

# This *Semester* in the Teaching Center: The Faculty Learning Certificate Program

Spring 2009

*Be sure to visit the Teaching Center's new web site for updates:*

<http://faculty.ccp.edu/dept/teachingcenter/>

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Rick Frei (Psychology/Facilitator)  
Dot French (Mathematics/Art Gallery)  
Lisa Handler (Social Science/Teacher-in-Residence)  
Fran Lukacik (Allied Health/Technology)  
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Teaching Center Board of Directors

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Community  
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*of* Philadelphia

My Fellow Faculty:

Happy New Year! I hope that everyone had a safe and enjoyable holiday break.

The Teaching Center continues to evolve into the leading provider of faculty professional development opportunities. We started off the semester with a bang by co-sponsoring the L. Dee Fink workshops that were held during Professional Development Week. The turnout was outstanding, with over 120 faculty and administrators attending one of the three-hour sessions on course development. Special thanks to Lisa Handler and Jocelyn Sirkis for their efforts.

In previous semesters, there would have been little or no follow-up to such a workshop. However, as part of our commitment to facilitating the successful transfer of from training to the classroom, Teacher-in-Residence Lisa Handler is offering a series of workshops focusing on applying Fink's theories of integrated course design to your classroom experience.

Lisa's series is just one of many exciting faculty development workshops offered through our Faculty Learning Certificate Program. This is the second semester of the certificate program, which offers faculty a variety of programmatic professional development opportunities, as well as formally recognizes those faculty members who are actively engaged in improving the quality of their instruction. Last semester, five faculty members earned certificates for successfully completing one or more professional development workshop series. Many more participated in the workshop series, but did not earn a certificate because they missed one or more sessions.

To further recognize those faculty members who strive to improve, the Teaching Center will be offering a special Certificate of Merit to those who participate in 10 or more hours of Center-sponsored faculty development activities throughout the Spring 2009 semester. Certificates for all activities will be awarded during the College Tea in early May.

On behalf of the Teaching Center staff, volunteers, and Advisory Board members, I want to wish everyone a productive semester.

Rick Frei  
Teaching Center Facilitator

**The Teaching Center Teacher-in-Residence Program Workshop Series**  
**DESIGNING COURSES TO CREATE SIGNIFICANT LEARNING EXPERIENCES**  
**Teacher-in-Residence and Workshop Facilitator: Lisa Handler**

Are you interested in restructuring one of your courses according to the principles of integrated course design using L. Dee Fink’s taxonomy of significant learning? The Teaching Center is offering a follow-up workshop series to assist faculty in incorporating the concepts of significant learning into their courses. Facilitator Lisa Handler will lead a series of five hands-on integrated course design sessions based on Fink’s principles of significant learning.

In order to accommodate as many faculty members as possible, two separate series will run concurrently. Participation in each series is limited to 10 faculty members. To register for any session, email Lisa at [lhandler@ccp.edu](mailto:lhandler@ccp.edu). Faculty who participate in all five sessions in a series will receive a certificate of completion to include in their portfolios.

<b>Session Topic</b> <b>All sessions held in the Teaching Center, MG-22A</b>	<b>Series #1</b> <b>Tuesdays</b> <b>3:35-4:30PM</b>	<b>Series #2</b> <b>Wednesdays</b> <b>2:30-3:25PM</b>
<i>Session 1:</i> Situational factors that shape your class, articulating learning goals using Fink’s taxonomy of significant learning.	January 27 <sup>th</sup>	January 28 <sup>th</sup>
<i>Session 2:</i> How you will know if students are achieving the learning goals for the course? This session will focus on feedback and assessment.	February 3 <sup>rd</sup>	February 4 <sup>th</sup>
<i>Session 3:</i> Teaching & learning activities that can get your students where you want them to be.	February 10 <sup>th</sup>	February 11 <sup>th</sup>
<i>Session 4:</i> Instructional strategy, including work with the castle-top diagram to assure that the course provides rich learning experiences, reflective writing, activity strings, and incorporates the three aspects of holistic active learning.	February 17 <sup>th</sup>	February 18 <sup>th</sup>
<i>Session 5:</i> Integrating course structure and instructional strategy to create an overall scheme of learning activities and develop the grading system.	February 24 <sup>th</sup>	February 25 <sup>th</sup>

