



Teaching Notes

February 2004, Volume 1, Number 1

Editor: Bill Hill, CETL Director Copy Editor: Randolph A. Smith, Chair of Psychology

February CETL Workshops

A description of listed workshops is available at
<http://www.kennesaw.edu/cetl>

If you are interested in attending a CETL Workshop, please e-mail or call Lynn Lamanac, CETL Administrative Coordinator (llamanac@kennesaw.edu; ext. 6410).

WebCT Drop-In Workshops

CETL/CIE House Lab

Thursday, February 5, 1:00-4:00 p.m.

Friday, February 20, 1:00-4:00 p.m.

Thursday, February 26, 9:00 a.m.-Noon

RSVP to Gary Roberts to join us for lunch at 12:30 on the February 5 and 20 dates.

Classroom Embedded Assessment: Approaches and Tools Workshop C: Assessing Attitudes and Values

Wednesday, February 11, 2:00-5:00 p.m.

CETL/CIE House Lab

Expert Teaching, Expert Learning: Research Based Best Practices in the College Classroom

Thursday, February 12, 12:30-2:30 p.m.

CETL/CIE House Lab

Application of the Parker Palmer Perspective on the Who That Teaches to Everyday Issues in Academe

Friday, February 13, 9:00 a.m.-1:00 p.m.

Faculty Fireside Lounge

What's Social About Teaching? A Social Psychology Toolbox for the Classroom

Wednesday, February 18, 2:00-4:00 p.m.

CETL/CIE House Lab

Reel-n-Rap Series (Cosponsored by the Center for University Learning and CETL)

February Movie: "Even Eagles Need a Push"

Thursday, February 19, 3:30-5:00 p.m.

CETL/CIE House Conference Room

Student Perceptions of Instructional Effectiveness: Gathering, Interpreting, and Using the Data

Friday, February 20, 9:00 a.m.-12:00 p.m.

CETL/CIE House Lab

CETL Book Club: *The Circuit* by Francisco Jimenez

Friday, February 20, 9:00 a.m.-12:00 p.m.

Faculty Fireside Lounge

History and Principles of Measurement

Wednesday, February 25, 2:00-5:00 p.m.

CETL/CIE Lab

Spring Symposium for the Integration of the Humanities, Arts, and Sciences

Friday, February 27, 1:00-5:00 p.m., CETL/CIE House

Additional meetings are on the following Fridays at the same time and location: March 5, March 19, April 2, and April 9

From the CETL Director.....

Welcome to the inaugural issue of CETL's monthly newsletter for faculty at KSU. Although each issue of *Teaching Notes* will include a calendar of CETL campus events, it is not designed simply as a means of making announcements. Each month the newsletter will also include short columns by faculty and CETL Fellows on issues and teaching enhancement suggestions, teaching tips, a featured Web site on a teaching related topic, a featured book on teaching, and other useful information.

Since its restructuring over a year ago, the CETL Faculty Fellows and I have worked to expand CETL's offerings and resources. Our ability to offer workshops was further enhanced when we moved into our new space in House #54 on Frey Lake Rd. Thanks to the support of Dr. Siegel and Dr. Randy Hinds, KSU CIO, we have an outstanding facility for our workshops and events. Our philosophy has been to offer a wide variety of workshops that both address specific practical techniques that participants can immediately take back to their classrooms as well as workshops that provide an opportunity for faculty to discuss more general issues related to teaching, sharing perspectives, and ideas.

We have also begun to expand our offerings of regional and national conferences on teaching. This month CETL is sponsoring the Georgia Conference on College & University Teaching. In its 11th year, this conference is continuing to expand to a regional audience, drawing participants from Tennessee and Alabama. In addition, we are collaborating with several psychology organizations focused on teaching to offer national conferences on best practices in teaching common courses in a psychology curriculum. Last fall's conference on teaching introductory psychology drew over 230 participants from across the country. If you are interested in developing a similar teaching conference in your discipline, please contact me and I will assist you.

