

communicating for **LEARNERS**

FALL
No. 1

The Center for Teaching, Learning, and Technology
Fall Semester 2007

Support Your Local Teaching Center

We credit James Lang, writer for *The Chronicle of Higher Education*, *Chronicle Careers*, for the title of this cover article. On July 27, Lang offered his "Support Your Local Teaching Center" article that urged educators to seek out and collaborate with their university teaching centers.

As the Fall Semester 2007 begins, the Center is planning activities and discussions; like Lang we encourage you to join us. The BGSU community is based on our practice of core values and our dedication to achievement of student learning outcomes. As faculty, staff, and students, we as critical and constructive thinkers, examine what we do and the contexts in which we do it in order to communicate skillfully and engage each other in action, learning, and growth.

The Center is fortunate not only to be part of that exciting engagement process but also to have collaborators who are willing to share their time and expertise. Join us for discussions and workshops in partnership with the following areas:

Universities Libraries invites you to discuss the challenges regarding copyright and use and "what you can use when." The Center and the Libraries are also sponsoring a discussion about new models of publishing; how can we create an improved scholarly communication system that addresses ownership, capture, distribution, and preservation of the intellectual output of BGSU community members?

The **Office of Service-Learning** challenges you to learn about creating powerful learning environments that engage students in meaningful community-based experiences and also explore potential partnerships to create new knowledge, new learning, and new possibilities for research, collaboration, and civic engagement.

The **Office of the Vice Provost** for Academic Services and

The Advising Network invite you to attend Advising as Teaching workshops and explore uniting the teaching and advising processes. How is advising transformed when approached as a teaching activity? What teaching tools and strategies apply to the advising process? Learn how to more effectively manage communications with your advisees; identify student and advising resources on campus; access and use advising technology tools to access your advisees' academic information; and understand BGSU academic policies and practices to better explain them to your advisees.

BG Perspective asks that you take advantage of L. Dee Fink's keynote address, "The Joy and Responsibility of Teaching Well," from our 2007 Teaching-Learning Fair by viewing it on the digital video streaming server. Watch the presentation and then attend a discussion that will examine the application of Fink's taxonomy of significant learning to our teaching-learning practices.

The Center staff delivers workshops about technologies so you may determine if they are appropriate for your audience and your message. Learn about Web 2.0 applications that allow collaboration among peers, instant sharing of resources, and access to information from any Internet browser. We also provide workshops on other Web 2.0 tools, such as the use of podcasting, blogs, and wikis.

New at the Center this fall is a workshop focusing on questions and learning. Asking the right questions for student learning is a continual process, beginning with planning your course, assessing each concept or skill, and culminating with reflection on the entire process. In the Questions & Learning: The Dynamic Duo workshop you will discuss questions and methods used throughout this cycle, while also providing opportunities to assess, reflect, and plan your own strategies for student success.

Support our Center for Teaching, Learning, and Technology
and engage in learning about pedagogies, teaching strategies, student advising,
community outreach, scholarly communication, and new technologies.



visionary STATUS

Lawrence Lessig is a Professor of Law at Stanford Law School. He teaches and writes in the areas of constitutional law, contracts, laws of cyberspace, and intellectual-property law. He is also the founder of the Stanford Center for Internet and Society and author of several books. However, he has earned his visionary status through the creation of the Creative Commons.

Creative Commons is an organization that uses private rights to create public goods. The organization specializes in flexible copyright in order to ensure that creative works are free for certain users. Creative Commons developed a Web application that helps people dedicate their creative works to the public domain or retain their copyright while licensing them as free for certain users. Creative Commons licenses are not extended to software, but are intended for creative works: websites, scholarship, music, film, photography, literature, courseware, etc.

Creative Commons has given academics and the general public the tools they need to access and use previously published materials. It is for this reason that Lawrence Lessig has earned our title of visionary.

To learn more about the Creative Commons, please visit <http://creativecommons.org/>

Scholarly Teaching: The Perpetual Journey

Let's begin with a short quiz: Which of the following is an example of scholarly teaching?

