

1997 BUSH MINI-GRANT AWARDS

The Bush Steering Committee is pleased to announce the recipients of the final round of course development/modification Mini-Grants. This year marks the conclusion of the current \$180,000 Bush Grant for Faculty Development. A planning grant proposal will be submitted in the fall to begin the process of entering a new Bush Grant cycle. This year's eighteen Mini-Grant awards encompass thirty-one faculty members and two students. Active learning is the overall theme of the Mini-Grant projects. The recipients will develop their projects this summer and implement them in the coming academic year. Following is the list of this year's Mini-Grant awards:

Heather Aldridge; John Bart; Dale Gauthreaux "Active Learning in the Communication Curriculum"

Rick Andrews; Solveig Steen; Arlene Krueger "Applied Piano"

Michelle Bartel "Seminar Course on Immanuel Kant"

Janet Blank-Libra; Carolyn Geyer "Reader Response Analysis for Active Learning in Poetry"

Richard Bowman "Exploring the Christian Faith--Moses and Jesus: Basic Stories, Basic Beliefs"

Nancy Dickinson "Case Studies for Writing Tutors"

Dale Gauthreaux "Rhetoric of Popular Culture"

Ivan Fuller; Julia Pachoud "Theatre Production I & II"

Debbie Hanson; Mark Van Wienen "Introduction to American Literary History"

Tim Jones "Medieval Literature and its Manuscript Context"

Emil Knapp; Richard Forman; Verlyn Lindell; Kraig Presler; Jay Smith; Tim Sorenson "Mathematics in the Real World"

Dennis Larson; Don Tellinghuisen "More Active Learning Exercises for Psychology 125"

Reynold Nesiba; Brian Eggleston "Active Learning for Macroeconomic Principles"

Julia Pachoud; Joelle Berg (student) "Artists Mentoring Program: Piloting a Whole-Life Approach"

Ann Pederson; Kristine Kopperud (student) "Interdependent Active Learning in Religion 110 Honors"

Harriet Scott; Barbara Barclay; Tom Houle "Active Learning in Social Work Courses"

Stephen Shum "Closed Lab Component in Computer Science 210"

Don Tellinghuisen "Computer-Based Lab Programs for Experimental Psychology"

PARKER PALMER
TO PRESENT
FALL FACULTY
SEMINAR

For its sixth annual Fall Faculty Seminar, the Bush Committee is very pleased to bring Dr. Parker Palmer to present the workshop "The Courage to Teach: Explorations in Theory and Practice." The committee first spoke with Dr. Palmer about leading a seminar back in 1994, but at that time he told us that the earliest he could come would be the fall of 1997.

Needless to

Palmer states, "Since 1988, I have been working independently and loving it. I spend half of my time writing and the other half travelling around the country doing workshops, lectures, and consultations for colleges and universities, religious groups, foundations, and social change organizations ...I continue my long-time interests in education, community, the inward journey, and non-violent social change." Dr. Palmer's publications include ten poems, over eighty essays, and four books (*see following article*). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* will

say, we booked him immediately. In November, 1995, Dr. Palmer gave the Keynote Address at the Collaboration Conference in Minneapolis, where more than twenty Augustana faculty heard him speak about the importance of connectedness and community between and among teachers and learners.

Teacher, writer, and lecturer Dr. Parker has been published this fall. Dr. Palmer has often been cited as a master teacher. In 1993, he won the national award of the Council of Independent Colleges for "Outstanding Contributions to Higher Education."

The Fall Faculty Seminar will take place on August 27. Invitations and RSVP cards have been distributed. If you need another invitation or have any questions, please contact Karin Lindell (e-mail klindell or ext. 4808).

BOOK
REVIEW

by Arlen Viste

Parker Palmer, *The Promise of Paradox*, The Servant Leadership School, Washington, D.C., 1993. Originally published by Ave Maria Press, Notre Dame, IN, 1980.

