Clicking With Large Classes

Karen Kelsky, assistant professor in anthropology, had never taught a large class before last year. She came to TEP as a new faculty member seeking help with this challenge. With her new group of 350 students, she wanted to maintain the sense of connectedness she had been able to achieve (with classes of 30 or 40 students). Tall order.

Armed with a stack of articles on lecturing and a videotape of Rick Zinbarg's large psychology lecture course incorporating active learning, Karen set out to accomplish what to many instructors who teach large lectures might seem impossible.

Some of her methods may seem unorthodox (she doesn't require students to purchase an introductory text for this beginning anthropology course). Some may feel her methods are too "touchy feely." But she connects with her students in a powerful way and succeeds in teaching them to learn about and appreciate the discipline of anthropology. She had this to say in a recent TEP interview:

You have said that you seem to "click" with these large introductory courses. What do you think are the reasons for this?

I have wondered about this because it seems counterintuitive, since most people feel that large classes are the single least gratifying and meaningful learning environment in the university. I think it is because I love the age most of the intro students are— they have left home, are exploring themselves and the world, and encountering different kinds of people for the first time. I find that students have a real hunger to learn, and that they are as dissatisfied with bland lecture formats as the faculty are. I also, for whatever personal reasons, have a great delight in and passion for pop culture and am an avid TV-watcher.

'Usually in a class of that size it is fairly easy to sink into anonymity, but Prof. Kelsky asks a lot of questions of the class, and throws topics at us for spontaneous small group discussion if she gets really excited! I'd say the main difference for me between her lectures and others I've taken is that I am actually inspired to speak up, something that I tend to avoid in large groups. It turns out it's not as scary as I thought it would be!'

-Anthro 110 Student

While I make no pretense of being "hip" or current with their precise interests (which are much too esoteric for me), students appreciate the fact that I can carry on an intelligent conversation about Seinfeld or Star Trek Next Generation. I am constantly plumbing pop culture for examples. I feel, if you are talking about "myth," why go to Borneo when you can talk about Star Trek as a modern-day version of American origin myth, and then perhaps, if you are lucky, have the effect of making students think about class and anthropology the next time they turn on TV? I can't say if this is as effective as I hope, but the students do seem to enjoy it more.
Talk about why you made the decision not to require an introductory text for your class?

Introductory textbooks are very tedious and dull, and in my view, shut down learning rather than open it up. They pack a lot of information in, but don’t really spark the mind to think creatively. What I do is lecture from textbook material, but shape it in lecture to my own interests, using lots of good, current examples and interspersing it with questions, comments, stories, discussion, etc. This also accomplishes the goal of requiring students to come to class in order to get basic information. What I use in place of the text is a “reader,” which has short excerpts of ethnographies on different themes, each about 5-10 pages long. There are two to three page introductory remarks for each section of the reader, so students still get a rudimentary coverage of vocabulary in “textbook” language, but it is only supplementary to my lecture and doesn’t replace it.

How do you successfully teach basic concepts of anthropology without requiring an introductory text?

Perhaps surprisingly, I have found that my students seem to do well getting basic concepts—to the extent that I have raised the difficulty level of the course considerably. I lecture basic textbook material, and use overheads extensively, with all of the vocabulary and most definitions clearly pre-printed, but with spaces in between to write in examples, etc. The overheads are really the key to the course (I probably use between 5 and 15 each lecture). This year the students are well-trained to write down everything as soon as I put them up there. This keeps them quiet and occupied for a certain amount of time each class, but then gives them the structure to sit back, listen and think about the lecture after they have gotten the basic ideas down. The good students will continue taking notes as the lecture develops in detail and nuance, while the average students content themselves with just the overheads. In this way, I alternate straight lecture with discussion—throwing out questions and talking back and forth with the students. I then feel justified to expect the students to master the overhead material as “minimum knowledge”; the degree to which they can incorporate independent thought or examples from class discussion represents the degree to which they approach a better than average grade.

How do you establish a “need to know” with your students to encourage them to be motivated to take the class seriously?

I make a really strong pitch the first day and week of class about why anthropology is so critical to being an informed citizen of the university, the town, country, and world. I talk about multiculturalism and discuss current things in the news, like Prop 187 or Prop 209 in California, or English-only laws, or things that people are called upon to think about and vote on that require the ability to confront “difference” in a responsible and non-judgmental manner. I also incorporate my own current reading and thinking from the start, in a way that makes them see that anthro is a lens through which people can constantly make sense of their own lives and work. I picked up a piece of new anthropological writing one day, and found one of the most beautiful, inspiring, impassioned statements about why anthropology is meaningful and important, that I had ever seen. The next day, I just brought the book into class and read the passage. The students seemed moved by it and persuaded. I make this a strong priority of the first week and then continue it throughout the term.