- a) reading articles on effective teaching strategies
- b) redesigning a syllabus based on student suggested and self-determined improvements from last semester
- c) discussing a proposed student research assignment with department faculty who do a similar assignment
- d) all of the above

Skilled test-takers and skilled teacher-scholars realize that all of the choices describe qualities of scholarly teaching because improving student learning is the perpetual, primary objective. A key part of this journey is the importance of what Lee S. Shulman, President of the Carnegie Foundation for the Advancement of Teaching, describes as the importance of "teacher learning" or teachers as learners. Our content and pedagogical learning must continue beyond the boundaries of our formalized education path and extend in new, sometimes uncharted, directions.

John Cotton Dana, founder of the modern-day public library, explains in his statement that teaching is the never-ending quest to be better at your chosen profession, "He who dares to teach must never cease to learn." In many cases, like our students, we learn best by doing—by teaching.

Teacher-scholar Maryellen Weimer talks about the value of learning from the wisdom of practice where faculty learn how to teach through the process of teaching. During this journey, we learn from experiences in the classroom, interactions and discussions with colleagues and students, presenting at and attending conferences, and reading or publishing articles. All of these practices define the interdependent pieces of our perpetual journey toward better teaching—where each new experience adds to the collective knowledge of what it means to be a scholarly teacher.

In terms of being scholarly teachers, we offer our own interpretations and intonations, but all focus on improving student learning. Rather than a concrete "black or white" definition or criteria, scholarly teaching involves a continuum that may relate to our research or



The Hot Five

The Center presents its top five list of our hottest online resources.

1

Teaching & Learning
gallery.carnegie
foundation.org/

Higher education
faculty investigate
teaching using the
scholarly process

2

ZOHO
zoho.com

Suite of programs
offering many tools,
including a word
processor, slide pre-
senter, wiki builder,
and more

3

Good Search
goodsearch.com

Search engine where
each search makes
a small donation to
a selected charity,
school, or non-profit
organization

4

Future Faculty
preparing-faculty.org/
PFFWeb.Resources.htm

Resources for doc-
toral and masters
students aspiring to
become higher edu-
cation faculty

5

Jott
jott.com

Message service that
sends a transcribed
email and audio link
of a voicemail mes-
sage sent from any
phone

service agendas, personal interests, past experiences, or a combination of all of these areas.

Scholarly teaching can be demonstrated by any combination of these actions:

- Thinking about the teaching and learning process and making changes as necessary for improvement
- Researching other teachers' experiences and reflections through reading scholarly and trade journals, attending conferences, workshops or learning communities
- Disseminating and discussing your successes, challenges, and questions with others
- Involving student learners and their reflections on their learning process
- Creating an environment for engaged learning
- Gathering data about your teaching (action research) and analyzing it with a focus on improving student learning
- Publishing your experiences, data, and analyses of your teaching practice

For more information on scholarly teaching and the scholarship of teaching and learning:

The wisdom of practice by Lee S. Shulman, edited by Suzanne M. Wilson (2004). San Francisco: Jossey-Bass.

Scholarship revisited: Perspectives on the scholarship of teaching; New Directions for Teaching and Learning, no. 86, edited by Caroline Kreber (2001).

Lilly Conference on College and University Teaching North (Traverse City, MI), October 4-7, and *Lilly International* (Miami University, Oxford, OH), November 15-18. In early 2008, there are three other regional events. Visit: <http://www.lillyconferences.org/>

Attend or present at the 2nd Annual BGSU Teaching and Learning Fair, March 14, 2008.

Did you know?

You have online access to New Directions for Teaching and Learning through OhioLink's Electronic Journal Center.

According to its publisher Jossey-Bass, this journal "continues to offer a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and on the latest findings of educational and psychological researchers."

In the Summer 2007 issue, ten women of color came together to begin the process of articulating the academic experiences of female professors of color. Spring 2007 discusses the theoretical framework of student self-authorship and its link to addressing learning outcomes.

Look for a complete listing of this journal's issues by going to journals.ohiolink.edu, selecting Journals By Title: "N" then "New - Nz."

scheduled discussions

To register for one or more of our discussions and workshops, contact the Center at clt@bgsu.edu or 419.372.6898

University Libraries

The University Library Discussions will be held in the Pallister Conference room in the Jerome library.

Challenges Regarding Copyright and Use

Tuesday, October 2, 11:30am–1:00pm

Emerging technologies require careful decision-making. Join this discussion to better understand "what you can use when."

Publishing in Transition

Monday, November 5, 11:30am–1:00pm

New models of publishing can extend the options for disseminating work and preserve the stages of scholarly research. Join this discussion and share your ideas.

