

# CTL News

*The Newsletter of the Center for Teaching & Learning*

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## May Faculty College: Cultivating Intentionality in Student Learning

-Pedro Ponce, Department of English



Commencement Day usually signals the end of the academic year, but for more than 60 St. Lawrence faculty and staff, it signaled the start of an intensive week of workshops devoted to teaching and integrating the university's liberal arts mission. In his invitation to the May Faculty College—held May 16-23—Vice President and Dean of Academic Affairs Grant

Cornwell observed, "As a university we are poised to take the next step in realizing our potential, and this step must include a transformation of what we expect of our students."

### Faculty Reflections

"Our discussions (on rhetoric) encouraged me to rethink the purpose of assignments and how that purpose is communicated to my students. Despite writing detailed guidelines for the content and format of lab reports due after each Chemistry experiment, I was disappointed with many aspects of my students' work. I realized during May Faculty College that identifying the purposes of scientific rhetoric within the confines of a formal lab report is not apparent in an educational setting. Motivated to identify different registers and associated contexts and formats of scientific rhetoric, Neil Law and I revised our syllabus immediately after MFC ended. We replaced all but one lab report with smaller, more purposeful assignments, for example, an executive summary written for a chemistry professor not familiar with the experiment and a review of original research related to the experiment and an abstract.

-Samantha Glazier, Chemistry Department

"May Faculty College was stimulating and made me ponder strategies on how to approach students in my teaching. It refreshed and reconnected what I have been trained to do as a teacher with a perspective both as an Asian and an American. There is a Vietnamese saying, *hoc phai hanh*, or put theory into practice. What better way to engage students to employ the knowledge they gain inside the classroom to the community?"

-Ngoc Quang Huynh, English Department

## News and Events

### *Faculty Technology Festival January 12-17, 2006*

Plan now to attend TechFest '06, an ideal opportunity to broaden your understanding of teaching and learning with technology. TechFest programming is rich with opportunities to explore new technologies and learn more about the implications for teaching and learning or research.

- New This Year:*
- Each event faculty attend will generate a ticket for a chance to win a GPS, an iPod or other useful technology.
  - Regional vendors will display and demonstrate technologies. Please join us and spend some time learning about the technologies available for the next generation of e-classrooms. Faculty and staff participation and feedback are critical to the future of educational technology implementations.

#### *Select Schedule of Events:*

#### GPS and Geocache Workshop

Attend this workshop at 9:00 a.m. on **Friday morning** to learn from GIS specialists at SLU about Global Positioning Systems and to take part in a specially designed scavenger hunt (similar to a geocache) and TechFest team challenge!

#### Digital Sandbox

Digital Sandbox at 9:00 a.m. on **Tuesday morning** provides a hands-on opportunity for faculty and staff to explore emergent technology. Take time to explore educational technologies so that you can play a role in planning the future of ed tech implementations at SLU!

#### Faculty TechFair

The TechFair at 1:00 pm. on **Tuesday afternoon** features faculty presentations on the integration of technology in teaching, learning and research projects. Join us to hear more from **Patti Frazer Lock**, regarding her pilot project with calculus students and the InterWrite personal response system this fall (i.e., "clickers"). Learn about the pedagogical implications for "clickers" in the liberal arts setting. **Laura Rediehs** will also discuss how she established an ANGEL group for forty advisees (first year, second year or majors), providing resources online, as well as a place for students to interact with each other about advising issues. Learn more about the results of this successful and innovative use of ANGEL.

This instructional technology event is held in collaboration with and support from the Center for Teaching and Learning. A detailed TechFest schedule and registration information may be found online at:

<http://infotech.stlawu.edu/>

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### *Rhetoric and Communication Institute January 9-11, 2006*

The Rhetoric and Communication Faculty Institute being held on January 9, 10, and 11, 2006 will be a forum for expanding the conversations that have taken place since the May Faculty College and during the ongoing discussion of the RCLI white paper—conversations about the roles of writing, speaking, research, and technology in our university mission and in our classrooms.

This time together offers faculty an opportunity to explore both theoretical implications and practical applications of an integrated approach to rhetoric and communication. Participants will build on that theory and practice by developing a new syllabus and new assignments for a Fall 2006 course.

For more information:

<http://www.stlawu.edu/ctl/rci.htm>

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## Faculty Spotlight on CTL Funded Projects

For this semester's Faculty Spotlight, we have taken excerpts from final reports submitted by faculty mentors who received CTL funding. Please read on to learn about some exciting projects as well as conference reflections. We thank the contributors below.

### Purchase of Site License and Implementation of RefWorks Software Carol Budd, Biology Department

#### Installation:

RefWorks is a web-based bibliographic database. It allows users to automatically retrieve references and format them directly into a document. Our subscription is site-wide, meaning that every member of the SLU community has access to this resource. In addition, off-campus access is now available via a passcode.

#### Update:

- St. Lawrence just upgraded our subscription to include the RefShare module. RefShare allows users to share their database with other users.
- The Science Library has a set of SLU-specific RefWorks tutorials.