In addition to this reader I use two ethnographies, one for the first half, and one for the second. The first ethnography, Number Our Days, is a moving
humanistic anthropological study of a group of old Jewish people who are involved in a Jewish community center in Venice Beach California. There is a wonderful Academy-Award winning documentary that goes along with this book. I demand that the students think about this group of people and this book not just as “objects” of study, but really as human beings who are confronting aging and death, and trying to make a good life for themselves. I explicitly state that the point of anthropology is not to be “dry science,” but to think humanistically about oneself and others. I try to show the ways that I myself respond emotionally to this material and how it is relevant to my life. This makes things seem more immediate, I think.

This year when I promised them a second video based on the book, and then at the last minute replaced it with something else, there was a minor uprising, and a number of students demanded that I show the promised video because they said they were looking forward to seeing it so much. I was shocked, frankly, to discover they were so involved with the material. I rescheduled the video.

Talk to us about your use of examples and why this is important.

If the basic definitions are the cake, the examples are the icing. They make it all seem relevant. I intentionally choose examples that are NOT from distant spots (although I believe if I had more story-telling talent I could do so and make it work), but rather from today’s newspaper. I don’t tell stories from my own fieldwork, because I have trouble making them seem relevant to these mainly 18-year-old students who have never been abroad. Rather, I find “difference” closer to home. Since I did my grad school in Hawai‘i, I talk a lot about Hawaiians and the Hawaiian Sovereignty movement, tying it to Native American movements on the mainland. I do this as an example during the “language and culture” week, since the Hawaiian language and also Hawai‘i pidgin are at the center of contention between Hawaiians and whites (both languages were outlawed and are now making a comeback). Since I have the good fortune to always have several students from Hawai‘i in the class, I ask them to come to the front and read some recent works of pidgin poetry, and discuss their experiences being pidgin speakers in Hawai‘i and on the mainland. They really enjoy that. I also bring in a boom-box and play some Hawaiian nationalist rap music, showing the lyrics on overheads. This really gets peoples’ attention (I play it loud). They are shocked to discover this unpleasant aspect of American history and the rage of native groups against white people, and the fact that all this is going on right under their noses. Since everyone has this idyllic image of Hawai‘i, it is quite effective in showing them that culture is a dynamic, contested thing, which is never neutral, but always wrapped up with who has the power.

How do you manage to get a lecture hall of 300+ students to be an active learning environment?

Aside from trying to use video, poetry and literature and music whenever appropriate, I never lecture for longer than a few minutes at a time, before throwing out questions to the students. If I am talking about the similarities between religion and magic, I won’t tell them the differences, I’ll ask them what they think the differences are. Then I’ll wait while they think, and usually some hands will come up with answers. They aren’t always right, but I try very hard to make a constructive response to each. I try to write on the overhead all of the student contributions. About once a week I make the students talk to one another for about 5 minutes. If it is a lecture on ritual, I’ll tell them, there are three kinds of ritual: secular,
religious, and personal. With the people around you, write down three of each that you regularly engage in. I wander around the room talking to people and listening, and have my four GTFs do so also. Then we come back together and talk about it, with me making the lists on the overhead. There is usually lots of laughter and some “not-so-serious” responses, but I have discovered that if I stay on top of things I can usually “stretch” even the jokes to a legitimate observation about rituals in our lives. Because students know that I try to respond actively to all comments and questions, they seem to be inspired to ask more, but at the same time, to ask questions that are legitimate and thoughtful, and not silly or pointless.

**How do you deal with the problems of students coming in and out of class during the lecture, talking in the back or reading the newspaper?**

The reader I use has a wonderful essay by an anthropologist who lectures at the U of Michigan (600 students), which is called “Teleconditioning and the Postmodern Classroom.” He has lectured for 20 years now, and has observed these changes in student behavior and analyzes them as being the result of constant television-viewing at home. I won’t reiterate his arguments, which are provocative, but I assign it out of order (it is in the language section for week three), and have it read in week one. I make a big point of introducing it in class, and then give an extra credit project for students to read it and write a 1-page single-spaced, typed summary and response to it. This year I got quite a few, about 80, and while not everyone agreed with him, they all were shocked into recognition that what they have taken as common-sense behavior, is actually quite disruptive and not very flattering to anyone. Whether due to the article or not, the class this year is quite disciplined, with very little disruptive behavior. The few students who do walk in and out, I ignore.