Service-Learning

These discussion-based programs feature faculty talking about their service-learning courses and experiences working with all aspects of service-learning and civic engagement.

Experiential, Transformational Learning Trips:

Or two old (wise) guys take students on trips to places they might never go to on their own

Thursday, September 6, 1:00pm–2:00pm

Report on the 2007 National gathering of Service-Learning: The CSUMB Workshop Experience

Wednesday, October 17, 9:45am–10:45am

Service-Learning for the Introductory Experience: Field Experience in EDHD 201

Friday, October 26, 11:00am–12:00pm

BG Perspective

Discussion of L. Dee Fink's "The Joy and Responsibility of Teaching Well"

Tuesday, October 23, 9:00am–10:15am

For this workshop, you will watch Fink's presentation on the Digital Video Streaming Server and then examine the application of Fink's taxonomy of significant learning to your teaching-learning practice.

scheduled workshops

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Questions & Learning: The Dynamic Duo
Thursday, November 8, 11:30am–12:45pm

Blogs & Wikis for Learning

Get your students talking about their latest assignments and group projects with online discussion areas geared for enhancing students' learning outcomes. As a teacher, you can ask questions via blogs and/or wikis to get your students to think and post their thoughts.

Introduction to Blogs and Wikis
Friday, September 14, 11:00am–12:30pm

Advanced Blogs
Friday, October 5, 9:00am–10:30am

Advanced Wikis
Friday, October 5, 10:30am–12:00pm

Advising as Teaching

The following workshops are available at the Center through collaboration with the Vice Provost of Academic Services and The Advising Network. Consider attending and learning about what teaching tools and strategies apply to the advising process.

The Junior Audit (A&S advisors only)
Monday, September 17, 3:00pm–4:00pm

Academic Policies
Wednesday, September 19,
10:00am–11:00am
Tuesday, September 25, 2:30pm–3:30pm

Campus Resources
Thursday, September 20, 11:00am–12:00pm

Advising and Assisting Distressed Students
Wednesday, September 26,
3:00pm–4:30pm
Thursday, October 18, 2:30pm–4:00pm

Effectively Organizing Your Caseload
Tuesday, October 2, 3:00pm–4:00pm

Advising in Selective Majors
Tuesday, October 9, 2:00pm–3:00pm

Technology Tools for Advising
Wednesday, October 10, 2:00pm–3:00pm

Tools Workshops

Introduction to Web 2.0: Applications That Run in Your Internet Browser

Wednesday, September 19, 1:00pm–2:00pm
Monday, October 1, 11:30am–12:30pm

Advanced Web 2.0: Online Office Alternatives
Wednesday, October 24, 9:30am–10:30am

Advanced Web 2.0: Tools and Multimedia
Wednesday, November 19, 10:30am–11:30am

Snap is "The Buzz"
Session 1: Friday, September 14, 1:30–4:30pm
Session 2: Friday, September 21, 1:30–3:30pm
Session 1: Friday, October 12, 1:30–4:30pm
Session 2: Friday, October 26, 1:30–3:30pm

Film to Finish
Thursday, September 20, 1:30pm–3:15pm
Thursday, October 18, 10:00am–11:45am
Thursday, November 1, 10:30am–12:15pm
Thursday, November 29, 1:30pm–3:15pm

PDFs in the Classroom
Thursday, September 13, 9:00am–10:00am
Friday, September 28, 11:30am–12:30pm
Tuesday, October 23, 11:00am–12:00pm

Audio Files with Audacity
Monday, September 10, 11:30am–12:30pm
Wednesday, September 26, 9:00am–10:00am
Friday, October 12, 3:00pm–4:00pm
Monday, October 29, 12:00pm–1:00pm
Wednesday, November 14, 9:00am–10:00am

Extending the Classroom Experience with Podcasting
Wednesday, September 12, 9:00am–10:00am
Friday, September 28, 10:00am–11:00am
Monday, October 15, 3:00pm–4:00pm
Wednesday, October 31, 12:00pm–1:00pm
Friday, November 16, 9:00am–10:00am

Document Security
Tuesday, September 18, 1:30pm–2:15pm
Thursday, October 11, 9:00am–9:45am
Friday, October 26, 9:00am–9:45am
Thursday, November 8, 9:00am–9:45am
Tuesday, November 20, 1:30pm–2:15pm

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