ABOUT THE WORKSHOP FACILITATOR

This is Lisa’s fifth year at CCP, and she has had many more years in classrooms as a teacher and a researcher. She has a Ph.D. in Sociology and a Graduate Certificate in Women’s Studies (both from SUNY-Stony Brook). Before coming to CCP, she taught at Temple, Hofstra, and Stony Brook Universities. Her long standing interest in teaching has recently been reinvigorated, which in turn has renewed her interest in and commitment to developing more effective teaching practices, and contributing more fully to CCP’s efforts in this regard. The Teacher-in- Residence position fits beautifully with this interest as does Dee Fink’s work on significant learning.

## L. DEE FINK VISITS CCP BY: LISA HANDLER

This past summer a former student contacted me because he was having difficulties working in a local factory. His workplace difficulties prompted him to think he could study the social dynamics at the factory, and he wanted my feedback and advice. This was a student who had taken both introductory and advanced sociology classes with me. In both classes, his academic performance was solid and he demonstrated sufficient mastery of the course material. He was also interested enough in sociology to be seriously considering it as his major upon his transfer to Temple University.

Our conversation about his idea for a study gave me a context in which to evaluate anew what he had learned about sociology in my classes. I was both pleased and dismayed. I was pleased because he had obviously applied some of what he had learned to his experience (hence, his desire to do a study). I was dismayed because there were some analytical tools he *wasn't* applying to his experience that would have helped him cope with his workplace frustrations. Ideas we had read about and discussed, ideas he "knew" when in class with me, were not available to him a year later in a real-life situation.

When students leave my classes, I want them to know about the discipline I love. But, I am less concerned that they remember esoteric sociological jargon than that they can apply the power of sociological analysis to their own lives and the lives of those around them. In this, my student was failing.

L. Dee Fink, the author of *Creating Significant Learning Experiences* (Jossey Bass, 2003) would not be surprised by my anecdote. Trained as a geographer, Fink created the faculty instruction program at the University of Oklahoma and is the former president of the POD Network, the leading North American organization promoting faculty development in higher education. Like many others in the world of teaching and learning, Fink has come to recognize that students can often pass our classes – their exams, papers and exercises -- without having *really* learned in significant and lasting ways.

The key terms here are *significant* and *lasting*. Have students taken from their experiences in our classes learning that will extend beyond the lectures, discussions, exams, and papers, out into their civic, professional, and personal lives? Whether it's the foundational knowledge of my discipline, the analytic skills I seek to foster, or the values I hope to shape, what really do they take away from my classes, and how much of it lasts? After 15 years of teaching, I still ask myself these questions.

Dee Fink's work has helped me think about these questions in a new way. As a result, I applied for the Teacher-in-Residence position with The Teaching Center and chose Fink's work as the focus of the workshops I will be running this spring.

Fink is the missing link in the conversations that many of us are hearing in higher education, often through policies that feel imposed rather than explained or discussed. Take, for example, learning goals. I "learned" about learning goals while I was teaching at Temple. Faculty received a memo telling us that learning goals had to be on our syllabi. Although I have since learned more about them, initially I put learning goals on my syllabi without really understanding what they were, why they were useful, or how they fit into larger conversations on pedagogy.

But even as I have increased my understanding of learning goals, a fundamental question remains.

Continued on next page

## L. DEE FINK (continued)

How do we get our students to reach these goals? That's where Dee Fink comes in. Fink recognizes that most of us in higher education were never taught how to teach. We learned our disciplines, and we developed our teaching styles and techniques by trial and error. We connect with students, share the information we have acquired, and facilitate their intellectual, professional and personal growth. By any standard, new or old, many of us teach well. Still can students learn more from us and have the learning last? Can we teach better?