**How do you insure that students will come to class prepared?**

My discussion sections have 5-minutes quizzes on the readings each week during the first 5 minutes. They are only 3 questions, and only worth 3 points, but missing too many or doing poorly can significantly affect their grades. The questions on the quizzes are as basic as they can be; they only test that students did indeed read the material. The GTFs have the responsibility of making up questions, because I want them varied in each section, so that students can’t forewarn one another. This has worked very well in insuring that students keep up on the reading. The other thing is that the readings are, I think, pretty interesting, because they are not from a textbook, as I mentioned. I’ve had a number of students tell me that they really enjoy readings for the class, and find themselves reading ahead. To return again to Number Our Days, several Jewish students have made a point to tell me that this book has really moved them.

**You get a lot of positive feedback from students about the course. What seems to work well for them?**

I try to be as responsive and accessible in class as possible. Also, when students raise a point that I think is important, but which I had not myself thought about, I may say, “What a great idea. I never even thought of that. Let me think about that some more.” Then I may come in the next time and say, “I was going to lecture on X, but I’ve decided to lecture on Y because that was such an important issue that that student brought up last time.” It makes students feel that they count, that they are thinking people, with things to contribute. I should point out, however, that my style seems to be one that people either love or
hate. I think some people might think it's too touchy-feely. I have had to learn to be more authoritative in the classroom, and to do less to-ing and fro-ing with students, because sometimes the pace of the class would slow waaaaay down, and I could feel a certain "discontent" in the air. A related point is, that I never under any circumstances read my notes. I glance at them, but I am always watching the students — actually looking into their eyes — to monitor their responses. When I see glazed eyes, closed eyes, irritation, annoyance, etc., I try to change tacks, shift gears, and improvise something better.

Your name was among the four most frequently repeated by international students when asked to name teachers who made them feel welcomed, valued and respected in class. Can you comment on this?

I think a lot of this has to do with the fact that most of our international students come from Asia, and I have spent a lot of time there (5 years), and also in Hawai’i (4 years), which has a strong Asian influence. Plus, my husband is Japanese. So I’ve gotten a certain “training,” in how to try not to be an overbearing white person. I am not always successful in this, but I am perpetually, almost obsessively aware, of the power relations in the classroom, and who is getting to talk and who isn’t. In Hawai’i, it was really terrible the way the white students would monopolize the conversation, leaving the foreign students or Asian-American students on the sidelines. I have a real horror of that happening and try very hard to prevent it.

I do give a spiel in the first week in my smaller, discussion-based classes that talking too much will be downgraded as much as talking too little, and that good listening counts as much as good talking in the overall participation grade. Sometimes, I have to draw a student aside after class and ask them to please restrain themselves and let others talk. But overall, I feel this is something I still need to work on.

Karen Kelsky: A GTF's Perspective
Carla Maria Guerron-Montero

I am able to view this class from several perspectives: as a student who is learning from the class, as a graduate student who is observing the students' behavior, and as a GTF who is facilitating discussion sessions and able to see firsthand what the students are learning.

As a student, I believe the class is both informative and entertaining. The information is provided in different ways, so it does not become dull or repetitive. The students learn through lectures, readings, discussions, videos, guest speakers and conversations.
They are constantly exposed to different perspectives on the same subject, so they are able to see and hear different views as well as developing their personal viewpoint. Cultural anthropology is a fascinating subject, but some of the areas are arid and complicated. I think Dr. Kelsky does a wonderful job making those complicated areas easier to grasp without leaving behind their complexities and contradictions. I think one technique that Dr. Kelsky often uses is comparisons: she compares a feature in a distant culture, language, or kinship system with American society, and in that way students can relate more easily and understand and remember concepts.

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As a GTF attending lectures, I try to be attentive to students' reactions to the material and the manner in which lecture is given. The majority of the students are engaged in the lecture, and are actively participating. Dr. Kelsky moves around the room and this is very positive. She also speaks in a friendly manner. Without talking down to students, she explains concepts using less jargon; she constantly asks for feedback and when she gets responses, she gives positive feedback to the student, even if that response was not the one she was looking for.

She makes jokes and sometimes talks about personal experiences. I think there can be a thin line between being a friendly teacher and letting students take advantage of you. But this is definitely not the case with Dr. Kelsky. She uses her youthfulness and approachability wisely, maintaining students' respect.