During the 1996-97 academic year, the Bush Steering Committee has invited faculty and administrators to read and discuss three books by Parker Palmer: *To Know as We Are Known*, *The Active Life*, and *The Promise of Paradox*.

An excerpt from Dale Gauthreaux's announcement of the first of these is still pertinent:

On August 27, 1997 the Bush Steering Committee will welcome Parker J. Palmer to lead our annual Fall Seminar. Palmer is a writer, teacher, and activist who works independently on issues in education, community, leadership, spirituality, and social change. He is the author of several widely read books and is currently working on a new book entitled *The Courage to Teach*. You may recall Carole Barrowman [at the 1996 Fall Faculty Seminar] opening with the following Palmer quote:

"I teach more than a body of knowledge or a set of skills. . . I teach a way of being in the world."

The third book in our series, *The Promise of Paradox*, is subtitled *A celebration of contradictions in the Christian Life*.

A recent interview with Parker Palmer appeared in *The Christian Century*, March

22, 1995. Its full text is available online through SearchBank (Infotrac), accessible through our Mikkelsen Library home page, at <http://inst.augie.edu/library/databases.html>.

For about a decade, Palmer and his family lived in Pendle Hill, in the Philadelphia area. In Chapter 3 of *The Promise of Paradox*, Parker and Sally Palmer discuss their experience in the early years of that period. They describe Pendle Hill as "a Quaker living-learning Community". In the *Christian Century* interview, Parker says,

The branch of Quakerism to which I belong has no ordained clergy, yet it's had a major impact on the societies in which it's popped up. Quakers say, "We are accused of having abolished the clergy, but that's not true. We abolished the laity." I like thatline. If we're going to try to get along without clergy, we all have to become ministers.

In his Introduction to this book, Henri Nouwen writes, "Parker Palmer has taught me much over the years. . . But most of all, he has challenged me by his own decisions to keep moving into unknown fields without apprehension or fear. He has taught me to live boldly and freely."

We look forward to Parker Palmer's presence with us at the Fall Faculty Seminar. We recommend dipping into his writing beforehand, for insight and reflection.

"A TEACHER'S DOZEN"

LEARNING TO
TRANSFER, TO APPLY
PREVIOUS
KNOWLEDGE AND
SKILLS TO NEW
CONTEXTS.
REQUIRES A GREAT
DEAL OF PRACTICE

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. We have been printing Angelo's principles serially in this newsletter and we continue here with Numbers Ten and Eleven:

Research on learning to transfer generally is depressing. Most learning is highly context-bound, and few students become skilled at applying what they've learned in one context to another similar context. In fact, many students cannot recognize things they've already learned if the context is shifted at all. This is one of

the reasons why students will point at questions that are only slightly altered versions of homework questions and protest, "We've never done problems like these before!" Those students who are being honest simply cannot see the similarities. They learned to solve problems involving giraffes, motorcycles, and Cincinnati; they never had to solve problems about wildebeest, cars, or Dayton.

Implications/Applications If you value transfer, teach transfer. Direct students' attention continually between the general and the specific. Give them many different examples of the same concepts or principles, and make sure they see where the similarities and the differences are. Challenge students to identify and then to create similar but different examples or problems.

HIGH EXPECTATIONS
ENCOURAGE HIGH
ACHIEVEMENT

For some time now, we've known that younger students tend to achieve more by working with teachers who expect more of them. For the so-called "pygmalion effect" to work well in college, however, the students must share the teacher's high expectations of themselves and perceive them as reasonable.

Implications/Applications. Begin by

finding out what your students expect of themselves in your class, letting them know what you expect, and discussing those expectations. Begin the course with assignments that diligent students can succeed in to build confidence. Have learners interview successful former students, or invite them to class, to illustrate in flesh and blood that high expectations can be realized.

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The current Bush Grant will conclude with the August 27 Fall Faculty Seminar. If you have suggestions as we begin the writing of the planning grant for a new Bush Grant cycle, please contact one of the members of the Bush Steering Committee (Joan Bacon, Dale Gauthreaux, Arlen Viste) or Karin Lindell.