



izard

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laser insights, zany alternatives and riveting dialogue on teaching and learning

The Teaching Effectiveness Program Celebrates its Tenth Year!

Susan Lesyk, Director, Academic Learning Services

Ten years ago this fall new faculty gathered, as they do every year, to be introduced to campus resources. Late in the orientation session, a new faculty member remarked, "there seems to be a lot here to support our research, but what exists to help us with our teaching?" Others joined the discussion, expressing concern about what was, at least for some, an altogether new venture.

"The only teaching experience I have was in leading a small discussion group when I was a TA in graduate school. Now I'm responsible for teaching a class of 150 students. Is there someone I could talk to

about this?" asked a new faculty member who was clearly anxious about being a novice in the classroom.

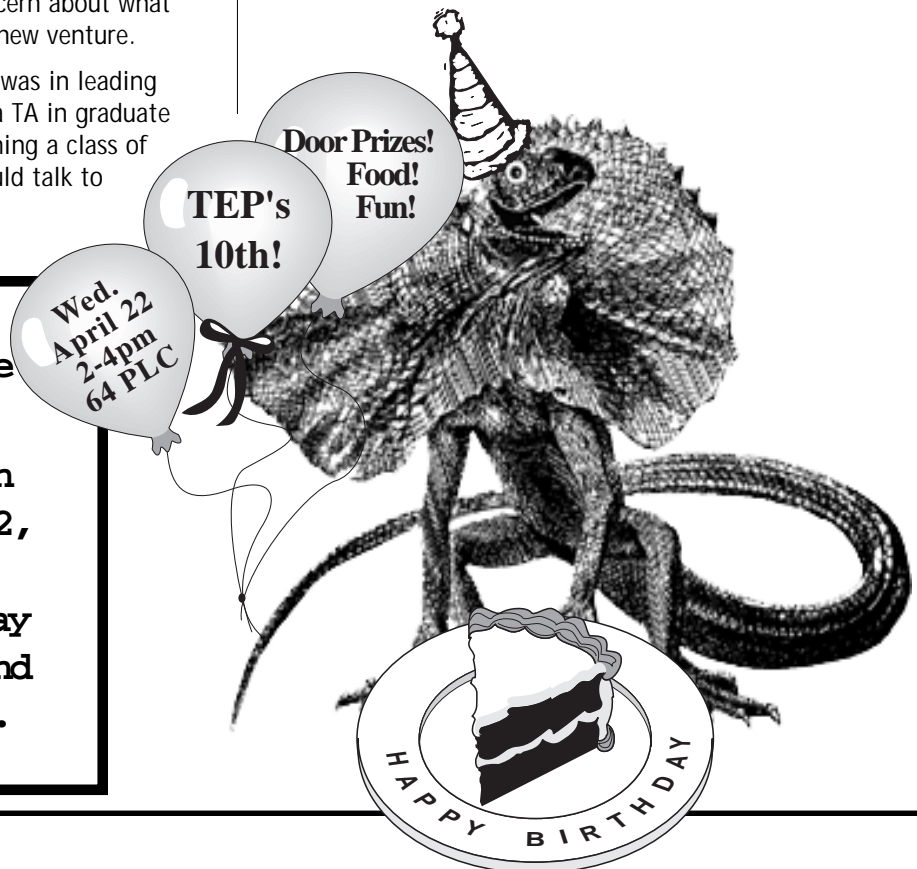
"I'm coming from a university where faculty could be videotaped and then watch themselves teach. The experience was extremely helpful for me. How do I arrange for videotaping on this campus?" another faculty member in the group wanted to know.

"Does the university have a recommended reading list for new teachers?" another inquired. "I'd like to subscribe to a publication that would keep me up-to-date on teaching topics in higher education and then occasionally get together with other faculty members to discuss the issues."

Clearly this was a group eager to talk about teaching concerns and to learn more about techniques that would help them in the classroom. Clearly, too, this group highlighted a serious void within the institution. Like most

Help TEP celebrate its 10th birthday!

Come to 64 PLC on Wednesday, April 22, 2pm to 4pm, for schmoozin', birthday cake, door prizes and general merriment.