In my discussion sections I can see that students have learned the material very thoroughly. They understand the basic concepts and are able to draw parallels and engage in discussion. I think part of the reason for this is that the articles and books chosen allow for controversy.

I also enjoy meeting with Dr. Kelsky and the other GTFs every week. These meetings are used to find consistency in our grading and teaching and to review the quizzes we are giving. As teachers we are given freedom in terms of the teaching methodologies we want to use and how we approach our students. These dialogues help me be more organized and give me direction on how to handle issues which come up in my sections.

Special Discounts for Teachers

Flicks and Pics Video on the corner of Friendly St. and 28th will rent films to teachers for $1.00 if they are to be used in class. Films can be kept for up to two weeks. There are no late fees as long as this privilege is not abused. You must show a current UO ID card and be an instructor in order to get the discount.

Please let Flicks and Pics know that you appreciate this service so that it will continue.
**New in TEP**

"Technology Step by Step."

TEP will offer a one credit teaching seminar for faculty and graduate teaching fellows this winter called "Technology Step by Step."

The goal of Step by Step is to cover instructional technology basics strategies and pedagogies for using electronic communication and the World-Wide Web with your students in bite-size pieces.

ALS 609 is a one-credit, one-hour-per-week, pass/no-pass course, but need not be taken for credit. Classes will meet from 12-1:00pm in the Knight Library’s ITC classroom. Section 1 will meet on Wednesdays, and section 2 on Thursdays. To register, contact Michael Sweet at 346-2123 or mssweet@oregon.uoregon.edu.

**Walk and Talk**

Weather permitting, both TEP’s teaching consultants are open to “walking consultations.” Get some fresh air, moderate exercise and an interested ear for your classroom concerns and efforts to try innovations in your teaching. Some of us think more clearly when we’re walking. This approach is especially helpful for brainstorming.

Call or email gcooper@oregon, 6-2177 or mssweet@oregon, 6-2123

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**Answer groups**

For many instructors, large lecture classes remain an awkward and unwieldy way to teach. For students they continue to be intimidating and distancing. "Answer groups" may help eliminate some of the barriers to creating a less threatening and more interactive lecture/discussion learning environment.

At the beginning of the term, put students into 3 or 4 person groups which remain stable throughout the term. How these groups are formed should be considered. Forming them strategically (based on what you know about your students through early detective work—a survey, pretest, or information gathered on an index card) has the advantage of allowing you to place students together whose skills, background, gender, ethnicity and experience add a good mix of strengths and weaknesses. Random groups can work, but tend to cluster friends, international students, and shyer or less motivated students who sit towards the back of the room.

When you are ready to pose questions during the lecture to get a read on students' comprehension, address the questions to the answer groups and let them put their heads together for a couple of minutes. Then call on groups rather than individual students.

Groups can be identified in a number of ways—by number, letter or a group name.

Answer groups have several advantages:

1) Groups eliminate one of the greatest fears in large lectures—making a fool of oneself in front of a lot of people.

2) Stable groups improve their group dynamics over time. The more they work together, the more they will be able to accomplish and the more meaningful the dialogue can become. This is greatly enhanced if the instructor spends some time developing group skills.
3) Groups usually have more to contribute than a single individual.

4) Group discussions — even two or three minutes of students putting their heads together— allow a number of ideas to be presented, considered, argued. This critical thinking practice is invaluable.

5) Allowing groups to convene on a question gives you the latitude of calling on groups more directly rather than waiting in silence hoping someone will save the day by responding. Students have had time to think about the questions and have had a chance to test their ideas in a safe environment.

6) These groups, as they work together over the term, may turn to each other for other reasons. They may be more inclined to form study groups for a test and may call on each other when they need help out of class or missed class and need someone to help them catch up.

7) Some instructors report that attendance improves in their classes where they allow students to frequently work in groups. Students begin to feel responsible to each other. They also come to class better prepared.

What do I do?

How do I get over being nervous in front of a group? How do I know if I'm grading students essays too hard or too easy? What do I do about a student who challenges everything I say in class?

Graduate students new to teaching have a lot of unanswered questions. Rooms full of scrutinizing students are intimidating. They need help.

ALS 609 is a one-credit seminar offered by TEP to serve as a resource for new instructors to help them through their week-to-week classroom issues. For an hour each week, a cross-disciplinary group of GTFs brainstorm effective ways to introduce material, keep a lively discussion going, grade tests fairly and all the other challenges of teaching.

