



New Fellows: Academic Year 2000-2001

Listed below are the names, programs and research interests of the Faculty Fellows named for next year.

- **Alan Arcuri**, Fellow: Professor of Political Science (SOBL) – Student Centered Teaching
- **Gordon Gruguric**, Fellow: Assistant Professor of Marine Science, (NAMS) Developing methods and Approaches for Quantitative Reasoning and Analysis.
- **Kenneth Harrison**, Fellow: Professor of Economics (SOBL), Efficiency in College Teaching
- **Matthew Landau**, Fellow: Professor of Marine Sciences (NAMS), Extended Field Trips
- **Franklin O. Smith**, Fellow: Professor of Sociology (SOBL), The Role of Controversy in Promoting Critical Thinking and Scientific Analysis.
- **Mary Ann Trail**, Associate Fellow: Assistant Professor in the Library, The Design of Web Pages to Teach Library Resources and the Evaluation of the Effectiveness of the Pages.
- **Stephen Kubricki**, Returning Fellow: Assistant Professor of Computer Science (PROS), Diagnostic Feedback to Facilitate Learning:
- **Lyn Mathis**, New Faculty Liaison: (PROS)

ISCT Volunteers

The Following Faculty have generously volunteered to present one workshop:

Ellen Clay, Associate Professor of Developmental Mathematics (GENS), *Continuous Quality Improvement in the Classroom*

Pamela Cross, Coordinator of the Skills Center Writing Lab (GENS), *Writing to Learn, Learning to Write*

Mary Lou Galantino, Associate Professor of Physical Therapy (PROS), *Using Cases to Teach Content and Process*

Tim Haresign, Associate Professor of Biology (NAMS) *Using Problem Based Learning in Biology Class*

Liz Ince, Instructor in Psychology (SOBL), *Cognitive Science and Teaching*

Elaine Ingulli, Professor of Business Law (PROS), *The Case Method of Teaching - Notes from the Field*

Linda Nelson, Associate Professor of Writing (GENS), *The Whole Student: Language and Cultural Identity in the College Classroom*

William C. Lubenow, Professor of History (ARHU), *Metacognition, Motivation, and Understanding – Classroom Perspectives*

Wendel White, Associate Professor of Art (ARHU), *Instructional Technology and Teaching*

Keith Williams, Associate Professor of Psychology (SOBL), *Authentic Tasks to Facilitate Learning*

Charlie Wu, Associate Professor of Mathematics (NAMS) ■

Elizabeth Paul Presented at Stockton

Elizabeth Paul, PhD, Associate Professor of Psychology at The College of New Jersey accepted an invitation to speak at Stockton, and on April 12th presented the paper “The Complete Student: Implications of a Three-dimensional View of Students for College Teaching”

Dr. Elizabeth Paul, presented her research to a group of Institute participants and to faculty college-wide. Her essay began with the identification of a problematic tendency among educators to focus on only limited knowledge of the students they are attempting to teach. The writer suggested that typically we ignore dimensions of the students, aside from cognitive skills, which impact significantly on their classroom performance. In contrast, a “three-dimensional view” of the student considers the influence of sociocultural context and generational identity, which they bring to the classroom, along with their classroom lived experience as aspects of the learner we find before us. A teacher’s acknowledgement of these other two dimensions of the students allows for a more complex analysis of a student’s resistance to learning. A multi-dimensional approach would allow us to recognize emotional, cognitive and behavioral forms of resistance. For instance, emotional resistance might manifest itself in the forms of anger and fear; a cognitive form might appear as a consistent unproductive attitude toward learning; behavioral resistance could be positive or negative, the former appearing as politeness and neat appearance of assignments, but vacuous content of work, the latter manifesting passively as absence from class, or actively, as aggression and hostility.

As teachers recognize these responses in the classroom, the author suggests that we might periodically shift our focus from the material of the course to the processes taking place, the silences, the resistance, the discomfort that we notice. “Shifting students’ attention from the content of the course to pedagogical process,” Paul argues, “can empower students to take charge of their learning environment and collectively and individually define learning goals.” (11)

One of the most significant challenges of this work, as emphasized by the author, is its ability to enlarge our awareness of and commitment to making higher education more equitable to all students. Examined in the context of a discourse of multiculturalism, this three dimensional view of students challenges us as educators to recognize and respond to the reality that students come to us with varying degrees of feelings of entitlement and varying capacities to “make themselves visible and to be heard.” *Copies of this essay, in its entirety, will be published in the Fall issue of the RSCT.* ■

