.ca/services/tlss/stlhe2004
This conference focuses on how to reach individuals through diversity of culture, language, accessibility, learning styles and strategies, expression, technologies, etc.

Twenty-Sixth Annual Summer
Institute on College Teaching

The Virginia Tidewater Consortium for Higher Education will hold its 26th Annual Summer Institute on College Teaching from June 6-11, 2004, at The College of William and Mary, Williamsburg, VA. The topics of the institute include instructional innovation, student assessment, syllabus construction and how to make classes more interactive. To register online, go to: www.vtc.odu.edu, then click on Summer Institute or call the Consortium Office at 757-683-3183.

Fourth Annual
Qualitative Research Conference:
Border Crossings in Research
Friday and Saturday, March 12-13, 2004
University of Missouri—St. Louis
J.C. Penney Conference Center

This conference focuses on "border crossings" in qualitative research. It will address the experiences of communicating between various cultures and disciplines and engaging unfamiliar perspectives and methodologies. The keynote speaker for this conference is Margaret J. Finders, director of Teacher Education and associate professor of Education at Washington University in St. Louis. The registration deadline for this conference is March 5, 2004. For more information, or to register for this conference, go to:
www.umsl.edu/~edcont/qualconf/
or call (314) 516-5961.

More Professional Development Opportunities

Learning to Look:
Teaching Humanities with Visual
Images and New Media

The American Social History Project, Vanderbilt University, and Maryville College are pleased to announce a faculty development workshop (July 18-23, 2004) to be held at Maryville College in east Tennessee. "Learning to Look" is an institute associated with the New Media Classroom program, coordinated by the American Social History Project and initially sponsored by the National Endowment for the Humanities. It is designed for college/university faculty and secondary school teachers who are seeking to integrate new media, or the most recent technological tools, into their humanities curriculum. This latest series of workshops all emphasize the importance of using visuals in history, literature, and American studies classrooms that have traditionally focused on textual evidence.
For further information, go to:
http://www.maryvillecollege.edu/news/learning-to-look/
or contact:
Peter Felten, Associate Director,
Center for Teaching
Vanderbilt University
peter.felten@vanderbilt.edu, 615-322-7290

The Teaching in Higher Education
Forum Annual Showcase Conference:
Keeping the Touch in Technology
2004
April 18-20, 2004—Louisiana State University and A & M College

The theme of this conference is "Dimensions of Learning: Portals for Success." It seeks to answer such questions as "In what ways are we being challenged to reach beyond the traditional boundaries of teaching and learning?" "Do we see colleagues and ourselves as life-long learners along with our students?" "How do ePortfolios contribute to the ways that we learn, teach, and create our educational environments?" For more information regarding registration for this conference, please visit www.celt.lsu.edu or call (225) 578-6325.

ICED 2004: The International
Consortium for
Educational Development:
"Defining a profession, re-defining
actions: the convergence of goals of
University Professors
and Faculty Developers"
June 21-23, 2004
University of Ottawa

The notion of a university professor as being primarily trained as a researcher is increasingly challenged by a demand that teaching become an important professional responsibility. The scholarship of teaching has played an increasingly important role in contributing to this call for change. Fundamental questions are being asked. For example, What is involved in being a university professor? What role in this process does a faculty developer serve? Is faculty development a profession? How is one educated to become a faculty developer? These and other questions are part of the theme of this year's conference. For more information, go to:
www.uottowa.ca/services/tlss/iced2004

International
Conference
August 4-6, 2004
Hilton Costa Mesa, California

"MERLOT" is the Multimedia Educational Resource for Learning and Online Teaching. Hosted by the California Virtual Campus and the California State University, the MERLOT International Conference will provide forums for learning about shared content, peer reviews, learning objects, standards, and online communities. We welcome participation by the entire international higher education community. MERLOT is endorsed by NLII/EDUCAUSE, and partially sponsored by the National Science Foundation. For more information, to register for this conference, or to submit a proposal, contact MERLOTconference@merlot.org, or call Dr. Flora McMartin at (510) 967-5327. Or, visit the MERLOT conference website:
http://conference.merlot.org

CTE Effective Teaching Seminar Schedule
Spring 2004

January 23 @ 1:30 p.m. Verhaegen 212	Incorporating Technology Into Student Assignments Sandy Gambill, Reinert CTE	March 19 @ 1:30 p.m. Verhaegen 219	Beyond the Syllabus, Part Two Dr. Ellen Harshman, Dean, Cook School of Business
January 27 @ 1:30 p.m. & January 30 @ 1:30 p.m. Verhaegen 219	The Art of Teaching Dr. Brian Till Marketing	March 30 @ 1:30 p.m. & April 2 @ 1:30 p.m. & Verhaegen 212	Syllabus Development Dr. Ann Rule Educational Studies
February 10 @ 1:30 p.m & February 13 @ 1:30 p.m. Verhaegen 212 (RSVP required)	Teaching Portfolio Dr. Jim Korn Psychology	April 13 @ 1:30 p.m. & April 16 @ 1:30 p.m. Verhaegen 212	Designing Instruments for Classroom Assessment Laura Stuetzer, MS Physician Assistant Education
February 17 @ 1:30 p.m. Verhaegen 212	Structuring the Learning Environment Ann Hayes, Physical Therapy	April 16	Deadline for Portfolios- May Ceremony
February 24 @ 1:30 p.m. & February 27 @ 1:30 p.m. Verhaegen 219	Academic Integrity Dr. Ellen Carnaghan & Dr. Joya Uraizee Political Science/English	April 27 @ 1:30 p.m & April 30 @ 1:30 p.m. Verhaegen 212	Teaching in a Diverse World: Cultural Competency for Educators Dr. Timothy Hickman, M.D. School of Medicine
March 16 @ 1:30 p.m. Verhaegen 212	Active Learning Russell Blyth, Mathematics	May 7 @ 3:30-5:00 p.m. Verhaegen 119	Certificate Ceremony & Reception