#### Classroom Implementation to Date:

- FYS *Women's and Men's Health Issues* beta-tested RefWorks in Spring 2005. The class registered under the St. Lawrence University site license, imported references, used Write-N-Cite to embed citations and create bibliographies for three assigned papers over the course of the semester. Student evaluations of the course encouraged me to continue teaching students to use RefWorks, and expressed gratification for having learned the software. FYP, Romer College, "Race", *Class, and Gender in Medicine, Facts and Fictions* is currently learning RefWorks.



### Digital Video for Teaching/Learning/Expression Amy Hauber, Fine Arts Department

During the Spring '05 semester, my beginning and advanced sculpture students used a CTL grant funded camera to create the following:

#### Collaborative student video projects:

For the *Learning to Love you More in the North Country* exhibition, each student made a short video recreating the moment after a crime. We then compiled all of the short video pieces to create a larger collaborative video.

### Individual Student Video Project:

#### Advance Sculpture Videos

After studying/analyzing the works of Matthew Barney, a contemporary artist who considers himself a sculptor, but often times uses his sculptures as props to create elaborate film and video works, advanced sculpture students were asked to create an object/object(s) and to then create a video documenting the use of this object(s) or to create a video in which the object was itself a "character."

#### Department Web Site:

The student video works that were created this past year will be compressed and put on the Fine Arts departmental web site once I have finished building it. I hope that the first version of this site will be completed by the end of the summer.



### New Media Consortium Summer Conference Chris Watts, Director, Center for Arts Technology

In addition to the more technical offerings, the NMC also provides opportunities to reflect on technology's place in our pedagogy. The core focus of the organization is learning – not gadgets. It is energizing to be with a group of people who are so technically sophisticated but completely focused on learning. The opening plenary session was especially insightful. MIT's Henry Jenkins gave a presentation on medial literacy education that was quite relevant to discussions currently going on among faculty at St. Lawrence. Jenkins argued that in our attempts to address shortfalls in medial literacy we often fall into a trap: we approach media literacy as if our students were merely recipients of media and not participants/producers.

The issues surrounding media literacy impact our campus in a number of places: the Center for Arts Technology, the Center for Teaching and Learning, the Rhetoric and Communication Institute, the First Year Program, Instructional Technology, and the curriculum in general. The conference helped me to see this overlap, and started a dialog among the three of us who attended that has already begun to spread across campus.

-Continued on Page 4

## Faculty Spotlight on CTL Funding...*continued from page 3*

### College Music Society Summer Institute on the Pedagogies of World Music Theories In-Sil Yoo, Music Department



**A**t this conference I attended enlightening sessions and intensive discussions on concepts and pedagogies from a variety of world music traditions.

The most effective and interesting sessions to me were six by Paul Humphrey. These focused on performance with discussions of music that are integrated within a world-based course in music fundamentals. Creating an instrument and learning how to express music were effective and valuable experiences that I now want to try in my class.

I am now revising my syllabus for the next semester to incorporate various cultural music, adding world music examples, listening assignments, and research projects. I am excited about introducing world music to the students who have not been exposed in this area. Furthermore, I am planning to propose a world music composition class for next semester where students will write world rhythmic and textural music, allowing limitless new compositional possibilities.



### NSF Sponsored Center for Workshops for Chemical Science Workshop: Chemistry in Art Ning Gao, Chemistry Department

**T**he workshop was designed to provide pedagogical information on integrating art subject matters into the teaching of chemistry.

The workshop was co-taught by Dr. Michael Henchman [along with Dr. Patricia Hill], a professor emeritus of Brandeis University who has extensive knowledge in integration of art topics in a non major course to fine art major. The lectures covered such topics as Light and Color, Dyes and Pigments and their analysis, Grescoe-making, Binders, Paints and Paintings, Optical Devices, Ceramics and Glass, and the labs gave us opportunities to explore various corresponding experiments that are suitable for in class demonstration or for laboratory projects.

I learned a lot about how other chemistry departments structure their curricula to improve the quality of learning and to improve the enrollment. Such exchange of information is very beneficial.

### The 25<sup>th</sup> Anniversary Friends Association for Higher Education Conference: “Centering on the Edge: Intellect, Spirit, Action”

Kathleen Buckley, University Chaplain

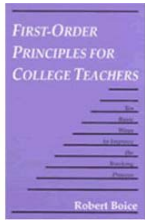
**A**t the heart of the Quaker vision for Higher Education is this purpose statement (one of eight) from their website, “Lending support to the Quaker ideal of integrating spiritual commitment, academic excellence, and social responsibility.” The concept of integration was the key element of the conference, as well as the primary pedagogical skills I hope I will use here at St. Lawrence.

Each aspect of this purpose statement is relevant to what I hope to bring back to St. Lawrence as a result of this conference, but I will focus on two aspects of this statement that bear particular relevance to my work in the classroom. The challenge of “integrating spiritual commitment” into my teaching. This may seem obvious, but during the conference I became very aware of how cautious I am about addressing spiritual issues in the classroom. Therefore, one goal this coming year is to incorporate a Quaker-like discernment process into both classroom situations and individual advising. This process includes such techniques as deep listening, challenging questions initiated from a centered place, and mini clearness committees focused on a particular issue.

