

BUSH MINI-GRANT AWARDS

Following are the recipients of the 1995 Bush Mini-Grant Awards. The focus of these awards is Active Learning. The recipients will work on their projects during the summer and implement them in next year's curriculum. We congratulate them on the quality of their proposals.

Music Department: "Integrating Active Learning Methodologies"

Joan Bacon, Denise Hinders, Mary Friehe, Steve Van Bockern: "Computer Activities for Children with Diverse Abilities"

Rich Bowman: "Men's Changing Roles and Relationships"

Nancy Dickinson, Cheryl Jackson, Jay R. Smith: "PASS Program Math and Study Skills Revision"

Ivan Fuller: "Stage Design and Lighting"

Carolyn Geyer, Debbie Hanson: "Drama Unit in English 200"

Beverly Gibson, Bill Gibson: "Swing Kids: Jazz in Nazi Germany"

Stephan Lhotzky, Gerhard Schmutterer: "*Dies und Das* Revision"

Stephan Lhotzky, Carolyn Geyer, Paul Krueger, Joel Quam: "Languages and Cultures Learning Center"

Margot Nelson, Karen Dorn: "Faculty Associates Model in Nursing"

Joel Quam: "Lab Innovations for Earth Science"

Susan Schrader, Joyce Nelson, Don Tellinghuisen, Harriet Scott, Elliot Thoreson: "Gerontology and Geriatrics Minor"

Julianne Simko, Scott Johnson: "Art and Music Education Methods"

Laurie Wenger, Steve Van Bockern: "Active Learning in the Education Block Class"

FALL FACULTY SEMINAR
AUGUST 28, 1995
RAMKOTA INN

INFUSING CRITICAL THINKING INTO THE COLLEGE CURRICULUM

Several years ago, the original Assessment Task Force stated that critical thinking was an outcome skill expected of Augustana graduates. While all members of the task force were supportive of the statement, it was much less apparent how the college would assess that this was actually occurring. Additionally, a concern was expressed as to how to develop critical thinking skills in our students.

These issues still concern many faculty, intellectual standards were presented and discussed. The second area was *Learning to Design Structures to Facilitate Thinking*. This portion of the workshop emphasized structures for student self-assessment, department self-evaluation and college-wide grading standards. The third area, *Learning to Devise Tactics that Improve the Effectiveness of Instruction*, covered tactics that encourage active learning. The workshops provided for many breakout sessions which allowed the participants to determine how the material would work for their own courses.

Our Augustana Fall Faculty Seminar this year will center on infusing critical thinking into the college curriculum. The presenter

and there will be an opportunity to discuss them at the Bush Committee sponsored Fall Faculty Seminar. Recently, two members of the Bush Steering Committee, Jean Eckrich and Dale Gauthreaux, attended Critical Thinking workshops sponsored by the Center for Critical Thinking and Moral Critique. Specifically, the workshops focused on three different areas. The first area was *Learning to Teach Content as a Mode of Thinking*. In this session, elements of reasoning and universal will be Dr. Gerald Nosich of the Center for Critical Thinking and Moral Critique. Dr. Nosich is the author of *Reasons and Arguments* and is currently working on a book on critical thinking across the curriculum. He is a committed classroom professor as well as lecturer and facilitator at critical thinking conferences and workshops across the country. The intent of the Bush Committee is to have Dr. Nosich speak to the topics listed above. The day long seminar will be held on August 28 at the Ramkota Inn. We hope that you will be able to attend. Watch your mail for your invitation and please do not hesitate to contact any of the members of the Bush Steering Committee if you have questions.

"A TEACHER'S DOZEN"

Thomas A. Angelo, currently Director of the AAHE Assessment Forum, asked himself the question, "What exactly do we know about learning that might be useful to college teachers?" His response (published in the April 1993 AAHE Bulletin) consisted in what he termed his "Teacher's Dozen" of fourteen principles of effective higher learning that are well supported by research. Each principle consists of a brief explanation and one or two suggestions for classroom application. We will print Angelo's principles serially in upcoming issues of this newsletter beginning here with Numbers One and Two.

ACTIVE LEARNING IS MORE EFFECTIVE THAN PASSIVE LEARNING

*What I hear, I forget; what I see, I
remember; what I do, I understand.*
-- Chinese proverb

*Let the main object of this, our Didactic,
be as follows: To seek and find a method by
which teachers may teach less, but learners
learn more.*
-- John Amos Comenius

As these quotations suggest, teachers have long known what researchers have only recently confirmed about the value of active

LEARNING REQUIRES FOCUSED ATTENTION, AND AWARENESS OF THE IMPORTANCE OF WHAT IS TO BE LEARNED.

The true art of memory is the art of attention.
-- Samuel Johnson

One of the most difficult tasks for novice learners in a field, whatever their age, is to figure out what to pay attention to and what to ignore. Students in introductory courses often cannot tell what is central from what is peripheral, foreground from background, superordinate from subordinate. Novices find these distinctions elusive, usually not because they lack intelligence but because they lack the experience needed to evaluate the data they encounter. If you've ever found yourself lost and alone in a busy city in a country whose language, culture, and street signs are totally unintelligible (some of you are thinking Boston, others, New York), then

learning. Students do learn more and better by becoming actively involved. But activity, in and of itself, doesn't result in higher learning. Active learning occurs when students invest physical and mental energies in activities that help them make what they are learning meaningful, and when they are aware of that meaning making. As George Stoddard put it, "We learn to do neither by thinking nor by doing; we learn to do by thinking about what we are doing."

Implications/Applications. Having students teach or explain something to others that they have just learned helps them learn it much more effectively, especially if they actively rehearse that "lesson" ahead of time and get feedback. To assess activity, ask students to paraphrase a central concept in a couple of sentences for one specific audience, and then to paraphrase the same explanation for a completely different audience. The two audiences might be parents and children, professionals and laypeople, novices and experts. Assess these directed paraphrases for both accuracy and appropriateness.

you can imagine how many students feel when they encounter a "foreign" discipline for the first time in college.

Implications/Applications. You can help novices by pointing out some of the major landmarks, by writing a list of the five key points in your lecture on the board before class, for example. You also can assess how well they are learning to read the "maps" that lectures or readings provide. Using a "Minute Paper" to find out what students thought were the most important points in a lecture or reading and what questions they still have can provide useful information on where they are getting lost and clues for getting back on track.

SOME SUMMER READING SUGGESTIONS FROM MATERIALS RECEIVED THIS YEAR IN THE FACULTY RESOURCE COLLECTION (LOCATED IN THE REFERENCE AREA OF THE LIBRARY):

Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World by Richard Paul

Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting by Stephen Brookfield

Collaborative Peer Review: The Role of Faculty in Improving College Teaching by Larry Keig and Michael D. Waggoner
LB2333 .K45 1994

Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement by Joan S. Stark
LA230.S74 1989

The Advisory Committee Advantage: Creating an Effective Strategy for Programmatic Improvement by Lee Teitel LB2341 .T44
1994

Faculty Socialization as Cultural Process: A Mirror of Institutional Commitment by William G. Tierney and Robert A. Rhoads
LB2331.72 .T54 1994

Plan ahead to attend the November
9-10 Bush Conference in
Minneapolis "Opening the
Classroom Door: Fostering
Learning, Strengthening
Community."

The Bush Steering Committee extends its thanks to this past year's Faculty Mentors, colloquium and workshop presenters and panelists, Bush Conference goers, and Bush Luncheon presenters.