Fink suggests we can. How? By designing our courses to promote *significant* learning. Fink has developed "a taxonomy of significant learning" which pulls together much that is out there in the world of pedagogy. Fink's taxonomy builds on the cognitive dimensions of Bloom's classic taxonomy (1956), and moves beyond them. His additional dimensions address areas of concern to many of us, particularly in community colleges. For example, Fink includes categories for "Learning how to learn" and "Caring" (which addresses the need for students to develop new interests, feelings, or values.) Regardless of discipline or years in the classroom, I suspect that most of us can connect with Fink's taxonomy. It pushes us to think about what we really want our students to learn in any given course we teach and how our courses connect to the larger purpose of higher education.

Just as importantly, Fink provides a framework to help us think through how we actually structure our courses, class by class, to move students into more significant learning. Fink's approach is practical, straightforward and systematic. He calls it "integrated course design" because each part of the course – the goals, the assessment tools, and the learning activities – actually work together to get us all where we need to go. Many of us have great activities for the classroom, but they don't necessarily connect with our learning goals. We have wonderful and creative ways of assessing, but we've not necessarily linked our classroom techniques and strategies to how we assess. And our goals? Are our goals as ambitious as they could be? And does what we do in a class really facilitate our students getting there? Fink poses these questions, and provides a powerful model for course design that holds great promise for answering them with improved teaching and learning.

### NEW TEACHING CIRCLE: GROUP PROJECTS AND ACTIVITIES FACILITATOR: RICK FREI

In response to faculty interest in continuing last semester's successful "Designing Group Projects to Increase Student Involvement" series, the Teaching Center is forming a new inter-disciplinary teaching circle focused on developing and implementing group activities in the classroom. Faculty members are encouraged to bring current or potential group projects to the circle for discussion and critique. The circle will meet on the last Thursday of every month from 12:30-1:30PM in the Teaching Center. Dates and topics are as follows:

- January 29<sup>th</sup>: Overcoming Resistance to Group Work
- February 26<sup>th</sup>: Creating Study Groups
- March 26<sup>th</sup>: The Three Minute Group: Incorporating groups into traditional lectures
- April 23<sup>rd</sup>: Evaluating Group Projects

**FROM TEACHING TECHNIQUES TO LEARNING TOOLS: TRANSFORMING  
TRADITIONAL CLASSROOM ACTIVITIES FOR THE 21ST CENTURY  
BY: FRAN LUKACIK AND MELISSA ST. PIERRE**

**Each session is offered twice and faculty can attend either session. To register for any session, email either Fran at [flukacik@ccp.edu](mailto:flukacik@ccp.edu) or Melissa at [mstpierre@ccp.edu](mailto:mstpierre@ccp.edu). Faculty who participate in all four sessions will receive a certificate of completion to include in their portfolios.**

**Session I: Handling Issues in the Classroom Discussion Forum**

This forum is designed to bring instructors together for an open discussion about handling difficult situations in the classroom. Topics such as arriving late to class, the unprepared student and excuses (to name a few) will be discussed. Come and share how you handle difficult situations.

*Wednesday, January 28th, 4:30 to 5:30 pm*

**or**

*Thursday, January 29th, 2:00 to 3:00 pm*

**Session II: Understanding the Millennial Student**

This session will explore the millennial student and the implications for teaching and learning in and out of the classroom.

*Wednesday, February 25th, 4:30 to 5:30 pm*

**or**

*Thursday, February 26th, 2:00 to 3:00 pm*

**Session III: PowerPoint: How to/What to**

This hands-on workshop will teach participants about some of the more advanced features in PowerPoint to create games and interactive lectures. In addition, some do's and don'ts of PowerPoint Design will be highlighted .

*Wednesday, March 25th, 4:30 to 5:30 pm*

**or**

*Thursday, March 26th, 2:00 to 3:00 pm*

**Session IV: Improving your Teaching Skills**

This workshop will explore some basic skills for facilitating student learning. Topics, such as, making your lectures more effective, including more interactive discussion, improving note taking, and how different testing styles can improve student learning will be discussed.