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major research universities a decade ago the UO had numerous resources to assist faculty with their research but lacked parallel support to help faculty with their teaching responsibilities.

The conversation that day planted the seeds for what has grown to be a well-established faculty development program that offers university teachers the support and resources those new faculty members had requested: individual consultations, videotaping of classes, and literature on teaching. Over the years the Teaching Effectiveness Program (TEP) has expanded to provide a number of additional activities and services, such as maintaining a video library, offering classroom visitations; administering the Midterm Analysis of Teaching; providing classes for GTFs and beginning teachers; publishing a newsletter; and sponsoring workshops, panels, seminars, and presentations on a myriad of subjects related to college teaching.

In more recent years and in a range of formats—from intense summer short courses to individual office house calls—faculty members have relied on TEP to help them integrate instructional technology in their teaching. Today, TEP's listserv has 1600 subscribers, while its website, which conveniently provides faculty development information and services online, routinely gets rave reviews from individuals accessing it from other institutions around the world.

Over the years the program has hosted individuals from other institutions who have been nationally recognized for their particular pedagogical expertise. MaryEllen Weimer Gleason, Uri Treisman, John Boehrer, Casey Green, Vincent Tinto, Jeanette Norden, Jean MacGregor, Betty Schmitz, Larry Michaelsen, and Steve Gilbert have shared their knowledge and experiences to offer this campus fresh ideas and lead us in local discussions regarding the national issues currently facing institutions of higher education.

Although in some ways the program has obviously come far from the humble beginnings of a video camera and a volunteer, in large part the Teaching Effectiveness Program remains a reflection of its heritage: it is a program that relies on a lot of input, participation and leadership from our own faculty. TEP has been fortunate to have had the generous and ongoing contributions of our exceptionally talented faculty to help plan and implement its programming; our faculty consistently step forward to share with colleagues their own teaching experiences—successes as well as experiments that didn't turn work as well as they'd hoped.

Today, ten years after TEP's birth, staff members are asked to consult with other institutions interested in setting up teaching resource programs for their campuses. This is a challenging task because a successful program is so much more than a competent staff, a good facility, and adequate resources. A successful program needs you!

So as TEP celebrates a decade on campus, I convey to all who have been such an an intregal part of the program's successful growth, my admiration and gratitude by cheering loudly, "congratulations and happy birthday to YOU!"

Ten Ways to Improve a Lecture

Lecturing is one of the most time-honored teaching methods, but does it have a place in an active learning environment? It does if an instructor builds interest first, maximizes understanding and retention, involves students during the lecture, and reinforces what's been presented. Here's several options to do just that.

Building Interest

1. **Use a Hook:** Provide a relevant anecdote, story, cartoon, or graphic that captures the students attention and emphasizes what you are about to teach.
2. **Initial Case Problem:** Present a problem around which the lecture will be structured.
3. **Pose a Question:** Ask students a question (even if they have little prior knowledge) regarding the topic of the day's lecture and have them write down their first thoughts for an answer. Revisit the question toward the end of the lecture and let them see if their original thinking has changed as a result of the material you have presented. This can provide good motivation to listen more attentively to the lecture.

Maximizing Understanding and Retention

4. **Headlines:** Reduce the major points in the lecture to key words which act as verbal subheadings or memory aids. Once or twice during your presentation, refer back to these key words and do a mini-review to reinforce those major points.

Learner-Centered Learning

A primary topic of discussion for one of the UO Process for Change Solution Teams was "How can the UO transform its educational programs to be more 'learning-centered.'"

To understand better what is meant by "learner-centered," consider this explanation taken from *A Learning-Centered Approach to Education Using Hypermedia and the Internet* by Ramu Kannan, Dept of Mgt. Science and Economics, Coppin State College and Alberto M. Bento, Merrick School of Business, U of Baltimore.

"Education in the US is undergoing a major paradigm shift with the emphasis transferring from teaching towards learning. Learning is no longer considered as a mimetic process where knowledge is transferred or distributed to the students. It is now viewed as a transformational process whereby students acquire facts, principles, and theories as conceptual tools for reasoning and problem solving in meaningful contexts. Students expect the instructor to be a facilitator for learning rather than a transferor of knowledge from 'one vessel to another.'"