Beyond workshops and conferences, the CETL Fellows and I envision our role as providing resources and support for teachers. To that end, we have allocated some CETL funding to supporting travel of faculty to present at or attend conferences that address teaching and student learning. In addition, rather than merely telling participants at a workshop that some book is an excellent resource on the topic, we always provide a free copy of the book to the participants.

All of the faculty involved in CETL are committed to providing individual assistance for your teaching and research on teaching. We invite you to contact the CETL office with your questions and ideas. If one of us cannot help you directly, we will identify someone who can.

Bill Hill, CETL Director & Professor of Psychology

Teaching Notes is a monthly publication during the academic year of the Kennesaw State University Center for Excellence in Teaching & Learning.



CETL Web Page Updated

We invite you to visit the new and improved CETL Web site (<http://www.kennesaw.edu/cetl>). Our Web page is designed to provide you with a repository of information and resources to enhance both your classroom teaching and scholarship of teaching and learning. Although still a work in progress, we have significantly expanded the information that is available. Resources currently on the site or under development include:

- A calendar of upcoming CETL campus workshops and events. Each listing provides a description of the workshop content.
- We have added an online archive of pdf files of all issues of *Reaching Through Teaching* since its inception. Future plans include developing an online searchable and linked index of all articles. Although *Reaching Through Teaching* has been on hiatus, our plans are to restart it as an online, peer-reviewed journal, and submission information is now posted.
- The new Faculty Awards page provides a description of the university-wide Distinguished Teaching, Scholarship, and Service awards and Foundation Prize for Scholarship. We have also added pages that recognize all past recipients of each of these awards.
- A list of regional and national conferences sponsored or cosponsored by CETL, including links to conference Web sites.
- The online resources for teaching Web site is planned to include a wide range of useful links, both on specific techniques and more general topics. Still in the early stages of development, we will be adding new links soon.
- An extensive list of general and discipline-specific conferences on teaching. Currently we have over 65 listings, which include links to conference Web sites and submission and registration deadlines. This site will be continuously updated.

Please visit our new Web page and send us comments, suggestions, and additions.

Web Site of the Month

MERLOT: Multimedia Educational Resource for Learning and Online Teaching
<http://www.merlot.org>

MERLOT provides links to a large and growing collection of free online learning materials, activities, and assignments, some of which have been peer reviewed. Established by the California State University System in 1997, the University System of Georgia joined as a founding partner in 1999. Membership is FREE. Members help expand the offerings by contributing additional materials and assignments as well as comments on existing materials.

As of January 2004, materials were available in the following categories: **Arts**, 257 entries including the subcategories: general, fine arts, and music; **Business**, 1479 entries including the subcategories: accounting, business law, e-commerce, economics, finance, information systems, international business, management, and marketing; **Education**, 1237 entries including the subcategories: library and information studies, teacher education, teaching and technology; **Humanities**, 1509 entries including the subcategories: history, language and literature, philosophy, religion, world languages; **Mathematics**, 637 entries including the subcategories: liberal arts math, calculus, discrete math, geometry, math modeling, statistics; **Science and Technology**, 4108 entries including the subcategories: astronomy, biology, chemistry, computer science, health science, information technology, physics; **Social Science**, 753 entries including the subcategories: anthropology, political science, psychology, sociology, geography, women's studies.

Teaching Tip

Suggested Guidelines for Using Extra Credit

(Adapted by Bill Hill from Palladino, Hill, & Norcross, 1995)