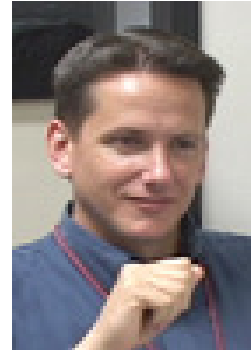
*Wednesday, April 15th, 4:30 to 5:30 pm*

**or**

*Thursday, April 16th, 2:00 to 3:00 pm*

## SPRING 2009 SCENARIOS: TEACHING IN THE LEARNING COLLEGE A FACULTY DEVELOPMENT OPPORTUNITY

### Who is Steven Cauley and how can his mistakes make you a better teacher?



In room 10A, Dr. Steven Cauley, newest faculty member at Westfield Community College, is holding the first session of his night class. He has lectured for 45 minutes, then given the students a ten-minute break. As they regroup, Steven notices that a few people have gathered up their things to leave.

**Steven:** OK, let's see, are we all here? There were a few more faces... *(He scans the room. A number of students are talking in low tones -- they watch him warily, then return to their open notebooks. A couple of people yawn. Another small cluster begins to work its way back into the lecture hall.)*

**Female student:** *(in low tones, trying to be unobtrusive)* Dr. Cauley? Before you get started- I think I'm gonna have to leave because this class isn't working out for me.

**Steven:** How can I help you?

**Female student:** I guess if you could sign this drop/add form... I'll have to transfer to a different class. *(Steven signs the form and the student turns away.)*

**Steven:** *(a bit rattled)* Oh-kay! Well, enough of me talking. I'd like to hear something from you. *(He continues, looking down at his papers, failing to notice that a couple of students have raised their hands.)* Let's see...*(mumbling)* I've gone over that first part, "What is psychology?" Any questions?

**Student:** Could you use Power Point next week? Or maybe an overhead? I'm getting really lost here trying to take notes. Actually, in most of my classes the teacher gives us some kind of an outline of what he expects...

**Steven:** *(frustrated, showing some impatience)* If you look in your book, though... I mean, it seems pretty clear to me.

*(A few students exchange glances. After a pause, another student ventures an observation.)*

**Student:** While we're at it, I guess I'm confused about the syllabus too. Like what you expect. I'm just not sure what we're supposed to be doing, exactly.

**Steven:** The syllabus. Okay... *(He shuffles his papers)* Confused. Who's confused?

*(Steven looks around, feeling crestfallen as he watches the majority of students raise their hands.)*

## SPRING 2009 SCENARIOS (continued)

**Sponsored by:** The Teaching Center

**Facilitators:** Aerie Webb, English & Rick Frei, Psychology

Welcome to fictitious Westfield Community College, the setting for *Scenarios: Teaching in the Learning College*. Steven is just one of many characters you will meet in this online, case-based and learning-centered faculty development course, sponsored by the Teaching Center. Follow Steven through his somewhat rocky start as a Westfield faculty member as he figures out how to improve his teaching, his communication with students, and the materials and lessons he creates for use in his classes. Steven learns how to reach his students and concludes the year as a successful teacher, eventually becoming a mentor to new faculty.

Snapshots of Steven's experiences as an instructor are used to prompt discussion among course participants based upon what they see with Steven (including actual videos of his teaching), their own experiences in their disciplines, and access to the many excellent readings and resources found throughout the curriculum.

This on-line course is conducted using Blackboard and WebCT, the most commonly used platforms for distance education courses. If you have never used this instructional tool, this is the perfect opportunity to gain new technical skills. The course comes with an extensive tutorial on how to use WebCT and facilitators Aerie Webb and Rick Frei provide a step-by-step live orientation to help you get started.

This is an excellent opportunity for faculty whose schedules make it difficult to participate in faculty development activities, new faculty who are just learning the ins and outs of the classroom, as well as seasoned veterans who are considering what they might do differently to better facilitate student learning. For full-time faculty, completion of this seminar can be included in their promotional dossiers. Certificates of completion will be awarded on opening day of Professional Development Week in the fall.

**The course begins in early February. For more information, contact Aerie Webb at [awebb@ccp.edu](mailto:awebb@ccp.edu). Participants must sign up by January 26<sup>th</sup>.**

### CALLING ALL VOLUNTEERS!

We are looking for faculty volunteers to staff the Teaching Center Help Desk for one hour per week. Basic duties include greeting faculty and facilitating discussion, assisting faculty in setting up workshops, answering the telephone, and keeping attendance records for events. It's a great opportunity for new faculty to meet others from different disciplines. For more "seasoned" faculty, it is a great place to catch up with old friends and offers one last chance to spend some quality time in our beautiful Center before we relocate.