The Lilly Conference

April 7 to 9, a number of Stockton faculty attended the Lilly Conference on College and University Teaching at Towson University in Maryland. As institutional co-sponsors, we also presented a wide-range of workshops, two of which are described below:

A number of Stockton faculty participated in the workshop entitled, "Students' Incorrect Answers: A Diagnostic Tool." They were Sonia Gonsalves, Elizabeth Ince, Stephen Kubricki and Lynn Mathis. Note the following elaboration: Reflecting on the incorrect answers of students can serve to improve faculty teaching as well as student learning. A panel of Stockton faculty provided Lilly Conference participants with ten possible reasons for students' incorrect answers. Presenters used specific discipline-based examples and suggested corrective actions. Copies of the conference material are available in the ISCT Office.

In addition, Alan Arcuri, Linda Smith, Lyn Mathis and Bill Miley, Chair, presented a panel entitled, "Teaching Strategies Perceived Effective by New and Seasoned Faculty." Linda showed how designing a plant (or an item or subject appropriate to your discipline) from group discussion as a method of thinking about material in a discipline can foster strong participation, (and it did!). Lyn discussed the differences between cooperative and collaborative learning. Our early experiences tend to be "cooperative" with clear lines of authority, while "collaborative" learning assumes more knowledge and negotiation skills on the part of students. Alan discussed the need to receive feedback about teaching, and how it is easy for seasoned faculty to slip into comfortable teaching behaviors without periodic reflection on their effectiveness. Bill discussed some of the purposes and the philosophy of our newly formed Institute on Teaching. The audience then suggested teaching strategies, four of which are mentioned below:

1. Teacher Behavior Inventory. Give an inventory of what may be important to you in the course. One inventory is the Murray Behavioral Inventory. Use the inventory at the beginning and at the end.
2. Draw analogies or similarities to a particularly difficult concept to make it more meaningful.
3. Send a welcome letter to students in the class along with a detailed syllabus. Discuss why the instructor is doing what s/he is doing in the class.
4. Cancel formal class meeting times to have individual office consultations with each student during the first few days of the term. ■

Teaching Tip2

A Teaching Tip from Yitzhak Sharon, Prof of Physics...

✓ It is a good idea to vary the pace and activities in your class, for this helps to keep the students' interest. For example, you can lecture, write on the blackboard, do demonstrations, show a video clip, have the students study a handout or work out a problem in their seats, or

do collaborative work in groups, etc. As you speak to your class, try to move around the room, too! If many of your students are not keeping eye contact with you, do something a little differently!

A Teaching Tip from William Miley, Prof of Psychology...

✓ Two techniques that I have found effective and time efficient in classes are the one-minute paper and the one minute pause. Consider the times when you have had an idea on how to resp[ond to a question after the time to answer has passed. I have found allowing students to write down comments on a question or to think about it (or ask their nearby peers) for one minute improved the quality and quantity of answers in class. I also do not feel as guilty about calling on several people randomly of they have had a chance to think about a question. Sometimes I collect the one-minute papers and provide a series of checks to show the students that I have read the paper (e.g., one check, OK; two checks, Good; etc.). Try these techniques, and I would appreciate it if you would e-mail me your impressions. ■

QUAD Conference / * Call for Proposals *

On August 25, 2000, The Institute for the Study of College Teaching and Stockton's Quad Program will be sponsoring The Third Regional Quantitative Reasoning across the Disciplines conference here at Stockton. This year's conference will be entitled, "Transforming the College Curriculum with Quantitative Reasoning." The conference director, Professor John Quinn, has written, "The primary purpose of this year's program is to foster the integration of quantitative reasoning into other academic fields. We invite proposals for presentations and workshops from both individuals and institutional teams consisting of faculty members, administrators and/or students. We wish to showcase proposals related to a variety of disciplines, for example, Arts, Business, Criminal Justice, Economics, and History."

General Announcements

◆ The Institute has on its shelves in Room F 218 an impressive array of books and journals in pedagogy. Aside from widely read authors such as Piaget, Vygotsky and Friere, there are recent works such as The Course Syllabus by Judith Grunert, 1997, Ankar Publishing Co. and Dancing with the Devil: Information Technology and the New Competition in Higher Education, 1999, Richard Katz and Associates.

◆ The Institute has state-of-the art computer technologies, in room F211, where faculty may make their own Compact Discs, process photos, copy VHS tapes, as well as perform the range of computing operations.

◆ Spring 2001 Institute workshops will be open to all faculty, not just Fellows and New Faculty Workshop participants. ■



Compiled by Linda Williamson Nelson