- Build the opportunity to earn extra credit (EC) into your syllabus at the beginning of the term. This provides the opportunity to all students at the same time and potentially avoids complaints from students based on time constraints for doing extra credit that is offered late in the term. It also enables you to build it into the overall grading scheme for the course.
- Select EC opportunities that are pedagogically sound and clearly connected to the content of the course. It is difficult to justify the use of extraneous or "frivolous" EC opportunities either to your students or your colleagues.
- Provide several choices for EC opportunities because some students may be unable to complete a particular EC opportunity (e.g., attending a speech on campus). However, be careful to select opportunities that are equivalent in effort, time commitment, and overall pedagogical value.
- Be clear to yourself and clearly explain to your students why you are giving EC. Is it for pedagogically sound reasons? Is it intended to enhance the students' educational experience or is it simply "make-up" work to improve their grade? Be aware that some of your colleagues may question whether you are contributing to grade inflation.
- You should address how much EC is appropriate. This is a difficult question to answer. A general rule of thumb might be that the points available from EC should be no more than 5% of the total possible number of points for the course. This may help address the concern that EC encourages a lax attitude among students or contributes to grade inflation.
- Carefully examine your choices of EC assignments. You may want to consider whether they are important enough to be required assignments. Are you potentially devaluing an assignment in the eyes of your students by relegating it to EC? For example, it may be particularly problematic if all of the writing assignments in a course are designated as EC.

Palladino, J. J., Hill, G. W., & Norcross, J. C. (1995). The use of extra credit in teaching. *APS Observer*, 8 (5), 34-35, 40.

February Kudos

Wise leaders generally have wise counselors because it takes a wise person themselves to distinguish them.

Diogenes

This section is devoted to hero making. Please feel free to send us your story of anyone on campus who went "above and beyond" to make your classroom teaching just a little bit better. We'll recognize them in this column. E-mail your nominations to cetl@kennesaw.edu, and make it ATTN: Diogenes.

1. "Kudos to the folks at Online Learning who volunteered their time at the CETL WebCT Drop-In Sessions. Special thanks to Gary Lewis, Lisa Manning, Anushua Poddar and Erik Turner for their one-on-one help with faculty." (psychology faculty member)
2. "Dr. Jim Cope, Associate Professor of English and English Education, took an hour and showed me some simple ways to grade essays and papers using technology that cut my grading time down by almost 50% and gave much better feedback to the students. I'm sure Jim would be happy to show this to others." (business faculty member)
3. "The staff at the Help Desk (6999) is wonderful. Every time that I call, they treat my problem as though it were the highest priority. Great customer service. Special thanks to A.K. Mankanjuola, Pam Thomas, and Zachary Farley." (business faculty member)

WebCT Tip of the Month

Deleting Students

Gary Roberts, CETL Faculty Fellow for e-Learning

Bothered by those student names that are still on your class roster long after the student has dropped or withdrawn from your class? The only completely accurate roster is on Banner, and our friends at Online Learning are real good about uploading the class rosters, but there is not a system in place to automatically remove names that shouldn't be there. What to do? Remove the unwanted names yourself.

Step One: Go to the control panel and select Manage Course.

Step Two: Under the Manage Students heading choose View Some Students.

Step Three: You will see a series of checked boxes along the left margin of the page. There is a single checked box at the very left that is not next to a name. Click on that single box and remove the check. Once you do this all the checks in all the boxes will go away.

Step Four: Now go through the list of names and put a check in the box of those that are no longer in your class. You may have to compare this list with the latest roster from Banner. Also, many of the students will have a * next to their Net ID and this means that they are not in your class.

Step Five: Click on the button at the top left named View.

Step Six: You should now see a list that contains only students who are no longer in your class.

Step Seven: Pull down the middle pull-down menu under Options: Advanced and select Delete Shown Records. Then click Go. It may take a few seconds, but when the computer is finished you will be asked to Confirm Deletion. Click delete and the selected students are no longer in your WebCT class.

Step Eight: Return to manage students and choose Show All Students from the left pull-down menu, and you will see that the names are gone.

You can also find more instructions at the Help section for Manage Students.

Share Your "Teaching Tip" or "Lesson Learned"

Have you ever had the experience of telling a fellow teacher about some mistake you made in the classroom and the person then saying that he or she had made the same mistake in the past and had figured out a solution? Didn't you wish you had known that solution before you made the mistake?

Or how about those times that you happened to hear of a great teaching tip that would enhance student learning or make your job a little easier? Then you wished you had known about it sooner.

