

ON TEACHING

Office of Instructional Development

Writing Across the Curriculum

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Spring 2009

Innovative and Best Practices in Teaching and Learning at UND

“Tell me and I forget; show me and I remember; involve me and I understand.”
Proverb

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One of the greatest benefits of being involved in OID activities is getting to hear about all of the good teaching and learning that goes on in our classrooms at UND. It is genuinely inspiring to know how many of us care deeply about the quality of education we provide and invest tremendous time and effort to enhance it.

Last spring OID and the Faculty Instructional Development Committee (FIDC) put out a call asking faculty to let us know about the successful, effective and/or innovative teaching and learning strategies that they have developed for our students. The result of that call was a variety of approaches that draw students in, get them excited about their learning, and help them successfully accomplish course goals.

We have compiled these Innovative and Best Practices in Teaching and Learning at UND and are now ready to share them. You will find a list of the classroom strategies at right and full instructions for implementing them posted to the OID web site (<http://www.und.edu/dept/oid/>). Online you might want to start by looking at the cover sheet for each practice. There you will find a brief synopsis, as well as a description of the kinds of students (freshmen/majors/grads, etc.), courses, and learning environments each approach is best suited to.

We hope you'll take a look and see which of these engaging ideas suit your teaching style and learning goals. And we'd love to hear back from you if you adopt them for use in your classroom.

- Students Helping Students: Experiential and Service Learning by Elizabeth Bjerke and Leslie Martin (Aviation)
- In-Class Writing Assignments and Unannounced Peer Reviews by Eric Burin (History)
- Using On-Line Quizzes to Encourage Students to Read their Textbook by Brett Goodwin (Biology)
- How to Manage Interactive and Feedback Strategies in "Mass Classes" by Wendelin Hume (Criminal Justice)
- "I Don't Care What You Think, I Care How You Think": Facilitating Dialogue on Difficult Issues by Steven Light (Political Science and Public Administration)
- Flexible Grading by Dexter Perkins (Geology and Geological Engineering)
- Teaching Race Without a "Critical Mass" A Teaching Module on Affirmative Action and Some Lessons Learned in Teaching Race in a Homogeneous Classroom by Kathryn Rand (School of Law)
- Alternative Exams by Dave Yearwood (Department of Technology)
- A Peer Review Process in Mathematics by Ryan Zerr (Mathematics)

Spring Faculty Study Seminars (FSS)

Two Faculty Study Seminars are available this spring. The seminars provide a means for faculty with common interests to learn more about a teaching-related topic. Each group meets four times a semester, at times mutually agreed to by participants, to read and discuss a teaching-related book (books provided by the Office of Instructional Development). The participant's only obligation is to read and to show up for discussion.

To sign up for a FSS, e-mail the facilitator noted below with your contact information (e-mail and phone) and a copy of your spring semester schedule. You will be contacted once an initial meeting date is set. For more information about FSS groups, contact Anne Kelsch at anne_kelsch@und.nodak.edu or 777-4233.

***Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*, 2nd ed. by Stephen D. Brookfield and Stephen Preskill (Jossey-Bass, 2005).**

Brookfield and Preskill have written this 2nd edition of their book for all teachers and leaders who use discussion to help people learn. One book synopsis states "Brookfield and Preskill clearly show how discussion can enliven classrooms, and they outline practical methods for ensuring that students will come to class prepared to discuss a topic. They also explain how to balance the voices of students and teachers, while still preserving the moral, political, and pedagogic integrity of discussion." This revised edition includes new material related to the use of discussion for online teaching, as part of democratic participation, and theoretical foundations for the use of discussion. So if you're interested in the use of discussion in the university classroom, this book can provide practical, usable tools to either get you started or enhance your current practice.

If you are interested in reading this book as part of a Faculty Study Seminar, contact Sonia Zimmerman at szimmer@medicine.nodak.edu or 777-2200.

***Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* by John C. Bean (Jossey-Bass, 1996).**

John Bean designed *Engaging Ideas* as a nuts-and-bolts handbook for instructors who want to successfully integrate writing into their courses. Bean explains the fundamental link between critical thinking and writing in the classroom, and provides several strategies on how to address these concerns: "The goal of these activities is to transform students from passive to active learners, deepening their understanding of subject matter while helping them learn the thinking process of the discipline: how members of the discipline ask questions, conduct inquiries, gather and analyze data and make arguments." Bean gives practical advice on every state in the writing process—from designing an assignment to offering feedback. This book is a great starting place for faculty interested in practical advice on how to use writing and critical thinking successfully in the classroom.