Recent studies indicate that electronically mediated classes are more learner-oriented than teacher-centered. Through the use of multimedia tools, the responsibility for learning is shifted to the student and

the instructor facilitates the learning by acting as a coach, resource guide, and companion in learning. This attitude shift makes the student more proactive rather than reactive. Studies have also shown that learning is enhanced when students have extensive interaction with each other



and with the instructor (Gomez). This requires a network of media that allows and encourages two-way communication before, during and after class."

Last February I made a trip to Santa Fe, New Mexico to spend several days at St. John's College, an integrated, four year, non-elective arts and science program based on reading and discussing the Great Books of Western Civilization—a school which certainly exemplifies one definition of a learning-centered institution. Technology—e-mail, wordprocessing and telephones—are used sparingly.

Tutorials, laboratories, and seminars requiring intense participation replace traditional lecture. The student/faculty (they are called tutors) ratio is an unbelievable 8:1.

St. John's seeks to teach young men and women how to think. The college believes that the skills of rational thought, careful analysis, logical choice, imaginative experimentation, and clear communication are the tools of human understanding. Their acquisition is the principal goal of a liberal education.

Mike Bybee, a former UO senior instructor in English, had been hired at St. John's in 1996 and his subsequent e-mails to me were full of enticements to come and see what was going on down there.

10.4.96

... Everybody is outstanding. Nobody lectures. Tutors (we don't even call ourselves "professors") ask an opening question and then rarely (and I do mean RARELY) say anything else for the rest of a two hour session! My tutor-in-arms (tutors pair up for the seminars) once asked a four word question (about the ODYSSEY) and then said nothing else the whole period!

3.10.97

"...I know that the 'plan' for the day was to answer the opening question in

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15 minutes and then move on to the REAL issue, but instead, we spent an hour and 20 minutes going through METAPHYSICS, XII, chapter 6 line by line! We had a rollicking good time doing it and we all learned a lot! And THEN we went to chapter 8 and tried to answer all the questions that chapter 6 had raised.

During those two hours, not a single member of the class consulted her or his watch to see what time it was or how soon we could leave. It was a fabulous discussion, about a very difficult part of Aristotle, concentrating on a part of the text that half the students hadn't read and the other half hadn't understood."

11.4.97

"The people at St. John's have a variety of techniques (none of them relying on technology) by which learning gets done in seminars, preceptorials, and tutorials. Imagine a math class in which the teacher never goes to the board and the students always go to the board. Imagine a biology class based on discussion. Imagine. . . ."

Well, I decided to go take a look for myself.

After three days of observations, I have to agree with Mike and the college's brochures. I have never seen students behave the way these students behaved. They came to class prepared. They discussed their readings at great length and in great depth. They worked together cooperatively. They were polite, challenging, respectful, helpful and patient with each other. The tutor intervened very little during the hour and a half discussions. Few people ever left the room except for a bathroom break.

Student texts were riddled notes. They had more questions than answers. They initiated the dialogue and kept it going. They comfortably admitted their ignorance and worked with this until things made sense before going on.

I've never been more impressed, nor have I ever been more exhausted. I observed for about 5 hours each day and also talked with students and tutors. Victoria Mora, who has been teaching at St. John's for the last six years, volunteered to do a cyberspace interview for the Lizard regarding her experience as a tutor.

Please talk a little about yourself and why you choose to become a tutor at St. John's?

I'm in my 6th year at St. John's, having come there shortly

after finishing my dissertation at Yale. As a sophomore at the University of New Mexico, I had briefly flirted with the idea of transferring to St. John's as an undergraduate. But I was headed in the direction of medicine at the time (though I ended up doing philosophy of the body!) and I was much too pragmatic to shift gears and head for a school that would not accept transfer credits! Still, the idea of a place centered on reading books and discussing them in a seminar setting seemed most appealing. By the time I finished my graduate education, I realized that I was ready to begin my education again. Being a tutor at the College makes that possible, without the worry of student loans in the long haul!

How do tutors prepare new students to work so cooperatively?