This article passes along some of the problems, solutions, and ideas that have come out of these sessions.

Problem:

A GTF is assisting in a language class in which some of the students need to start at the beginning and others are much further ahead, but not quite ready for the next class in the sequence. She has been assigned to work with the more advanced students. They are able to cover in 20 minutes what it takes the beginning group 50 minutes to cover. She has been told by the instructor that she cannot move ahead in the material. How can make the class interesting and more challenging for these students?

The material being covered has to do with listening to a short recorded conversation and being able to answer a few questions about the content.
This GTF knows that her students will be able to complete this assignment very quickly and easily.

**Possible Solution:**

Instead of having students listen to and answer questions from a prerecorded dialogue, have them, in small groups, compose a short script using the level of language they have acquired. Then have them create three or four questions over the content of their script. After this let the students record their scripts on a cassette recorder. And finally, have groups exchange their dialogues and questions with other groups in the class for extended practice.

The Instructional Media Center next to the library can provide studio space as well as equipment for a project like this. The IMC also allows instructors to check out cassette recorders to use in class. In order to do this, go to the IMC and fill out a request form.

**Problem:**

How do instructors bring students who enter the class the second week up to speed without making the class sit through the explanation given on the first day of class?

There are many reasons students end up coming to class after the first day. Perhaps a class they had scheduled was cancelled or full. They may have arrived late to campus because of unavoidable circumstances or they changed their mind about a class they wanted to take after the first day and needed to find something else. And in a few cases, they just didn’t get their act together.

Most teachers want to start out on the right foot with their students. Even latecomers deserve to feel welcome and not like intruders.

**Possible solutions**

1) Ask the student(s) to make an appointment to see you at the next convenient office hour.

2) Ask for the student’s email address and send him/ her a catch-up summary by email.

3) Ask other students in the course to recap the highlights of what was said on the first day. Sometimes this is a valuable mini-review exercise and will give you some insights into how clear you were and how much was retained from the first day.

4) Have an agenda for the day on the board so that latecomers have a sense, at least, of what’s going on.

**Problem**

I am working on grading students' quizzes and would like some guidelines to follow. It is sometimes hard to be consistent with the grading. Sometimes I feel like I am very strict with some students and what they write, and then, let's say, I stop grading and go to eat ice cream. When I come back I feel better and I'm less strict. Is it advisable to grade all the quizzes or tests at once?

**Possible Solution:**

The grading topic is certainly a tricky one. One question to keep in mind while grading is— "what do I want to accomplish when I evaluate my students?" I think that receiving a grade is as much a part of the learning process as anything else. It is my feedback on a student's performance. Just as I want them to learn from the text, the lectures, the supplemental readings, the group work, I want them to learn from the assessment of their work.

When you have several GTFs doing the grading, it's helpful to sit down together with copies of one anonymous student's work (everyone would have a copy) and grade it together. Then discuss why you graded it the way you did and come to consensus on a set of guidelines you
can all follow so that the grading between sections is not hugely different. It is best if your supervising instructor can be part of this process. This establishes a sense of the standards for the course and gives GTFs some structure to use in an effort to be fair to students.

When you first begin to grade a set of quizzes, try just reading through them quickly to get a sense of how the class did as a whole. This does not need to be terribly time consuming. You can begin to make general piles of which papers seem to be pretty good, good, okay and not-so-good without yet putting a specific grade on anyone's paper.

When you have several GTFs doing the grading, it's helpful to sit down together with copies of one anonymous student's work (everyone would have a copy) and grade it together. Then discuss why you graded it the way you did and come to consensus on a set of guidelines you can all follow so that the grading between sections is not hugely different.

Do the initial read through and then do something else for a bit and later return to the papers for a more careful look. Take your pretty good pile and break it down further. Now you'll start to see the papers that clearly stand out from the rest. Perhaps now you can go to assigning grades. If you have any doubts about a paper, let someone else look at it.

"I learn only to be contented."

This August, TEP delivered its second Instructional Technology Summer Short Course for UO faculty members. This year's group was enthusiastic, tenacious, and quite thoughtful about the countless issues involved in teaching with technology.

During the two-week Short Course, participants learned about the array of UO support units involved with instructional technology. They also received training in web-site construction, on-line interaction tools, computer presentation software and more. Each new piece of technology provoked important discussions about how technology can reframe the learning environment, the teacher-student relationship, and even the enterprise of education itself.