**If you are interested in volunteering at the Teaching Center, please contact Rick Frei at [rfrei@ccp.edu](mailto:rfrei@ccp.edu). Make sure to include the time/day you are available to volunteer.**

## NEW FACULTY ORIENTATION SPRING 2009 SCHEDULE

CO-FACILITATORS: RICK FREI, FRAN LUKACIK, & SUSAN TOBIA

This yearlong new faculty orientation, open to all new full- and part-time faculty, is designed to encourage incoming full-time and part-time faculty to engage in critical thinking about their teaching styles and philosophies and to foster a collegial network of support. Information pertinent to the fulfillment of teaching responsibilities will also be shared. A certificate of merit will be awarded to those faculty who complete at least 80% of the program to include in promotion portfolios.

**Sessions are from 3:30-5:00 p.m. in the Teaching Center, MG-22**

### **Thursday January 15, 2009 – 10:00 am to 3:30 pm**

- |               |   |
|---------------|---|
| 10:00 - 10:15 | <i>Ice Breaker</i>  |
| 10:15 - 11:00 | <i>Financial Aid Process and Policy</i><br>Sandra Mejia, Financial Aid Administrator  |
| 11:00 - 11:45 | <i>What Is Your Rubric?</i><br>Maddy Marcotte, Assistant Professor, English   |
| 12:00 - 1:00  | Lunch with Vice President Gay (Boardroom, M2-1)<br><i>Promotion Process and Tips</i>  |
| 1:15 - 2:15   | <i>Handling the Difficult Student: Policy and Resources</i><br>Jon Brown, Assistant Professor and Department Head, Counseling<br>David Watters, Acting Dean of Students |
| 2:15 - 3:15   | <i>Reading Across the Disciplines</i><br>Julie Odell, Assistant Professor, English  |
| 3:15 - 3:30   | Wrap Up   |

### **Thursday, January 29, 2009**

- |           |  |
|-----------|--|
| 3:30-4:45 | <i>Teaching Online</i> (B2-26) (Room to be confirmed)<br>Fran Lukacik, Instructor, Allied Health |
| 4:45-5:00 | Faculty Share (Classroom Practice, Challenge, Tips, Questions...)                                |

Continued on next page

## NEW FACULTY ORIENTATION SPRING 2009 SCHEDULE (continued)

### Thursday February 26, 2009

- 3:30-4:15      *Information Literacy*  
Nicole Duncan-Kinard, Assistant Professor, Library
- 4:15-5:00      *College-Wide Collaboration = Student Success*  
Jan Harris, Director, Career Services Center

### Thursday March 26, 2009

- 3:30-4:30      *Lindback Winners: Excellence in Teaching*  
Geoff Berken, Associate Professor, Photography (To be confirmed)  
Olga Dugan, Assistant Professor, English  
Marcia Epstein, Professor, Behavioral Science
- 4:30 to 4:45      Q&A
- 4:45-5:00      Faculty Share (Classroom Practice, Challenge, Tips, Questions...)

### Thursday April 16, 2009

- 3:30-4:30      *Collaboration: You Are Not Alone*  
Ned Bachus, Associate Professor, English  
Vince Castronuovo, Associate Professor, Behavioral Science
- 4:30 to 5:00      Reflections and Wrap Up

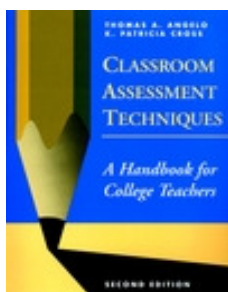
## CONVERSATIONS ON TEACHING ENGLISH 098/108 WITH JULIE ODELL

Join Julie Odell this semester for her series, focusing on Engl 098/108. Julie has been English faculty since 1993. She currently serves as Assistant Department Head for Developmental English. For more information or to preregister, contact Julie at [jodell@ccp.edu](mailto:jodell@ccp.edu). Specific dates and times will be announced in the Teaching Center's weekly flyers and email announcements. Topics will include:

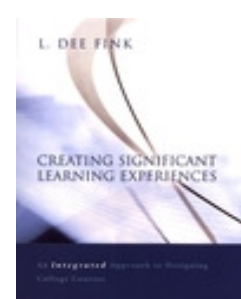
- What is English 108?
- Approaches to Teaching English 108
- Approaches to Teaching Grammar
- Crafting Effective Writing Prompts
- Teaching Essay Structure
- Grading the 098 Essay
- What is Learning Theory?
- English 108 Text Selection
- Using Grading Rubrics
- English 108 Portfolios

## TEACHING CENTER RESOURCE LIBRARY

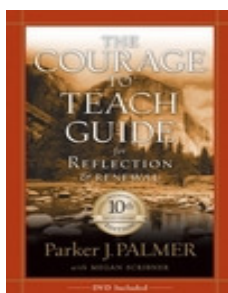
The Teaching Center is pleased to announce that we have a growing collection of resource books on pedagogy for use while you sip your coffee in the Center. Come browse through our new titles next semester. You will find:



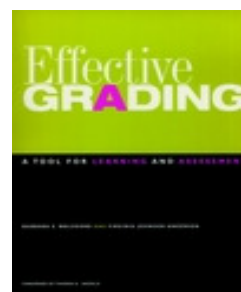
*Classroom Assessment Techniques: A Handbook for College Teachers (Jossey Bass, 2003).* Thomas Angelo and Patricia Cross have compiled a rich array of useful class assessment tools to use in your classes. Many of us have heard of one minute papers. There are so many others! Check them out in this classic.



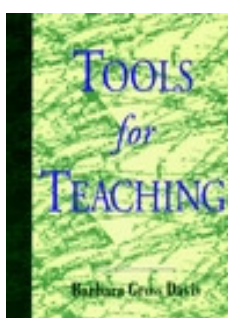
*Creating Significant Learning Experiences (Jossey Bass, 2003).* L. Dee Fink's approach to creating courses that integrate all categories of his Taxonomy for Significant Learning. A powerful approach to designing courses so that learning lasts.



*The Courage to Teach (Jossey Bass, 1998).* Parker Palmer's reflections on the more personal, some would say spiritual, side of teaching.



*Effective Grading: A tool for learning and assessment (Jossey Bass, 1998)* Barbara E. Walvoord and Virginia Johnson Anderson's immensely readable, engaging practical overview of grading. Few people love grading. Everybody has to do it. Walvoord and Johnson have written the classic book on how to think about grading to maximize student learning while minimizing your aggravation.



*Tools for Teaching (Jossey Bass, 1993).* Another classic! Barbara Gross Davis has compiled tons of techniques for teaching. Accessible, applied and worth a skim.



*What the Best College Teachers Do (Harvard University Press, 2004).* Ken Bain's study of outstanding teachers is a thoughtful, provocative and reassuring book about how people identified by students as "outstanding" approach their teaching. Organized thematically (i.e., how they prepare, interact with students, etc.) the book explores what makes effective teaching and learning.

*Have any favorites of your own? Any books you have found useful you would like to donate? Let us know.*

## PILGRIMAGES IN AROUND AND ABOUT ASIA

Join Fay Beauchamp , Diane Freedman, Dave Prejsnar, and Faith Watson for these discussions to help you incorporate Asian material into your classes and become more involved in international studies.

**Come to One or Come to All Sessions!**

Thursday, February 5 at 3:30

***Searching for Cinderella's Slippers Among the Zhuang; Teaching "Cinderella" as an Asian Literary Text.*** Fay

**Beauchamp** will give a PowerPoint presentation illustrating her search for evidence that the world's first Cinderella was a member of the Zhuang minority in China near the Vietnamese border. Quite a few Western scholars have believed in this

origin, such as Arthur Waley and Victor Mair, but no one seems to have gone to ask Zhuang scholars of folklore and literature how they interpret this text. Fay will share the results of her interviews in Nanning in November 2007. And yes, she found the missing slipper.