“Social responsibility” was infused throughout the conference. We began the evening sessions with a plenary about the Scholars at Risk program. After a brief introduction to the program, the executive director introduced us to Habib Rahiab, a scholar in exile from Afghanistan. The title of his talk was: A Brief History, Current Status, and Future of Academic Freedom in Afghanistan. Habib gave a powerful testimony of the vulnerability of scholars in his country from the perspective of the only scholar working with Human Rights Watch in Afghanistan. In his report to the Human Rights Commission, he named names and this made it more difficult for him to stay. Silence, abuse, violence, detainment and death of loved ones were regular occurrences in the Afghan academic community. His words immediately underlined the privileges we have in this country, while simultaneously troubling the waters of my soul as I think about the ramification the Patriot Act here in America.

## New Additions to the CTL Shelves

For information on borrowing a book, please call the Center at x5981.

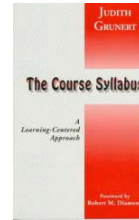


### *First-Order Principles for College Teachers*

Robert Boice

“Based on his many years of teaching, training, and writing, the author has developed ten basic principles that together form a foundation for effective teaching. These unique and interrelated principles are empirically tested and address attitudes as well as actions. Practicing the principles can bring faster success to classroom performance, can generalize to other tasks such as scholarly writing, and can provide a basis for making better use of traditional advice about teaching improvement. With the first-order principles, teachers learn to relax and manage their jobs and their own growth as teachers. This is a valuable resource for both novice and experienced teachers.”

Quoted from book jacket. (MA: Anker Publishing, 1996.)

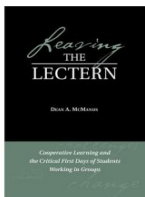


### *The Course Syllabus*

Ilene F. Rockman and Associates

“This best-selling practical manual presents why and how to construct a syllabus that shifts from what you will cover (the traditional syllabus) to one that reflects what tools and information you can provide students to help them learn (the learning-centered syllabus). The book's underlying assumption is that good teaching helps students understand how to actively acquire, use, and extend knowledge in an ongoing process of learning. The book's goal is to assist anyone interested in designing a learning-centered syllabus to plan and construct one.”

<https://secure.aidcvt.com/ank/ProdDetails.asp?ID=1882982185&PG=1&Type=BL>



### *Leaving the Lectern: Cooperative Learning and the Critical First Days of Students Working in Groups*

Dean A. McManus

“This book records the story of how one professor at a research university used a form of active learning to change the way he taught—from traditional lecture and examinations to cooperative learning and student projects.

Drawn from teaching notes, conversations with students, student evaluations, and annual reports, readers will learn the kinds of risks, assumptions, and decisions they will face as they change their teaching to emphasize student learning, particularly during the critical first days of change.

Engagingly written, *Leaving the Lectern* offers an honest and insightful look at the challenges and rewards of achieving change in the classroom.”

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### *Developing Faculty to Use Technology: Programs and Strategies to Enhance Teaching*

David Brown

“Chronicling how a wide range of universities implemented successful faculty development programs to help faculty better use technology in their teaching, *Developing Faculty to Use Technology* offers an abundance of practical, proven information.

With more than 70 brief chapters divided into seven parts—philosophy, communication, staffing and support strategies, teaching environments, model programs, assessment of student programs, assessing the effect of technology on learning—this book presents practical advice on how to integrate technology into teaching and learning activities.

Readers interested in implementing or improving their own faculty development programs will be guided by such information as detailed descriptions of successful faculty development programs, the programs' effectiveness, lessons learned, and possible variations of the programs that may be useful in other settings.”

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# Advisory Board

## Center for Teaching and Learning

### 2005-2006

The Center for Teaching and Learning voluntary advisory board is comprised of faculty and staff members representing a variety of disciplines and participating based on their enthusiasm and interest in the Center's purpose and programming. This year's board members are listed below.

*Carol Budd*

*Ron Flores*

*Traci Fordham-Hernandez*

*Bart Harloe*

*Randy Hill*

*Steve Horwitz*

*Erin McCarthy*

*Kim Mooney, Director*

*Pedro Ponce*

*Judy Singh*

*Sandra Smith*

*Robert Thacker*



*Rhetoric and Communication  
Faculty Institute*

*Faculty Technology Festival*

*January 9-11, 2006*

*January 12-17, 2006*



## Mission Statement

The St. Lawrence University Center for Teaching and Learning promotes improved student learning through facilitating excellence in teaching practices and supporting a wide range of faculty professional development activities. The Center aims to further the creativity, risk-taking, collaboration, and professional renewal among faculty members at all stages in their teaching careers. Specifically, the goals of the Center are to expose faculty to current knowledge and practice regarding teaching and learning; provide a forum for formal and informal exchanges of ideas and expertise; and stimulate, support, and reinforce pedagogies that optimize student learning.