

ON TEACHING

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A paradigm shift is taking hold in American higher education . . . The paradigm that has governed our colleges is this: a college is an institution that exists to *provide instruction*. Subtly but profoundly we are shifting to a new paradigm: a college is an institution that exists to *produce learning*. This shift changes everything. (Tagg & Barr)

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Reflecting on Teaching: An All-Campus Colloquium on the Scholarship of Teaching and Learning (SoTL): A Preview

The Office of Instructional Development and the Vice President for Academic Affairs are pleased to sponsor UND's third biennial Reflecting on Teaching Colloquium to be held Friday, October 16, and Saturday, October 17, at the Memorial Union. The colloquium is an all-day, cross campus event, designed for the sharing of ideas about teaching and teaching related research with colleagues from UND and the region. Colloquium attendees can expect to hear individual presentations and panels, discuss posters and teaching strategies, and take part in open forums. Over fifty UND faculty members representing all colleges will be sharing their expertise on a wide range of topics related to teaching and learning. Saturday morning will feature a hands-on workshop for those interested in engaging in or expanding teaching-related research.

The Reflecting on Teaching Colloquium also features nationally recognized scholar, Professor John Tagg. Over the past decade, Tagg has made presentations and conducted workshops for dozens of campuses and

organizations. Recently, he worked with the Pew Forum on Undergraduate Learning and the American Association of State Colleges and Universities. Tagg is as a provocative forward looking thinker who asks us to consider the most basic questions - for example, what is college for?—and to apply the wealth of research on teaching and learning to finding answers. Further information on Professor Tagg, and his keynote and Saturday workshop, as well as the poster and concurrent sessions is in the enclosed insert.

In addition to a full schedule of events, the Colloquium also offers many opportunities for informal discussion and conversation over breakfast, lunch, and a concluding reception at the North Dakota Museum of Art. Since we will need a headcount for these food-related events, we are asking you to **register through the on-line form on the OID web site by October 1**, letting us know which ones you plan to attend. Or, if you won't be joining us for the meals or reception, please register on-site.

We hope to see you there!

Reflecting on the Colloquium Anne Kelsch, Director of OID

As Melinda Leach (Anthropology), my co-director for the Reflecting on Teaching Colloquium, and I have executed planning for the energizing events of October 16th and 17th, we have engaged in innumerable conversations with colleagues on campus about their research. Somehow teaching and research are often set up

in oppositional juxtaposition, seemingly in permanent contrast (and often conflict) in higher education. But many of our fellow faculty members, both at UND and nationally, conduct their research not only in traditional disciplinary fields but also in pedagogy, examining student learning in their classrooms.

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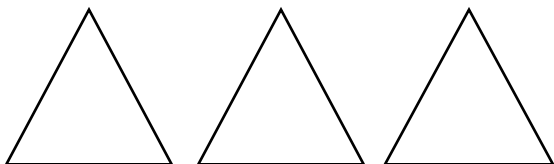
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The Scholarship of Teaching and Learning, or SoTL, research is based on the premise that teaching is serious intellectual work. During an academic career most university faculty give the majority of their professional time and energy to teaching. And most would agree that good teaching results in significant student learning. SoTL research asks how do we know and ensure that such an outcome does occur? How do we know when and why students learn in meaningful ways? And how can we increase the incidence of that joyous outcome? Evidence is gathered to answer these questions and the conclusions drawn are capitalized on to further good results. In order to advance the practice and profession of teaching, it is important that such evidence teachers gather about their classrooms enter the public space. As noted by the Carnegie Academy for the Scholarship of Teaching and Learning (online at <http://www.carnegiefoundation.org>):

Most faculty care deeply about their teaching and their students' learning; many today are trying new classroom approaches in the hopes of strengthening the learning of students from increasingly diverse backgrounds and levels of preparation. But much of this work is lost to the larger academic community because it is private, undocumented, and untested. To build useful, shared understandings about teaching, growing numbers of faculty are now bringing their knowledge, skills, and commitments as scholars to their classroom work. The scholarship of teaching and learning invites faculty to examine their own classroom practice, document what works, and share lessons learned in ways that others can build on.

In other words, the same principles of intellectual inquiry that we apply to our research should be applied to our teaching. We would not approach a research question without first finding out what the experts in our field have to say and then engaging with them in evidence-based conversation on that collective work. So it should be with our teaching. Rather than re-invent the wheel, we should explore the vast and growing body of research based knowledge that can lead to better teaching practice.