These experiences occur all too often. Therefore, we invite everyone to submit their favorite "Teaching Tip" or "Lesson Learned" for publication in *Teaching Notes*. All tips and lessons learned will be published with the submitter's byline, unless otherwise requested.

E-mail your "Teaching Tip" or "Lesson Learned" to cetl@kennesaw.edu with the subject line "Teaching Tip."

Teaching Tip

A Course Syllabus for a Multicultural Course

Val Whittlesey, CETL Faculty Fellow for Diversity

The primary purpose of a syllabus is to communicate to one's students what a course is about, why the course is taught, where it is going, and what will be required of the students for them to complete the course with a passing grade. According to Stanley (2002), a multicultural course is one that appropriately incorporates multicultural content, perspectives, and strategies. As for any course, a multicultural course must start with goals--in this case multicultural goals. Faculty should ask themselves questions such as the following:

- Is the goal of the course to present content from multiple perspectives?
- Is the goal of the course to help students to value the richness of diversity?
- Is the goal of the course to help students to function effectively in a diverse society?
- Is the goal of the course to support diverse learning styles?

The course and multicultural goals are articulated in the syllabus and some components that can bring a multicultural perspective include:

Textbooks, Readings, and Materials. Includes title, author, date, publisher, and why it is or they were chosen. Text(s) should be chosen for representation and treatment of course content and goals. Authors should be chosen for their treatment of multiple perspectives. Readings and materials should be chosen for their representation of diverse perspectives.

Course Description and Goals. Includes course and multicultural goals and why these goals were important for teaching and learning. Might include a rationale for instructional methods. Instructional methods should capitalize on students' experiences, learning, and cognitive styles. Course objectives for multicultural teaching and learning should address cognitive, affective, and behavioral domains.

Course Policies. Includes attendance, lateness, class participation, missed assignments and exams, lab safety, academic misconduct, and grading. Communicates a tone of high expectations for all students and a knowledge of research on differential interaction patterns of underrepresented groups.

Available Support Services and Resources. Includes a statement for students who may require support services from offices such as disability services, academic learning center, tutoring center, library, and computer center. Resources should accommodate the social and cultural characteristics and experiences of the students.

Stanley, L. (2002). Conceptualizing, designing, and implementing multicultural faculty development activities. In A. Gillespie, L. Hilsen, & E. Wadsworth (Eds.), *A guide to faculty development: Practical advice, examples, and resources*. (pp. 194-209). Bolton, MA: Anker.

Announcement

KSU Graduate Student Association Spring Icebreakers All KSU faculty are invited to attend

February 20 - GSA Icebreaker – Graduate Programs
Distinguished Faculty Awards (Jolley Lodge
5:30-7:30 p.m.)

March 19 - GSA Icebreaker "Song & Word" (KSU poetry and
composition) (CETL House 6-8 p.m.)

April 16 - GSA Icebreaker "BBQ 101" (How to BBQ by KSU's
Executive Chef) (CETL House 6-8 p.m.)

Spring Symposium for the Integration of the Humanities, Arts, and Sciences

Mary Garner, CETL Faculty Fellow for Scholarly Discourse Across Disciplines

Last summer, CETL sponsored the Summer Symposium for the Integration of the Humanities, Arts, and Sciences. The faculty members who participated in the Summer Symposium eagerly recommended more such meetings. Here are some of their comments:

- "The symposium opened many (too many really) exciting ideas for interdisciplinary teaching."
- "I learned to play music. I learned about the depths of metaphor. I learned about the abstractness of math. Overall, I learned about the relationships between art, math, music, literature, etc."
- "It reached a level of 'interdisciplinary' beyond my expectations."
- "The symposium helped me to see the flexibility and creativity of math."
- "We all have blind spots, but this group was remarkably open to new points of view, insights, ..."
- "I learned that the academic life can be what we make of it rather than what it makes of us."
- "I learned a lot about mathematics and its relationship to my discipline. I have been searching for a connection between arts and math and I feel that I found it."
- "Faculty enjoy learning as much as they do teaching."

