

THE ACADEMY FOR TEACHING & LEARNING EXCELLENCE

The Academy for Teaching and Learning Excellence is an organization that invites UALR faculty to build a stronger community among teachers and learners to foster excellence in teaching and learning. Its goal is not to tell others how to teach; instead, it is interested in staging a rich conversation, across disciplinary lines, about pedagogical philosophy, teaching strategies, and the promotion of student learning.

WHAT'S IN IT FOR YOU

- Ideas for keeping students engaged
- Techniques for teaching difficult concepts
- Resources for teaching from seasoned professionals
- Collaboration with colleagues from across campus

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CALENDAR OF EVENTS

- **October 8:** Teaching demonstrations from 11:15-1:00 in DSC room G
- **October 16:** Teaching demonstrations from 11:15-1:00 in DSC room G
- **October 24:** Teaching demonstrations from 11:15-1:00 in DSC room G
- **November 8:** Hot topic discussion
- **November 19:** Hot topic discussion





MISSION

The mission of the UALR Academy for Teaching and Learning Excellence is to foster excellence in teaching and learning; to demonstrate the value UALR places on high quality teaching; and to build a stronger community among teachers and learners.

“The mission of the UALR Academy for Teaching and Learning Excellence is ...to build a stronger community among teachers and learners.”

TEACHING LIBRARY

A key goal of ATLE is developing a teaching library. The library would include

- Ken Bain’s *What The Best College Teachers Do*
- Texts from the Jossey-Bass collection on teaching in higher education
- Articles written by UALR faculty about teaching in their disciplines
- On-line journal of teaching techniques
- ATLE workshops and presentations archives

PHILOSOPHY

The Academy for Teaching and Learning Excellence believes that educational experience needs to entail more than what might be called the transmission model of teaching. From such a model, professors often assume, “If we tell students, we’ve taught students.” The transmission model is “teacher-centered,” implying that the teacher holds all knowledge. If, however, we become learning-centered in our teaching, and we put the focus on the students, we become student-centered. This shift encourages us to think about ways we can understand how students learn. We must reject the notion that students are, in Carole Gilligan’s terms, *received knowers*, that they are people who receive knowledge from their instructors via lecture and other traditional methods. Instead, we must develop a new way of thinking in which students and teachers are co-constructors of the learning experience. We also believe with John Sexton (President of New York University), as quoted in Ken Bain’s book *What The Best College Teachers Do*, that all faculty must become part of a teaching community for the “entire enterprise of learning, scholarship, and teaching.”



Faculty collaboration at The Academy for Teaching & Learning Excellence Kickoff Event

KICKOFF EVENT

On Friday, September 14, from 11:15-1:00, approximately 20 faculty members joined together to share lunch and to discuss the status and future of the Academy for Teaching and Learning Excellence. Following lunch, Michael Kleine, Dave McAlpine, and Carol Thompson (the Academy's co-directors) made personal statements about their respective visions of what the Academy is all about and what it might become. Faculty participants then worked collaboratively to share how they would teach difficult concepts or processes related to their respective disciplines. Following several short teaching demonstrations (all of them interesting and edifying), faculty in attendance brainstormed a number of discussion topics the Academy might pursue and books that might be of interest to folks committed to excellence in teaching.

TEACHING TIPS

- Tell students how much time they will need to study for this course.
- Hand out supplemental study aids: library use, study tips, supplemental readings and exercises.
- Explain how to study for kind of tests you give.
- Announce office hours frequently and hold them without fail.
- Show students how to handle learning in large classes and impersonal situations.
- Give sample test questions.
- Give sample test question answers.
- Explain the difference between legitimate collaboration and academic dishonesty; be clear when collaboration is wanted and when it is forbidden.

DR. MICHAEL KLEINE, CO-DIRECTOR



MICHAEL KLEINE

Michael Kleine, who received his doctorate in English from the University of Minnesota, is a professor in the Department of Rhetoric and Writing. He arrived at UALR in 1983, and since then he has taught courses in first-year writing, persuasive writing, composition theory, rhetorical theory, rhetorical history, language theory, discourse analysis, and science writing. He has co-taught courses with faculty from speech communication, history, and the sciences. His published articles have had much to do with his teaching interests and have appeared in *Rhetoric Society Quarterly*, *Technical Communication Quarterly*, *Communication and Religion*, *Journal of Business and Technical Communication*, *JAC: A Journal of Composition Theory*, *Journal of Medical Humanities*, *Journal of Teaching Writing*, *The Writing Instructor*, *ex tempore* (a music-theory journal), *Journal of Psychological Type*, *Centrum*, and *Composition Forum*. He has published book chapters in *The Philosophy of Discourse* and *(Re)Visioning Composition Textbooks*. And he has published poetry on Italian art and literature in *Poem* and *The Formalist*. Last fall he published, with Parlor Press, *Searching for Latini*, a book-length study of Brunetto Latini, the teacher of Dante. He especially enjoys collaborating and publishing with his colleagues in other disciplines (including music and bio-chemistry) and with his students.

DR. DAVE McALPINE, CO-DIRECTOR

Dave McAlpine, a faculty member at UALR for sixteen years, is a Full Professor of Spanish and Second Language Education and Coordinator of Graduate Studies in the Department of International and Second Languages Studies at UALR. For fourteen years, he served as chairperson of the International and Second Language Studies department after teaching 12 years at Morningside College in Iowa, and 10 years teaching Spanish in junior and senior high schools in Nebraska. Dr. McAlpine holds a BA in Spanish from Wayne State College, an MA in Spanish from the Universidad Internacional, and a doctorate in FL Curriculum and Instruction from the University of South Dakota.

Dr. McAlpine served in various capacities on several boards in the foreign language community including the Board of the Iowa World Languages Association, the Arkansas Foreign Language Teachers Association, the Central States Conference Board of Directors, the Editorial Board of *Foreign Language Annals*, and serves in numerous capacities for the American Council on the Teaching of Foreign Languages.

He received the ACTFL Anthony Papalia Award for Excellence in Teacher Education, the AFLTA Foreign Language Educator of the Year, the Central States Conference on the Teaching of Foreign Language's Founders Award, the UALR Faculty Excellence Award for Teaching as well as his College's award for service.



Dave McAlpine

DR. CAROL THOMPSON, CO-DIRECTOR



Carol Thompson

Dr. Carol Thompson arrived at UALR in 1988 to serve as professor in the Department of Speech Communication. Dr. Thompson recently received a Fulbright Scholars Grant to teach in Pecs, Hungary for six months. Prior to teaching in Hungary, she served as department Chair for four years, and as Director of the Basic Program for six years. Before beginning her tenure as Speech Communication's Chair, she served for one year as the initial director of Learning Communities at UALR.

Dr. Thompson holds a Ph.D. in Speech Communication, from Southern Illinois University at Carbondale. She has taught at the University of Louisville in Louisville, Kentucky, University of Missouri in St. Louis, Missouri, and at St. Louis College of Pharmacy, as well as UALR.

Many of Dr. Thompson's research interests have focused on exploring paths to teaching excellence. She presented at over 22 national and international conferences and has over 20 publications on teaching excellence and student learning. In addition, Dr. Thompson won several grants to travel abroad to explore teaching styles and other academic issues.

During her 20 some years at UALR, Dr. Thompson has received several awards including the UALR Faculty Excellence in Teaching Award, and the teaching award in her college twice. One of her papers in health communication received a Top Three award for the Southern States Communication Association. She also received Faculty Research Awards, Faculty Contribution Awards.