

Join Our Discussions of “Readings on College Teaching”

The scholarship in college teaching has exploded in the last two decades. Not only are there now many new teaching tools that most faculty did not encounter when they went through graduate school, but there are also whole new frameworks for how to teach college students that are gradually changing the profession. Some of these new developments include: the shift from a focus on teaching to a focus on facilitating student learning; the connected emergence of outcomes-based assessment; our increased understanding of the dynamics involved in student learning; the writing across the curriculum and writing in the disciplines movement; our awareness of cultural differences and how they affect the college classroom; and the influence of instructional technologies, especially the Internet, on creating new classroom environments.

This semester, the CTL is offering a forum to discuss these new developments based on key readings that describe those developments particularly well. We would like to invite you to join us for these discussions. To offer more access for everybody, each of the six readings will be discussed twice (see the dates under each of the reading abstracts). Copies of the readings are available in a *NEIUpport* group that is open to all faculty (Log onto NEIUpport – click on “groups” – click on “Groups Index” – click on “Faculty/Academic De.” – click on “*College Teaching Readings*” and open the appropriate file).

The discussion format is informal. We will provide a few guiding questions but otherwise leave it to those who attend to determine the direction. This is an easy way to gain some scholarly insight into important developments in college teaching and at the same time enjoy the company and exchange with colleagues from across the campus. Our meetings are at the Center for Teaching and Learning, Room 310, and will alternate between **Wednesdays from 1-2:15** and **Thursdays from 2:45-4pm**.

The Reading List:

From Teaching to Learning: A New Paradigm for Undergraduate Education

By Robert B. Barr & John Tagg. Change, Nov./Dec. 1995

This is one of the most widely cited articles on college teaching in the last decade. The authors compare the old and the new paradigms for undergraduate education: the “Instruction Paradigm” and the “Learning Paradigm” along the following dimensions: The college’s mission and purposes; what it sees as criteria for success; what its teaching/learning structures are; its underlying learning theory; how it measures its productivity; and what roles faculty, students, and staff play in it.

This article is also available on the Internet at: <http://ilte.ius.edu/pdf/BarrTagg.pdf>

Meets: Wed, Jan. 28 and Thu, Feb. 5

Motivating Students to Learn

By Marilla D. Svinicki. Anker, 2004

Great teachers are often said to be those who can motivate their students to do their best work. We all have our ideas and experiences of what motivates people and particularly our students. Svinicki, an associate professor of educational psychology and the editor in chief of *New Directions for Teaching and Learning*, describes the relevant theories of motivation and what they can contribute to teaching. She then outlines seven strategies for enhancing student motivation in higher education.

Meets: Wed, Feb. 11 and Thu, Feb. 19

Blended Learning Systems: Definition, Current Trends, and Future Directions

By Charles R. Graham. Pfeiffer, 2006

While few faculty at NEIU have so far become involved with the development of hybrid (or “blended”) courses, an increasing number of experts is convinced that “in the long run, almost all courses offered in higher education will be blended.” (Ross & Gage). Graham’s article is the opening chapter of Bonk & Graham’s *Handbook of Blended Learning*. Graham describes the recent emergence of blended learning (i.e. the mixture of face-to-face and computer-mediated learning) and what the current trends and issues are in blended learning. He describes four different models and outlines directions for the future.

Meets: Wed, Feb. 25 and Thu, Mar. 5

How Writing is Related to Critical Thinking

John C. Bean, 1996

Bean’s book *Engaging Ideas* is a classic whose importance goes far beyond writing instruction. Like few others, he has demonstrated how writing, thinking, learning, and problem-solving are so closely related to each other that effective teaching cannot do one without doing the others as well. Chapter two in Bean’s book shows how immature student essay structures can be explained with widely accepted learning theories. It then goes on to explain the implications of these theories for teachers and ends with suggestions for teaching thinking through teaching students how to revise the drafts of their papers.

Meets: Wed, Mar. 11 and Thu, Mar. 19

What a Course Will Look Like After Multicultural Change

By Margie K. Kitano. Allyn & Bacon, 1997.

This is still one of the best pieces on teaching for diversity. The author describes a model on what it might mean to open a course up to multicultural perspectives. The underlying assumption is that such change typically will be gradual and has to consider the instructor’s and the students’ comfort levels. Consequently the model lays out three levels of change and then describes four instructional components that will be affected: content, instructional strategies, assessment of student knowledge, and classroom dynamics.

Meets: Wed, Apr. 1 and Thu, Apr. 9

Educative Assessment: A Vision

By Grant Wiggins. Jossey-Bass, 1998

This is the first chapter in one of the best books on assessment (of the same title). Wiggins defines “educative assessment” as assessment (1) deliberately designed to teach (not just measure) by revealing to students what the work of professionals in the field looks like, and (2) providing rich and useful feedback to both students and their instructors. The most important types of assessment use therefore “authentic performance tasks.”

Meets: Wed, Apr. 15 and Thu, Apr. 23