A Spring Symposium for the Integration of the Humanities, Arts, and Sciences will be held on five Friday afternoons this semester. The dates are February 27th, March 5th, May 19th, April 2nd, and April 9th. Sign up for one day or multiple days, whatever your schedule will permit. All materials (books, CDs, posters) will be provided free to participants. We'll be exploring the book *Learning to Think: Disciplinary Perspectives* by Janet Gail Donald. We'll learn from each other as we each bring our disciplinary perspective to focus on a specific piece of art, an essay, a short story, or an excerpt from a movie. We'll model the love of learning and respect for all perspectives that we so desire in our students. A major goal of this symposium is to produce a series of papers to be published in disciplinary and interdisciplinary journals.

How Can We (or You) Help Improve Teaching and Learning at KSU?

Over the last year and a half CETL has expanded its program offerings and support for enhancing teaching. We invite you to send us ideas for workshops or programs you might be interested in doing or having us organize. We are also willing to work with individual departments to help develop departmentally based programs. Contact Bill Hill to discuss any ideas (bhill@kennesaw.edu).

2003-2004 CETL Faculty Fellows

Mary Garner, Scholarly Discourse Across Disciplines
Army Lester, Student Success & Retention
Kim Loomis, Scholarship of Teaching & Learning
Gary Roberts, e-Learning
Val Whittlesey, Diversity in the Curriculum

Qualities of a Master Teacher

Bill Hill, CETL Director

Buskist, Sikorski, Buckley, and Saville (2002) reviewed the literature addressing qualities of Master Teachers (MTs). They noted that there are generally three approaches taken to identifying qualities: themes identified in books authored by MTs; analyses of the qualities of award winning teachers, such as studies that investigated award criteria; and examinations of student evaluations or perceptions of teaching. It is interesting to note that Buskist et al. found that only one quality appeared consistently across the qualities identified by these three approaches . . . the teacher's passion or enthusiasm about teaching, the subject matter, and the students.

Buskist et al. noted, however, that is unlikely that any one quality or even specific combination of qualities makes any individual a MT. Although they argue that MTs "are as unique as teachers as they are as human beings" (p. 32), they did suggest that MTs may do several things more effectively than ordinary teachers: generate a desire to learn among students, contribute to actual student learning, help make learning the topic interesting, and model that learning itself is fun.

Using their summary as a starting point, Buskist et al. reported on research they had conducted that attempted to answer the question of what actual teaching behaviors might reflect the more general qualities identified in their literature review. Initially they asked 114 undergraduates to generate a list of three characteristics that they thought were essential to defining someone as a MT. This study generated a list of 47 qualities. Next they asked 184 undergraduates to list up to three specific behaviors that would be associated with these qualities. After an analysis of these data, Buskist et al. generated a final list of 28 qualities and associated behaviors. A total of 914 undergraduates and 118 faculty at Auburn University were asked to select the top 10 qualities that reflected master teaching at the college level from the final list of 28. Although there was overlap, with 6 qualities/behaviors common to both the student and faculty top 10, there were also important differences.

Buskist et al. concluded that where teachers and students differ reflects what is most central to the educational process from their unique perspectives. Teachers wish to transmit well-prepared and up-to-date knowledge effectively and stimulate students to think critically about it. Students desire to learn such knowledge within the context of a personal, empathetic, and supportive relationship. Perhaps the ideal approach to teaching includes both perspectives. Teachers who are able to convey the essence of a content domain clearly to students within the context of a supportive emotional environment are likely to be judged by students as the most effective and interesting teachers—that is, master teachers. (pp. 36-37)

If you are interested in reading the full article, which includes complete descriptions of the 28 qualities of MTs along with associated behaviors, please contact Bill Hill (bhill@kennesaw.edu) for a copy.

Buskist, W., Sikorski, J., Buckley, T., & Saville, B. K. (2002). Elements of master teaching. In S. F. Davis & W. Buskist (Eds.), *Teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer* (pp. 27-39). Mahwah, NJ: Lawrence Erlbaum.