For an online schedule, go to:
www.slu.edu/centers/cte/Spring2004Schedule.pdf
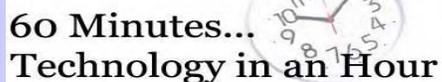
60 Minutes... Technology in an Hour

Spring 2004 Schedule

Streaming Digital Video for On-campus Instruction
John Ashby, Instructional Media Center
January 27, 12:00 - 1:00, Verhaegen 212 and February 11, 12-1:00, HSC EMD

Using New Communication Technologies in Theology/Social Justice Teaching
Andrew Wimmer, ITS and Adjunct Instructor in Theological Studies
March 2, 12:00 - 1:00, Verhaegen 212

The Technology Behind the Ravenna Project
John Waide, Pius XII Memorial Library
March 23, 12:00 - 1:00, Verhaegen 212

Planning for Technology Needs in Grants and Research Projects
Michael Burks, ITS
April 6, 12:00 - 1:00, Verhaegen 212

A Model for Incorporating Information Literacy Skills into the Classroom
Martha Allen, Pius XII Memorial Library, and Sandy Gambill, CTE
April 27, 12:00 - 1:00, Verhaegen 212

For more information on these Sixty Minutes sessions, go to: http://sixtyminutes.slu.edu/

"T²"
Teaching with Technology

These workshops are offered by the Reinert Center for Teaching Excellence. They are designed to assist graduate students and faculty enrolled in the Certificate in University Teaching Skills program to meet the technology requirement. All sessions will be in Verhaegen 212, and last approximately 1 1/2 hours. Please register for these sessions by email: cte@slu.edu. For more details, contact CTE at 977-3944.

- Getting Started with Learning Technologies — February 3, 2004 2:30-3:30, VH 212

- Using Online Templates to Design Learning Activities — February 18, 2004 2:30-3:30, VH 212

- Simple Website Development—Part I — February 25, 2004 2:30-3:30, VH 212

- Simple Website Development—Part II — March 2, 2004 2:30-3:30, VH 212

- Using PowerPoint in the Classroom — March 24, 2004 2:30-3:30, VH 212

- Technologies for Online Course Activities — April 6, 2004 2:30-3:30, VH 212
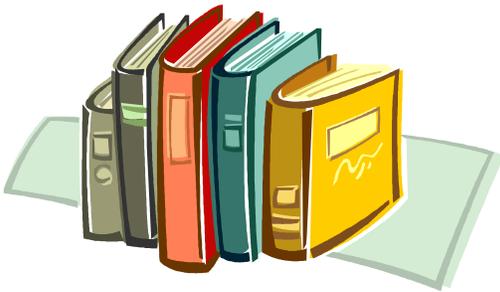
The Spring 2004 CTE Faculty Book Club

Join Dr. Mike Grady (Educational Studies) and Dr. Roy Cheatham (Leadership and Higher Education) as they host the CTE Book Club in the Spring 2004 semester. The book is *The Elements of Teaching* by James Banner and Harold Cannon. The University Bookstore is co-sponsoring the club and will offer faculty a 20% discount on the book. Please contact CTE at 977-3944 or email cte@slu.edu for more information.

Saint Louis University's Office of Research Services and Reinert Center for Teaching Excellence Announce
A Fulbright Faculty Workshop

Location: Saint Louis University, Busch Student Center, Room 253 A&D
Date & Time: March 25, 2004
                   9:30 AM—10:00 AM Registration
                   10:00 AM—12:00 PM Presentation

This workshop will be given by Gary Garrison, Assistant Director at the Council for International Exchange of Scholars (CIES). Faculty will learn about international lecturing and research opportunities, get advice on how to make contacts abroad, learn how to prepare the Fulbright application, and more. For more information, go to: http://fulbrightstl.slu.edu or contact Scott Krummenacher at krummews@slu.edu to RSVP. Please RSVP by March 17.

STARLINK
An Agency of the Texas Association of Community Colleges

On March 25, 2004, from 1:30-3:00 PM CT, **STARLINK** will offer a workshop titled "Connecting CATs and CoLTs: Techniques to Improve Student Learning." Classroom Assessment Techniques (CATs) connect teaching to learning. Collaborative Learning Techniques (CoLTs) improve learning by promoting social, experiential, and cognitive connections. Since all faculty want their teaching to increase students' knowledge, combining CATs and CoLTs substantially raises the level of connections between teaching and learning. Two internationally recognized educational authorities, Dr. Tom Angelo and Dr. K. Patricia Cross, lead this workshop filled with research based learning techniques. They will be joined by California Higher Education Professor of the Year Dr. Elizabeth Barkley and Dr. Claire Major, University of Alabama Assistant Professor.

SLU Campus Locations:
Verhaegen 212, Xavier Annex 202,
School of Nursing—Lecture Hall A.
This workshop is sponsored by the Provost's Office and the Reinert Center for Teaching Excellence. Contact CTE at 977-3944 or cte@slu.edu for more information.

Coming this Spring!
A Saint Louis University Faculty Conference
"Building the Bridge to College:
Strategies for Teaching Freshmen"

On May 11th, 2004, from 1-4 pm, the Office of the Provost of Saint Louis University, the Reinert Center for Teaching Excellence, and the First Year Experience Program will sponsor a conference about teaching freshmen and incoming students. For more information, or to register for this conference, go to: http://fyp.slu.edu/ or call (314) 977-3078.