

The Learning Quest

New Faculty Bulletin
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Center for Excellence in Teaching



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 and confidential and are intended to be effective, applicable, and enjoyable.

_ Alan Altany, Director, CET

Center for Excellence in Teaching Site: <http://academics.georgiasouthern.edu/cet/index.htm>

Mentoring Program (Dr. Tom Case, Coordinator)

The University Mentoring Program pairs new tenure-track faculty members with established faculty. The emphasis is on the mentee's professional development and the interpersonal relationship within the mentoring partnership. For more information, contact Tom Case, Steve Bonham, or go to the Mentoring web site at <http://academics.georgiasouthern.edu/mentor/>.



"Truth is so obscure in these times, and falsehood so established, that, unless we love the truth, we cannot know it." _Pascal

Faculty Learning Communities



Have you joined an FLC as a good way to meet and work with colleagues on topics of special professional value to you? You can still join by going to <http://academics.georgiasouthern.edu/cet/programs/flc.htm> and completing a brief registration form by September 15th.

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

Featured Web Sites on Active Learning

Active Learning: <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.

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

Active Learning Examples (<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, 1993). 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, 1993).

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

Faculty Retreat: Call for Proposals

Deadline for Proposals: October 26, 2007 [*number of places is limited*]

The Center for Excellence in Teaching announces a call for proposals for the **Innovative Teaching Strategies Faculty Retreat** to be held December 11-14, 2007 in the CET. The purpose of the retreat is to enhance innovative teaching strategies. The CET staff, knowledgeable in instructional technologies, pedagogy, and design, mentor faculty throughout the four-day retreat. The retreat provides dedicated time in a supportive environment and will focus on the development of course goals, design, materials, and learning outcomes for *any* classroom setting whether face-to-face, online, or a hybrid (combination).



Applicants will be interviewed to discuss their projects and to assess their resource needs during the retreat. Needs assessment ensures that each participant's goals can be achieved during the retreat. Individualized pre-retreat consultations will be offered as a foundation for the retreat. Read the "Call for Proposals" for the faculty retreat at http://academics.georgiasouthern.edu/cet/retreat_proposal.htm.

Questions? Please contact Raleigh Way at the CET at 681-0078 or by email at rway@georgiasouthern.edu.

"The significant problems we face cannot be solved at the same level of thinking we were at when we created them." _Einstein

Recommended Online Article (brief)

"Are Colleges Failing," Derek Bok

(http://www.boston.com/news/education/higher/articles/2005/12/18/are_colleges_failing?mode=PF)

A remarkable feature of American colleges is the lack of attention that most faculties pay to the growing body of research about how much students are learning and how they could be taught to learn more. Hundreds of studies have accumulated on how undergraduates develop during college and what effects different methods of teaching have on improving critical thinking, moral reasoning, quantitative literacy, and other skills vital to undergraduate education. One would think faculties would receive these findings eagerly. Yet one investigator has found that fewer than 10 percent of college professors pay any attention to such work when they prepare for their classes. Most faculties seem equally uninterested in research when they review the curriculum.

"One word of truth outweighs the whole world." _Russian proverb

Virtual Tour of the People, Places, Traditions, Buildings & Stories of Georgia Southern



If you would like to download the tour, go to <http://academics.georgiasouthern.edu/cet/SB/NFO/tour.html>. At the bottom of that page, you will see three files for download; pick the file for your type of computer (Windows, Mac, Linux). Once you download the file, double click it to make it work.

"How can we help students to understand that the tragedy of life is not death; the tragedy is to die with commitments undefined and convictions undeclared and service unfulfilled?"

_Vachel Lindsay

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

CET's Vision

The Center for Excellence in Teaching appreciates and respects the experience, knowledge and wisdom of Georgia Southern faculty and is an enthusiastic, persevering advocate, agent and catalyst for the faculty's unprecedented professional development in teaching, learning, and scholarship.

Taxonomy of the Cognitive Domain (Bloom et al., 1956). Others have developed taxonomies for the affective and psychomotor domains. The major idea of the taxonomy is that what educators want students to know (encompassed in statements of educational objectives) can be arranged in a hierarchy from less to more complex. The taxonomy is presented below with sample verbs and a sample behavior statement for each level.

LEVEL	DEFINITION	SAMPLE VERBS	SAMPLE BEHAVIORS
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Write List Label Name State Define	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	Explain Summarize Paraphrase Describe Illustrate	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	Use Compute Solve Demonstrate Apply Construct	The student will write an instructional objective for each level of Bloom's taxonomy.
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.	Analyze Categorize Compare Contrast Separate	The student will compare and contrast the cognitive and affective domains.
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	Create Design Hypothesize Invent Develop	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify	The student will judge the effectiveness of writing objectives using Bloom's taxonomy.

In general, research over the last 40 years has confirmed the taxonomy as a hierarchy with the exception of the last two levels. It is uncertain at this time whether synthesis and evaluation should be reversed (i.e., evaluation is less difficult to accomplish than synthesis) or whether synthesis and evaluation are at the same level of difficulty but use different cognitive processes.

Students can "know" about a topic or subject at different levels. While most teacher-made tests still test at the lower levels of the taxonomy, research has shown that students remember more when they have learned to handle the topic at the higher levels of the taxonomy.

Classroom Assessment Web Site: <http://www.siu.edu/%7Ededer/assess/catmain.html>

For other opportunities and individual consultations contact the CET at 681-0049

"A mind is a fire to be kindled, not a vessel to be filled." __ Plutarch