We do not "prepare" students to work cooperatively. Because of the traditions at the College, which are very well-established and known in all of their idiosyncrasies to the students before they ever decide to make a commitment to four years here, students come prepared to work cooperatively. Guiding them toward a full experience of what that means is quite another matter. It happens gradually, in the thick of the work, in the course of four years.

What does St. John's NOT do so well in terms of educating students? Where does the college want to improve?

We certainly do not turn out specialists, but I'm not sure I worry very much about this at the undergraduate level. Of more serious concern to me is that we don't always succeed in helping students to move from analysis of the ideas they encounter to synthesis and criticism. This may have something to do with the fluidity of the conversational approach. We move too quickly, sometimes much too quickly, to give them adequate time to reflect and respond. But then the life of the mind isn't meant to come to fruition in four years, is it?

What does "teaching" mean in a cooperative context?

I take it that in a cooperative context, "teaching" cannot mean what it most obviously, or at least traditionally, means: namely, a process in which the teacher, as a possessor of something, gives that something to the student, who precisely does not possess that something prior to the process. An effort is not really cooperative if the giver and the taker remain constant; rather, give and

take is what is called for. This seems to me the clue to what teaching becomes in a cooperative setting: teaching is the informed awareness and orchestration of the give and take that transpires within a given community of learners. It is a kind of mediational principle that goes between the subject matter and the student, the student and her or his own ideas, one student and another student, and the ideas of each of the various students. As such, teaching is as much a function of listening and reworking as it is of giving.

How does one balance demands for expertise/information acquisition against the emphasis on open exploration?

If learning is the goal, two things seem to me to be crucial in a classroom exchange. One is the encounter with a body of knowledge, and the other is a firsthand experience with the kind of thinking process that makes such a body of knowledge possible. I take it that one is not possible without the other, and yet coordinating the two is no easy task. Striking a balance between them is even more difficult. In my experience, the resolution of this difficulty lies in the power of the directed question—“directed,” not in the sense that the question is framed with a specific answer in mind, so that the teacher is in the position of waiting for the student to give “the right answer,” but “directed” in the sense that it addresses the body of knowledge in such a way that the structure, the logic, the beauty of that body of knowledge becomes thematic for the student as a problem to be unraveled and perhaps even mastered and then evaluated. It is when something

becomes problematic that it becomes accessible; and something is accessed only when thinking is taking place. Expertise and exploration are the fruits of this dialectical interplay between accessibility and accessing.

What does it mean to say that the text is the teacher, with the tutor as guide?

Authority in the classroom is usually founded on expertise with a given body of knowledge. But this presupposes the model of teaching as “giving” to those who are precisely not authorities. What if “authority” in the classroom were not founded on such expertise, but rather on expertise in approaching a given body of knowledge? In knowing which questions to ask of that body of knowledge as a way of accessing it? In knowing when the crucial elements have emerged and when the ancillary? In knowing when to push on and when to remain? On this model, authority is a badge belonging to the teacher, but only in the teacher’s capacity as learner. The text has become the “teacher” in the traditional sense of offering up some kind of body of knowledge, while the flesh and blood teacher at the head of the table has become the guide to accessing that knowledge. The lovely thing about this model is that the students are faced with a firsthand example of what it might mean for them to become their own authorities—that is, their own guides!

Undergraduate Research

What better way to promote “learner-centered” learning than to involve undergraduates in research. This form of experiential learning gives students an opportunity to understand both the bigger picture of the goals of a research project and the day-to-day process of information gathering and analysis which often leads to new knowledge in a field.

These comments come from students who participated in research conducted in the Cognitive Dissociation lab under the supervision of GTF Anne de Prince. Concluding this article is the research contract that Jennifer Freyd, uses for the undergraduates in her Dynamics Lab.

Experiences as a Research Assistant

Andrea Watson

“I especially liked the hands-on nature of running participants through the experiment, questionnaire, and debriefing.

Although data entry was sometimes tedious, it furthers my knowledge of the mechanics and details of conducting research and analyzing data. I realized that data can be highly personal and not merely numbers or words on a page.