By the end of the second week, each participant had already taken steps to integrate technology into their teaching in new and valuable ways.

We'd like to share with you one of the participant's summary statements. This was submitted by Barbara Pickett, associate professor, FAA:

A carved, stone washbasin stands at the entrance of the tea house at Ryoanji Temple in Kyoto, Japan. Its waters wash away both the grit of the daily grind and the bustle of the mind. It helps to re-orient, to nourish a sense of calm, to ready the body and spirit to be open, receptive, alert to beauty and the present. On the basin's circular form are four characters. Its message, tsukubai, roughly translates as "I learned only to be contented." "Contented" here does not suggest self-complacency, but connotes a sense of well-being. It also implies reciprocity, oscillation between learning and the feelings between product and impetus. My experience in the
Instructional Technology Short Course compares to a tea ceremony. It required that I stop doing the things I normally do and open myself to new experiences and people. It demanded that I concentrate and remain in the present. And like in the tea ceremony, I have emerged refreshed and reinvigorated, ready and eager to apply the skills I have learned and to sustain the community generated in the past two weeks.

**Motivation**

I have wanted to explore the new technology for a long time. During the academic year, the demands of the job make it difficult, almost impossible, to delve into extensive new learning. Generally I teach seven studio courses in a year. Each studio has six contact hours per week plus the responsibility of maintaining a safe environment conducive to learning. I had taken several quickie courses given by the Library, but had not incorporated them into my teaching.

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My experience in the Instructional Technology Short Course compares to a tea ceremony. It required that I stop doing the things I normally do and open myself to new experiences and people.

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Last winter term I taught for the first time a large lecture class with two other Fine Arts faculty called ART 208 Understanding Contemporary Media. Dealing with 100 students at a time prompted me to apply for the Short Course.

**Skills Gained**

In every instance the hands-on component was essential to my learning experience. First I had to overcome the anxiety of being a novice and then I was able with considerable help from Georgeanne Cooper, Michael Sweet and the techs to develop strategies for learning the software. I have gained some skills using PowerPoint, Motet Conferencing, Claris Home Page, Ofoto, Graphic Converter, and Search Engines. These words were not even in my vocabulary two weeks ago. I focused on developing a web page for my Studio in Italy Fibers course and you can see my efforts at http://darkwing.uoregon.edu/~bpickett/fiber1.html. The promise of continuing ed tech support after the course allowed me to attempt more, to stretch my ambitions.

**Awareness of Resources**

I have become aware that I live in a resource-rich environment. I have been running pell-mell, working furiously, teaching, creating, researching and serving without taking time to glance to the side and see the terrain. Now I am more aware of the services on campus, especially the Library, Academic Learning Services and the Teaching Effectiveness Program, the Web, electronic mail possibilities, the strategies of sister institutions, the ins-and-outs of copyright and restricting access, and team and distance learning. The well-informed presenters gave valuable reflections on firsthand experience. I feel that I am in a global community of educators. I see the people and resource notebook as vital tools to sustain my development. Particular software will come and go, but now I feel that I have a way to continue my learning.

**Improvements in Spirit**

My attitude has changed too. I consider the general morale of the faculty to be low. Promotion and tenure review is more strenuous. The focus on productivity implies that the faculty have been performing inadequately. The Legislature has a low opinion of University work. Taking this...
The course has altered my perception. First, I was encouraged that the University would help me improve my teaching and would invest in me. Second, Georgeanne and Michael welcomed us with genuine regard. They listened and adjusted the program to our needs and abilities. I felt valued. Never did they or the techs make me feel inadequate. Third, connecting with other faculty was very rewarding. It was so different than committee work, much more positive. The mix was stimulating and fun.

I leave this course with a sense of well-being. I plan to develop web pages for all my classes and to try, in a modest way, team learning and electronic communication with my students. I was fascinated by Professor Cleue’s web site and her methods to engage the students. I plan to share my experience with the faculty in my department and to incorporate some ideas in ART 208. The possibilities expand. Like the basin says, “I learn only to be contented.”

Joe Givens, adjunct assistant professor in architecture, uses multimedia technology (slides, video, music) in his teaching to powerfully engage his students in learning. He sees these additions to traditional lecture as a way to capitalize on the learning style of a generation of students who have been brought up in a media-rich culture.

Join us on Wednesday, November 19 in 115 Lawrence Hall from 3:30 pm-5:00 pm for tips on how to orchestrate this kind of presentation with minimum hassle, and where to look for good ideas and resources.