

Academy for Teaching &
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THE ACADEMY FOR TEACHING & LEARNING EXCELLENCE—ATLE

SHADOW AND SHARE —A GREAT SUCCESS

ATLE's first Shadow and Share Program which culminated in a luncheon and discussion, held October 1 in DSC room G, was a great success. Mentors and "shadowers," who had been interacting during the month of September, enthusiastically shared experiences and observations. The Shadow and Share Program enables new or inexperienced teaching faculty to visit the courses of more experienced teaching faculty and engage with them in pedagogy-oriented conversations. Participants were paired across diverse disciplines:

Law/accounting, theatre arts

Sociology/music, business

Rhetoric and writing/audiology and nursing

English/nursing

DISLS/art, education, nursing, rhetoric and writing, ed. leadership

English/nursing

Social anthropology/DISLS

Speech Communication/DISLS

Audiology/nursing

Inf. Science/nursing

Early childhood ed./IT minor

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UPCOMING EVENTS

- **October 28**
Teaching Demo
DKSN room 101
11:30 a.m. - 1 p.m.
- **November 5**
Teaching Demo
DSC room G
11:30 a.m. - 1 p.m.
- **November 11**
Table Top Discussion
Bailey Center
4-5 p.m.



SHADOW AND SHARE DISCUSSION

Here's what Rebecca Kelly from audiology observed:

An excited, energetic, respectful teaching style leads to engaged students who not only engage the material, but also each other. I would like to incorporate some of the techniques I observed in this experience to help my students learn to engage one another.

Stephanie Harvey from IT minor found this tip helpful:

State everything that is expected and that students will be held accountable for in your syllabus. Include lessons that will allow feedback and will reinforce materials taught. When asking a question, wait for an answer and have enough confidence in your teaching skills that the students will know the answer.

Giti Farudi from DISLS observed and admired the mentor's "ability to transmit his own enthusiasm to all of the students, thereby successfully creating a positive, focused, and engaging atmosphere in the classroom."

"Teaching is the profession that teaches all the other professions." – Author Unknown

UPCOMING TEACHING DEMONSTRATION OCTOBER 28

You won't want to miss this opportunity when instructors from the IT Department demonstrate their unique style of team teaching. Six instructors form the team:

Catherine Lowry

- B.A. History, University of Arkansas Fayetteville; M.A. Interpersonal and Organizational Communication, UALR
- Full time instructor and Program Coordinator in Information Technology. Prior to that, instructed and managed a staff of instructors for Dale Carnegie Systems in Arkansas.
- Instructor in IT Minor, IT Certificate and summer Cyber Teacher Programs, teaches soft skills which include working in teams, conflict styles, presentation skills, interviewing skills, problem solving and decision making.

The co-directors of ATLE, Dave McAlpine, Carol Anderson, and Michael Kleine led the group in a discussion of their experiences and how they benefited from the pedagogy and techniques they observed. Listed below are some of the benefits participants shared:

Ideas

- Importance of knowing students' names
- Combining lecture and participation
- Importance of connections across disciplines
- Setting high expectations and getting effective feedback
- Class size can be made to "seem small"
- Necessity for students to acquire interpersonal non-verbal skills
- Importance of engagement in collaborative learning and student participation in construction of knowledge

Observations

- Relevant personal narratives (disclosure) can make the class meaningful
- Stories of PowerPoint mishaps can be beneficial
- Good questions encourage discussion
- Silence can be used constructively (set time limits for pauses)
- Mini-writes can be helpful as a discussion starter

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“Takeaways”

- Know yourself and your style
- Make use of morphability
- Be willing to step down from the stage
- Be willing to remember or assume student roles
- Relate teaching to assessment or to personal interests and needs of student
- Use a variety of media to keep students engaged
- Organize class for optimum use of time

Experiences

- Awareness of responsibilities
- Reflection on teaching methods and approaches
- Meeting colleagues from remote areas of campus, interdisciplinary discussion
- Sharing concerns about students and their learning
- Connected learning
- Overturning of teacher/student binary
- Conversations with our peers

Although the Shadow Share Program was envisioned as a way of helping new faculty get oriented, it is possible that shadowing teams could consist entirely of experienced faculty who are interested in observing teaching in disciplines other than their own. ATLE expects even greater participation in the next event.



UPCOMING TEACHING DEMONSTRATION OCTOBER 28 CONTINUED

Stephanie L. Harvey

- B.A. Liberal Arts with Business Emphasis from UALR and Master of Business Administration (MBA) from Webster University.
- Thirteen-year tenure with ALLTEL Information and Fidelity Information Services working in the Accounting, Disaster Recovery, and network administration areas.
- Teaches MS Office Suite 2003 including MS Project and business skills.

Thomas Wallace

- B.A. in International Studies, UALR; M.A., Interpersonal and Organizational Communication, UALR
- Full time instructor in the Information Technology Minor and Certificate and Cyber Teacher programs teaching standards-based web development. Prior to that, spent five years in UALR's Office of Communications as the lead web developer for the university.