...I greatly enjoyed working on the research team with the other research assistants. Weekly meetings with Anne and the other research assistants were highly beneficial as they provided

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opportunities for feedback, as well as greater depth of information about the study and the implications of the research."

Dan Strieff

"In ten short weeks, I found that I had not only increased my proficiency in completing the tasks assigned to me, I had also developed a greater appreciation of the work involved in any research project. Perhaps most importantly, I found that I really enjoyed being part of a team working toward a common goal.

...we were well trained on the proper protocol for running subjects in this experiment. This consisted of evaluating the participants' responses on three activities on the computer and instructing the participants on how to fill out a questionnaire. This was not nearly so tedious as it may sound. Each participant reacted differently to the tasks and made each day different and challenging in its own way. "

Melissa Glavan

"I feel that running subjects through the experiment on selective attention, directed forgetting, measurements of memory, and the relationship with dissociative experiences, anxiety, and trauma was the most exciting and interesting part of my research assistant experience. I really enjoy interacting with the subjects and witnessing the actual data formation that contributes to the overall process of determining the conclusions in the research study."



Requirements for Dynamics Lab Research Credit

In order to insure that your research experience will be educational and beneficial for you as a student, the following requirements for research credit have been established. After reading and agreeing to the following, you should use your web browser's PRINT command to print a copy of this form, sign and date it, and return to your sponsor.

1) Obtain your sponsor's approval for your planned research activities.

2) Work at least 3 hours per week on lab-related activities for each credit hour enrolled (e.g.: for 3 credits, 9 hours). Your involvement is expected to be conscientious and responsible (e.g., prompt, courteous, respectful with both department members and participants in experiments).

3) Provide assistance in research projects. This is likely to include all or some of these

activities:

-Attending laboratory meetings

-Reading written materials (journal articles, book chapters, etc.) regarding the research topic, as suggested by your graduate sponsor or Professor Freyd.

-Active involvement in running experiments

-Active involvement in collecting stimulus materials for experiments

-Active involvement in stimulus creation and modification for experiments

-Active involvement in data coding and or/analysis

4) Turn in a written paper outlining what you have learned over the course of the quarter — to be turned in no later than the Friday of dead week. The paper should be a short report to Professor Freyd (2-3 pages is fine) on your experience as an RA— what you did, what you learned, what it meant to you (in brief).

5) Keep us informed:

-Keep a record of daily lab-related activities, problems, revelations

-Exchange information regarding ongoing projects with faculty or graduate sponsor.

I understand that in order to receive credit for Research this quarter, I must fulfill the above requirements.

Name	Date
Quarter	Credit Hours
Sponsor signature	Date

Quick Hits

Gender and Student Ratings

Gender and University Teaching: A Negotiated Difference by Statham, Richardson, and Cook. The authors' research uncovered one fascinating result—"Women professors were rated more highly when they used an interactive teaching model that permitted student input; monopolizing the limelight for their own presentations received strong negative sanctions. Men professors, however, were sanctioned more consistently for receiving student input of any type, but particularly personal input; they were reinforced for occupying center stage and for giving negative feedback...." (1991:121)

Jane Miller, University of Minnesota

"The latest issue (December 1997, Vol. 37, no. 11/121, pp.997-1003) of the journal *SEX ROLES* contains a brief note on "Student and Faculty Gender in Ratings of University Teaching Quality" by Juan Fernandez and Miguel Angel Mateo. The sample was 1,304 student ratings from a university in Spain. They used an instrument that purports to measure teaching competence, and motivational and interactional skills. They found a small significant effect of student gender on ratings (female students gave more positive ratings than did male students). In addition, they found science students gave less positive ratings (followed by technical students) than social science students.

Kathleen McKinney, Illinois State

Males as the Minority in Female-Dominated Fields

"In the classroom I found, as a teacher, that males commanded more

attention from all of us. They tend to speak up both non-verbally and verbally. If a female student speaks "too long" (i.e., as long as a male would), males look bored, start reading other materials, or look like they are about to stretch out for a nap. The teacher reads this as a sign to interrupt the student and bring the topic to something more interesting. When males talk, females politely listen so the teacher doesn't know when/if he's boring everyone to death.

