

Seek ye
wisdom
and gain
under-
standing
--Prov 4:5

FACULTY DEVELOPMENT

At Augustana College

Vol. 7, No. 2

May, 1998

BUSH COMMITTEE BUSY WITH PLANNING GRANT

The Bush Steering Committee has been hard at work laying the groundwork for the college's next major Bush Grant cycle. We are in the midst of a \$20,000 Bush Foundation Planning Grant which will lead to the submission of a \$300,000 faculty development grant proposal in the fall. The committee envisions the following three themes as central emphases in the new Grant:

1. Assist faculty to diversify teaching methods so as to promote active learning both inside and outside the classroom.
2. Encourage collaborative teaching and collaborative learning
3. Develop ways to extend and improve the use

of technology so as to make instruction more accessible and effective

A major undertaking by the Bush Steering Committee has been the convening of meetings with groups of faculty, administrators, and students to flesh out the program grant emphases and solicit input, insight and vision for the direction of the Grant. The committee has analyzed the suggestions received from the faculty in the survey conducted in Spring 1997. They are also exploring on-line resources related to faculty development. The Bush Committee welcomes suggestions from everyone with thoughts on the new Grant; please contact any of the committee members (Joan Bacon, Gary Earl, Richard Swanson) or the Administrative Assistant Karin Lindell.

FALL FACULTY SEMINAR

The 1998 Fall Faculty Seminar will be held on August 26 at the Holiday Inn City Centre. Its title is "Service-Learning: Integrating Service with Academic Study?" The presenter is Mark Langseth, Executive Director of the Minnesota Campus Compact, an organization dedicated to encouraging campuses to combine community service with learning.

Although this has been a year between grants for the Bush Steering Committee, the committee wished to maintain the tradition of sponsoring a Fall Faculty Seminar to open the academic year. Therefore, when the Teagle Grant Committee, which will be administering the college's new Teagle Foundation service learning grant, proposed co-hosting a seminar on service learning, the Bush Committee accepted with pleasure. It was decided to include faculty from the University of Sioux

Mark Langseth is specifically interested in service learning as a pedagogical tool. He says, "The idea and practice of combining community service with learning -- or "service-learning" -- continues to gain momentum on campuses throughout the midwest and the nation. Certainly, if done well, service-learning can help students develop broader social and political awareness. But how can you customize service-learning so it also supports learning...*in your discipline...in what you teach...without sacrificing academic rigor?*"

The morning session will be a general session with the goal of increasing understanding of service learning and the opportunities and challenges of implementing service learning in courses. It will be a time to question and explore how service learning can increase student engagement and

Falls as well. The USF Faculty Development Committee will be a contributing sponsor.

academic understanding. The afternoon session will involve hands-on small group work in which participants apply methods of incorporating

service learning into their courses. Participants will bring two or three syllabi from courses in which they might consider beginning or increasing the use of service learning.

morning session only. Lunch will be provided on-site for everyone. If you have not returned your RSVP card, we encourage you to do so. If you need an invitation or have any questions, please contact Karin Lindell at e-mail klindell or ext. 4808.

You may attend for the whole day or for the

"A TEACHER'S DOZEN"

TO BE MOST EFFECTIVE, TEACHERS NEED TO BALANCE LEVELS OF INTELLECTUAL CHALLENGE AND INSTRUCTIONAL SUPPORT

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 finish now with Numbers Twelve through Fourteen:

In discussing the ways in which mothers help children acquire language by constantly adjusting their speech to stay slightly ahead of the child's, Jerome Bruner writes of "scaffolding." Scaffolding is a useful metaphor for college learning, as well. The weaker or smaller the student's foundation (preparation) in the subject, the stronger and larger the instructional scaffolding (structure and support) that is required. This is one of the many reasons that teaching a first-year course requires a

different approach than teaching a third-year course in the same discipline. Students in the third year generally require less structure and direction, and benefit from more autonomy and responsibility. This also helps explain why students of lower ability or much weaker preparation often benefit from and appreciate highly structured courses. They need the scaffolding.