UPCOMING TEACHING
DEMONSTRATION
OCTOBER 28
CONTINUED

Suzanne Welty Barr

- B.A., English, Centenary College; M.A., English, University of Kansas
- Full time instructor in Department of Rhetoric and Writing, hired in 1990. Prior to that, taught full time at Gulf Coast Community College, Panama City, FL, and part time at the University of Kansas, Tallahassee Community College, and University of Central Arkansas. Also worked as editor and technical writer for Space Technology Center, University of Kansas; Association of Systematics Collections (an international consortium of biological and ecological research organizations, including zoos, museums, and academic research facilities); and Wittenberg, Delony & Davidson, Inc., Architects in Little Rock.
- Instructor in IT Minor Capstone (third semester), teaches portfolio preparation; resume writing; business writing and other soft skills, such as interviewing and appropriate business conduct. In second semester, conducts workshop on basic writing skills and report writing.

Below, David Briscoe and Alan Lytle reflect on the way their approach to teaching changed over time. We would like to invite other faculty members to write and share in the ATLE newsletter (and web site) similar reflective statements. If you are interested in doing this, please send an electronic file to the following email address: atle@ualr.edu.

REFLECTION ON MY TEACHING PHILOSOPHY

David L. Briscoe, Ph.D.

I have been teaching at the undergraduate and graduate levels for more than eighteen years, and what a learning experience it has been! When I first started teaching at Southern Illinois University at Carbondale, I was perhaps immature, as are many novice instructors and lecturers. I had not taught before in a formal academic setting; however, I previously had both informal and formal experiences in teaching both youth and adults in volunteer leadership roles. This positively gave me an edge and helped to prepare me for an exciting position in the academy.

Despite my earlier experiences in teaching in volunteer leadership roles, these experiences did not fully prepare me for the classroom. I was energized on the one hand and panic-stricken on the other. Part of this had to do with the reality that I had never had any experience in teaching in an academic setting. Needless to say, I was very apprehensive about my ability to thoroughly convey a body of knowledge to my students, and at the same time, I hoped they would be able to comprehend that information conceptually and theoretically.

Over the years, my style of teaching changed, as did my philosophy of teaching. Much of this had to do with my personal maturation and an enhanced comprehension of how to teach. It appears that both of these aspects not only were interrelated, but also reinforced each other. Now, my style of teaching not only includes lectures, but also a group format where the class is divided into small groups, with each one having a group leader and a recorder. Each group is then given a problem to solve or a condition for analysis. All groups are given the same amount of time to discuss the undertaking. Later, each group leader and recorder present to the class their analysis of the problem. After this, the class is given the opportunity to ask the group leader questions concerning his/her presentation. And of course, the group leader has the chance to respond. Oftentimes, the interaction between the class and the group leader is an interesting, exciting, and emotional time. It is during these occasions that the chance presents itself for the professor to be of invaluable assistance to students in dealing with their emotions and responding to others in an appropriate manner.

All in all, as professors and as students, the learning process never ends. And as we grow and mature, we learn new skills, develop new philosophies, and discard old ones. Therefore, the teaching/learning process continues, and hopefully we are a better world as a result.

UPCOMING TEACHING
DEMONSTRATION
OCTOBER 28
CONTINUED

James K. Hendren

- Physics, Ph D
CEO Arkansas Systems, Inc
(ASI, ARKSYS) 1977-1998;
SAIC, 1973-1977, Self em-
ployed working with start-up
technology companies, 1998-
2008.
- Teaches Project Management,
Stakeholder Concepts, Inter-
national Business Relation-
ships.

M. David Luneau, Jr., P.E.

- B.S., Electrical Engineering,
Rice University; M.S. Electri-
cal Engineering, Georgia In-
stitute of Technology
- Associate Professor of Elec-
tronics and Computer Engi-
neering Technology, hired in
1990. Prior to that, worked as
senior engineer and database
administrator at AT&T in
Little Rock. Prior to that,
worked at the Johnson Space
Center as an engineer and
flight controller in the Space
Shuttle program.
- Instructor in IT Minor first
semester class, teaches the
Windows operating system,
Visual Basic programming,
and various technical topics.
In the IT Certificate class, also
teaches Access database man-
agement.

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Part of my philosophy on teaching is that, as a professor, you unquestionably can educate others, but you can also configure your class so that students can advance the teaching/learning process of other students. The group leaders can apply their leadership and public-speaking skills; the recorders can put into practice their writing and public-speaking skills; and each member of the groups can pose questions in an objective, tactful, and scholarly manner. Furthermore, each student has the opportunity to play various roles during the semester and build self-confidence in the process. As for the professor, he/she can encourage, mentor, and offer a wide range of leadership tips to individual students, group leaders, and recorders in the teaching/learning process.