If you are interested in reading this book as part of a Faculty Study Seminar, contact Shane Winterhalter at shanewinterhalter@mail.und.nodak.edu or 777-6381

Schedule an SGID in your classroom

Arrangements for SGIDs (small group instructional diagnosis, a process for soliciting student feedback at midterm) can be made now. SGIDs are done by trained faculty who work as facilitators for the process in colleagues' classrooms. A facilitator will collect information from your students, write it up into a report for you, and provide you with high-quality student input regarding their learning at mid-semester, rather than waiting until semester's end when course evaluations are completed. Furthermore, the interactive nature of the process can motivate students to think more carefully and deeply, so SGID feedback is often more thorough, providing you with a clear understanding of student perceptions. SGIDs are intended to be formative (i.e., for your own benefit as a teacher) rather than summative (for a promotion and tenure file).

To schedule an SGID, please contact Jana Hollands at jana_hollands@und.nodak.edu or 777-4998.

Summer Instructional Development Professorships: Focus on Engaged Learning

Each year the Office of Instructional Development and the Faculty Instructional Development Committee (FIDC) award a number of Summer Instructional Development Professorships (SIDP) to faculty working on innovative instructional projects. The Professorships support instructional development that goes beyond normal course development and has the potential to improve the quality of teaching at UND. This year preference will be given to projects that focus on engaged learning in the classroom and pedagogies of student engagement.

Many studies show that student engagement correlates strongly with learning. The more deeply we involve students with the subject matter, with ourselves, and with their fellow students, the more likely they are to achieve at higher levels. Good practice in this regard encourages active learning, student-faculty contact, and cooperation among students. Principles that enhance students' involvement in their learning can be embodied in

many ways, ranging from individual exercises that utilize inquiry and problem-based learning to well-designed team projects that ask students to apply their knowledge to real world situations. One teacher may get students more actively involved by structuring cooperative interaction into classes. Another teacher may use case studies to prompt students to dig below superficial levels of understanding. There are strategies of engagement that fit every class and every learning outcome.

Summer Instructional Development Professorships provide a salary stipend of \$3000 and are designed to allow faculty to work full-time on instructional development for four weeks during the summer. Proposals are due by noon March 2, 2009.

Note: Because of funding restrictions, work on SIDPs must be done before the end of the fiscal year (June 30.) The Faculty Instructional Development Committee reviews SIDP proposals.

OID Seminar on Applying for Summer Funding

OID will offer a seminar on Tuesday Feb. 10 from 12:30-1:30 for those interested in submitting a SIDP proposal. Please rsvp to oid@und.edu by Feb. 4 at noon to participate and reserve a lunch.

Upcoming Events & Deadlines

February 2	FIDC Grant Monthly Deadline (noon) <i>for teaching related travel, instructional materials, software and minor equipment</i>
February 5	Campus-wide Workshop: Creating Significant Learning Through Integrated Course Design
March 2	FIDC Summer Instructional Development Professorship (SIDP) Deadline (noon) FIDC Grant Monthly Deadline (noon) <i>for teaching related travel, instructional materials, software and minor equipment</i>
April 1	FIDC Grant Monthly Deadline (noon) <i>for teaching related travel, instructional materials, software and minor equipment</i>
May 1	FIDC Grant Monthly Deadline (noon) <i>for teaching related travel, instructional materials, software and minor equipment</i> Final Deadline for FY09 Funds

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On Teaching Lunch Seminar Series

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Tues., Feb. 10 (12:30-1:30)	Applying for Summer Funding from OID
Wed., March 4 (12-1)	<i>The third in our Teaching with Technology Faculty Seminar Series: Wiki's in the Classroom: Faculty and Student Perspectives</i>
Thurs., April 9 (12:30-1:30)	Practical Strategies for Improving Student Writing at UND
Wed., April 22 (12-1)	<i>The fourth in our Teaching with Technology Faculty Seminar Series: Using Video Projects to Promote Student Learning</i>

Join us for these informal lunch-time discussion on teaching-related topics of interest to faculty in all disciplines. All sessions take place in the River Valley Room of the Union.
Wednesday sessions run from 12-1. Tuesday and Thursday sessions run from 12:30-1:30.

On Teaching is published six times a year as a service to UND faculty.

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