Implications/Applications. Even when learner ability or preparation or both are weak, expectations should remain high. To reach those expectations, less prepared students will need more and more explicit instructional "scaffolding" such as tutoring, highly structured directions, and more personal contact with the instructor. Students who are better prepared or more able can be encouraged to master their learning by serving as tutors, helping to create scaffolding for others, and to take more responsibility for their own learning through independent studies and special projects.

MOTIVATION TO LEARN IS ALTERABLE; IT CAN BE POSITIVELY OR NEGATIVELY

Though we tend to talk about students as being either "motivated" or "not motivated," most of our students are very motivated to learn certain things and not at all motivated to learn others. Research suggests that you stand

learning it; and expect that they will succeed.

Implications/Applications. Give students lots of specific examples of the value and usefulness of what they're learning and help

AFFECTED BY THE TASK, THE ENVIRONMENT, THE TEACHER, AND THE LEARNER

a good chance of increasing motivation to learn if you can positively influence your students' beliefs and expectations about one or more of the following: Students are likely to be more motivated to learn in your class if they see the value of what you're teaching; believe that learning will help them achieve other important goals; believe that they are capable of

them make connections between short-term course goals and their own long-term goals. Use simple anonymous surveys to gauge students' expectations, beliefs, and self-confidence levels, then respond to that information with specific examples, suggestions, and, whenever possible, realistic encouragement.

INTERACTION BETWEEN TEACHERS AND LEARNERS IS ONE OF THE MOST POWERFUL FACTORS IN PROMOTING LEARNING; INTERACTION AMONG LEARNERS IS ANOTHER

As with activity, it isn't interaction in and of itself that promotes academic learning, it's structured interaction focused on achieving meaningful, shared learning tasks. As the professional world never tires of pointing out, our students need to learn to work more effectively in teams.

Implications/Applications. Most students have to believe teachers know and care about them before they can benefit from interactions -- or even interact. Learn students' names as a first step, then try to engage them in working with you to learn. Classroom Assessment and

Classroom Research projects can engage students and teachers in working together to solve meaningful problems, such as finding ways to ensure that *everyone* in class has a fair chance to master the course content. If you want students to cooperate effectively with other students, first, challenge them with assignments that groups can carry out more effectively than individuals can; second, provide guidelines and guidance for group work, especially for those who haven't had experience; and, third, de-emphasize competition among individuals for grades and approval. Meaningful and positive interactions require mutual trust.

* * * * *

**WORTH CHECKING OUT
IN THE FACULTY RESOURCE COLLECTION**

***Enhancing Student Learning: Intellectual, Social and Emotional Integration* by Anne Goodsell Love and Patrick Love**

Views the intellectual, social, and emotional divide from a broader and more inclusive perspective which recognizes that student learning can and should be integrated in additional ways. A comprehensive examination of the integration of intellectual, social, and emotional student development. LB2331 .L66 1995

***Redesigning Higher Education: Producing Dramatic Gains in Student Learning* by Lion F. Gardiner**

Focuses on the theoretically grounded links between critique and prescription. Within the context of contemporary theory on student development, examines the growing body of knowledge about student learning, college outcomes, and the effectiveness of various options for instruction and assessment as the basis for identifying an empirically grounded set of practices that lead to better learning for students. LB2822.75 .G37 1994

***The Department Chair: New Roles, Responsibilities and Challenges* by Alan T. Seagren, John W. Creswell and Daniel W. Wheeler**

Surveys the roles and responsibilities of the department chair from the position's history to future challenges. Looks at the influence of the institution and the chair's academic discipline on the chair. Examines leadership, politics and power, faculty evaluation and development, and future challenges. LB2341 .S3188 1993

The Faculty Resource Collection is located in Mikkelsen Library beneath the south windows in Ole's Oasis.