I'm speaking of North America when I recount this."

Marjorie MacKinnon, *The U of Hong Kong*

Better retention

"One method to encourage students to go back and study material they had not 'learned' as indicated by an exam, is to make all exams cumulative and give students the ability to gain back lost points on previous exams by answering a question on the same concept completely correct on a subsequent exam. I've been doing this for several years, and although it is time-consuming, I believe it is very productive. Students jump at the opportunity to gain back points—instead of dismissing the concepts as a lost-cause. I feel this allows me to better assess student comprehension, and (although not substantiated with research yet) allows for better retention.

Sherrie Nicol, *U of Wisconsin-Platteville*

Always ask permission

A FORMER University of Nebraska student has sued a professor for posting on the Internet a personal essay the student had written in class several years ago. The student, Rania K.Shlien, said in her complaint that

the posting, which anyone could read, had violated her copyright and caused her humiliation.

Court sides with student

A federal judge in Cleveland, Ohio has issued a temporary order reinstating a student who had been suspended because his Web site included criticisms of his band teacher, calling the teacher "an overweight middle aged man who doesn't like to get haircuts." School officials contend they have the right to discipline the student, whereas a lawyer for the ACLU argued that "the school cannot control the communication off the school grounds." (AP 19 Mar 98)

Upcoming Spring Events

Wed., April 22 - Celebrate TEP's 10th Anniversary! 2-4pm in room 64 PLC.

Wed., May 6 -Nancy Perrin and John Reuter, PSU, will present "Linking Learning Objectives, Technology and Assessment" course revision model and research findings. (3:30-5pm, Willamette 100)

Wed., May 20 - 1000 Words: The Power of Visual Communication. Join Jane Maitland-Gholsen and Robert Wenger and explore unique ways to reach the 40% of your class who are visual learners.

(Limited enrollment. 4pm-8pm, light dinner, the Walnut Room of the EMU.)

Contact gcooper@oregon

5. **Examples and Analogies:** Provide real-life illustrations of the ideas in the lecture and if possible, create a comparison between your material and the knowledge/experience the students already have.

6. **Visual Backup:** Use flip charts, transparencies, brief handouts, and demonstrations that enable students to see as well as hear what you are saying. Adding visual media refreshes students' attention and serves as a memory anchor.

Involving Students During the Lecture

7. **Spot Challenges:** Interrupt the lecture periodically and challenge students to give examples of the concepts presented thus far or answer spot quiz questions. This works best if you give students some time to think and write down their thoughts. Your response rate will increase if you let them discuss their thinking with the person next to them for a couple of minutes before asking for contributions.

8. **Ask me a question:** Instead of asking the proverbial—"Any questions?" which is invariably met with stony silence, try "Ask me a question!" and then challenge yourself to WAIT until a student steps up to the plate.



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Reinforcing the Lecture

9. **Application Problem:** Pose a problem or question for students to solve based on the information given in the lecture. This can be done in a variety of ways. Pose the problem and give students time to write a response. Collect these, shuffle them and choose a few at random as discussion starters. Keeping the responses anonymous can make this technique more comfortable for students. This exercise can also be done in small groups (2-4 students). Give groups 3 to 4 minutes to discuss the problem and some possible solutions and ask several groups to present their results to the class.

10. **Student Review:** For the last 5-7 minutes of the lecture, ask students to compare lecture notes and help each other fill in gaps or give them a self-scoring review test.

Getting Interaction in Large Classes

a) I assign short paper problems during class while I circulate. That gets me in contact with people on the aisles. It may not sound like much, but students who've had no other contact with me during the quarter have told me how much they appreciate the brief feedback ("Good start!", "Check your work right here").

b) I count office hour participation toward grades: 4 visits = 1%. That gets about a third of the class in to see either me or a TA.

c) I allow journals, sent via either e-mail or on paper, to count as a grading option. I require it in classes of under 250, but make it optional in classes of 300+.

d) I've also written a tutorial for one of the large classes I teach; I designed it to give feedback (on predictable errors) that sounds as human and personable as possible.
(Posting by Carole Hom at UC Davis)