A TRIP DOWN THE PEDAGOGICAL PATH

Dr. Alan D. Lytle

When many of us completed our degrees, one of the final assignments was to “write your philosophy of education.” For those of us with language backgrounds, these philosophies not only involved pedagogy but also language teaching. After twenty years of being a second language educator (English as a Second Language, German, and Second Language Education), it can go without saying that my philosophy has changed. It has not only changed, but it is still in the process of evolving – as it should. Just like a language, an educational philosophy should always continue to grow, expand, contract, evolve, become more seasoned, become more accepting, more experimental, more encompassing, etc. – whichever cliché you might choose. Nonetheless, it should NEVER stagnate.

At the beginning of my career, grammar-translation and memorization were the ways to learn language. If a student knew the rules for how sentences and questions were constructed and knew the second subjunctive usage of some esoteric verb or when in German to use *ist geboren* instead of *wurde geboren*, (both meaning *born* in English), then the student was proficient. Even the National Teacher’s Exam (NTE) which licensed public school teachers had grammar questions, reading sections about things and people no one had ever studied, and questions that would be wonderful for “Who Wants to be a Millionaire?”; however, the practicality of this knowledge in the actual classroom with the real students trying to acquire the language was useless. The proverbial “bag of tricks” that teachers MUST have was virtually empty of useful information. This I quickly discovered during my first year of teaching. Many times to the question that began with, “Why do they . . . ?”, my answer would simply be, “Because that’s the way it’s in the book.” Did that help the student become proficient, or, for that matter, even answer the question? The simple answer is, “No!”

TALKING ABOUT TEACHING

Join us every Wednesday morning from 9 to 11 at the new ATLE office, DKSN 133, for conversation about teaching, coffee, and donuts.



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As I became more seasoned, my bag of tricks began to fill, and I realized that the trivia things were usually at the bottom of the bag only to be used occasionally and that the really useful information was always at the top. The useful information consisted of what was important to the students at the particular time. They really didn't care about learning how to tell time unless they needed that information in order to get to a party or not to be late to a function. I had to devise ways of making the information in the book not only interesting for the students but relevant. That meant sometimes re-ordering the information, skipping some things and picking them up later, or creating my own tasks and relating them back to the information in the book. Sometimes, we didn't even use the book. I created the atmosphere and the situation in the target language, then the students had to use what they had (their background knowledge, their artistic ability, their pointing skills, and so forth) to accomplish my task. The result was phenomenal; the students would all say, "I didn't understand anything you said;" however, in reality, they were able to do the task and do it well. Once I pointed this out to them, I could see a small glimmer of a light begin shine. As we went on, the "Whys?," "Hows?," etc. were addressed but in a manner that was not as directed AT the student. It was they who "created" the information and attached it to a meaningful event, so, for them, there was a reason to know the information. For me, the teacher, I had accomplished my task of passing along the information from the book and the curriculum.

With today's access to technology, educational philosophies are once again evolving because no longer do students NEED to know specific dates, place names, the minute details of events, etc. as they have almost instantaneous access to this information at their fingertips (e.g. computers, PDAs, the internet, etc.). As my pedagogical philosophy continues to develop, I see it going more and more in the direction of showing the student how to access the appropriate information, evaluate it, and interpret the relevancy of that information.

Basically, I've moved from lower-level processes (memorization and regurgitation) to higher-level processes (evaluation and synthesis). After all, isn't that the purpose of education – to offer students information then allow them to decide what to incorporate into themselves to become "whole," contributing citizens of the world?

CALENDAR

2008

October

- 1st - ATLE Shadow Luncheon from 11:30 a.m. - 1 p.m. in DSC Room G
- 14th - Teaching Demo at 11:30 a.m. in DSC Room G
- 28th - Teaching Demo at 11:30 a.m. in DKSN 101

November

- 5th - Teaching Demo at 11:30 a.m. in DSC Room G
- 11th - Table Top - Hot Topic Discussion from 4 p.m. - 5 p.m. in the Bailey Center
- 19th - Table Top - Hot Topic Discussion from 4 p.m. - 5 p.m. in the Bailey Center

December

- The ATLE office will close on December 5th



“A teacher affects eternity; he can never tell where his influence stops.” –Henry Brooks Adams

2009

January

- ATLE will reopen on January 12th
- 22nd - New Faculty Luncheon at 11:30 a.m. to 1 p.m. in DSC Room G

February 09

- 5th - Table Top - Ken Bain Book Discussion from 4 p.m. - 5 p.m. in the Bailey Center
- 12th - Table Top - Ken Bain Book Discussion from 4 p.m. - 5 p.m. in the Bailey Center
- 27th - Dr. Ken Bain will be speaking at UALR

March

- 2nd - Teaching Demo at 11:30 a.m. in DSC Room G
- 10th - Teaching Demo at 11:30 a.m. in DSC Room G
- 17th - Teaching Demo at 11:30 a.m. in DSC Room G

April

- 14th - ATLE Annual Report at 11:30 a.m. in DSC Room D
- The ATLE office will close April 30th