Thursday, February 12 at 3:30

***Like a Top Spinning: The Medieval Pilgrimage Paradigm of Ippen Shonin.*** Dave Presjnar will give a PowerPoint presentation on Buddhist monk Ippen Shonin (1239-1289), known as the founder of the last of the major Japanese Pure Land sects. This presentation will focus on copies of *emakimono*, long, horizontal picture scrolls that depict the travels of Ippen throughout Japan the copies of these scrolls are in the Metropolitan Museum of New York, the Spencer Collection of the New York Public Library, the Brooklyn Museum and the Freer Gallery in D.C.

Thursday, March 19 at 3:30

***Genji: Art Throughout the Ages.*** Diane Freedman will show how the images and iconography from *The Tale of Genji*, sometimes called the first novel, written by Murasaki Shikibu in the early 11<sup>th</sup> century, have been scripted over the centuries to reflect the priorities of succeeding generations. The story is about Prince Genji, the Shining One, and the political intrigues that involve him and his progeny. Images of Genji are a big industry today in tourist shops in Kyoto and Uji where the action of the Heian court took place.

Tuesday, March 24 at 3:30

***In, On and From the Mekong River: Vietnam, Cambodia, Laos - Destination China.*** Faith Watson will show a PowerPoint presentation of her 2008 trip up the Mekong River, following the route of 1866 French explorers as depicted in Milton Osborne's 1975 book *River Road to China* to show and discuss the changes and reasons for the failure of both trips.

April 2 at 3:30

**Panel Discussion**



u17986155 www.fotosearch.com

# THE RETURN OF SOTL (SCHOLARSHIP OF TEACHING AND LEARNING)

## FACILITATOR: RICK FREI

First Session: Thursday, February 5<sup>th</sup>, 2-3PM, The Teaching Center

Discussion Article: *In Defense of Lecturing*, by Mary Brugan

Link: <http://www.carnegiefoundation.org/change/sub.asp?key=98&subkey=2105>

I had never taught a developmental education course before I came to Community College of Philadelphia. In fact, during my first year at the college, when colleagues talked about “developmental classes”, I thought they were referring to Developmental Psychology. I had no idea what a CAP course was, let alone the differences between A, B, and C.

My first semester, I was assigned two sections of PSYC 107: Applications of Psychology, the Psychology Department’s for-credit CAP course. Needless to say, I was unprepared for the special challenges involved in developmental learning. Like many graduate students, I had never taken a class in college instruction when I was obtaining my degree. On my first day as a TA, I was simply handed a textbook and told to teach. While the psychology of learning is a common chapter in all Introductory Psychology textbooks, the psychology of teaching is not.

In the Spring of 2006, I joined Tom Ott’s Scholarship of Teaching and Learning group as a way to gain a better understanding of pedagogy. The Scholarship of Teaching and Learning is a monthly discussion group that focuses on pedagogy, the science of education (with a special emphasis on developmental education), and best practices in the classroom. Each month, the group chose a reading or article on pedagogy to discuss. It was a fascinating group and I enjoyed the interdisciplinary nature of our debates.

We discussed many different issues in teaching, many of which I have incorporated in the classroom. In particular, the use of metacognition as a tool to give students a better insight into their own learning styles and habits has had a great impact on my teaching style. I no longer ask students who perform poorly on an exam “Did you study?” but rather “HOW did you study?”

After a one semester hiatus, the SoTL group is reforming. Our first meeting will be Thursday, February 5<sup>th</sup>, from 2:00-3:00PM in the Teaching Center. For the first session, I chose a somewhat controversial article to discuss, *In Defense of Lecturing*, by Mary Burgan. Copies of the article can also be found in the Teaching Center. I am looking forward to seeing some familiar faces, as well as some new ones.

Be sure to stop by to see the following artists’ exhibits in the Teaching Center Art Gallery:

Heidi Braunschweig	January 20 to February 6
Bernard Stehle	February 9 to February 27
Frank Gaydos	March 2 to March 27
Rebekah Higgins	March 30 to April 17
Patty Goldentyer	April 20 to May 1