The Reflecting on Teaching Colloquium is just such an opportunity to join the public conversation. As your colleagues present their thoughtful analysis and reflection on good practice, we hope you will join us and them, and partake in the excitement of intellectual inquiry into an aspect of our professional lives that we care so deeply about.



STAFF CHANGES

Thank-you, Shane Winterhalter

We'd like to take this opportunity to thank last year's Interim Coordinator of the Writing Center, Shane Winterhalter, for all his hard work, excellent ideas and innovations. It was a great pleasure having Shane in the Writing Center and we wish him all the best as he pursues his PhD in English at Northern Illinois University. We'd also like to introduce our new Coordinator of the University Writing Program, Dr. Scott J. Baxter. We are very pleased to have Scott join us from Beirut, bringing a wealth of knowledge and experience with both Writing Center and Writing Across the Curriculum work. You'll find Scott's bio below and we hope you will stop by Merrifield 12 or give him a call and introduce yourself. Welcome aboard Scott!

A Brief Biography of Dr. Scott J. Baxter

I have a PhD in teaching English to speakers of other languages and rhetoric and composition with an emphasis on writing program administration from Purdue University. I have a variety of different academic interests including second language writing, writing across the curriculum, and applied poetry. I am especially interested in the way that journals and other writing to learn activities, including poetry, can be used as tools for teaching; I am always interested in talking with faculty about how writing can be used to increase student learning and engagement and lead to more enjoyable experiences for both students and faculty.

I am married to Dr. Monika Pawlowska who is faculty member in the department of communication disorders. We have two children, Michal (10) and Marta (5), and they both attend Lake Agassiz school.

I have taught at six different universities on three different continents in the last twelve years. Prior to accepting my current position at UND, I was a faculty member in the English department at the American University of Beirut (AUB), the most prestigious university in the region. At AUB, I taught writing, academic writing for graduate students, and applied linguistics at the undergraduate and graduate levels. I have moved a lot -- I have lived in a new apartment every year for the last six years. But I think I might have finally found a home at UND. Recently I sent an email to a friend telling her about some of what I think are the more interesting parts of my job (faculty writing groups and faculty study seminars). My friend responded and told me, "I think you may be in your element and have found your calling."

If you are interested in learning more about me you might take a look at my blog:
frombulgariatonorthdakota.blogspot.com

Join a Faculty Study Seminar (FSS) This Fall

Two Faculty Study Seminars will be offered this fall. 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 fall semester schedule (noting the times you cannot meet). You will be contacted once an initial meeting date is set. For more information about FSS groups, contact Anne Kelsch at Anne.Kelsch@und.edu or 777-4233.

John Tagg, *The Learning Paradigm College* (Jossey-Bass, 2003).

Tagg's book begins with a simple but profound question: "What are colleges for?" Noting that typically "the successful college . . . is the one that fills classes with students and thus grows in enrollment," Tagg advocates for a paradigm shift towards a learning centered environment that attends to students rather than classes and he documents how this is happening at some institutions. Tagg argues that to change our paradigm from teaching to learning is to view education through a new lens—"seeing" our work in a different light and having diverse experiences as we and our students interact to learn. Reviewers refer to *The Learning Paradigm College* as "one of the most important, provocative, and accessible works to have entered the higher education literature in many years, . . . it is broadly applicable to every postsecondary institution." If you are interested in reading this book as part of a Faculty Study Seminar, contact Anne.Kelsch@und.edu or 777-4233.

Casanave, C.P. & Sosa, M. (2007). *Respite for Teachers: Reflection and renewal in the teaching life*. Ann Arbor: University of Michigan Press.

Casanave and Sosa's book is not designed to teach something new; instead, the purpose of the book is to inspire faculty to spend time reflecting on the joys and challenges of teaching and of connecting with students and colleagues. The authors cover a wide variety of diverse topics, including a comparison of teaching and musical groups, difficult students, fear and curiosity, grading, mentoring, solitude, as well as a chapter about students who "just don't seem to belong where they are." Most of these chapters are designed to both raise an important issue and inspire at the same time. One reviewer noted that while the book is accessible and avoids jargon and terminology it "is very much grounded in theory and does an excellent job encouraging . . . teachers and researchers to think about how to reduce the gap between theory and research and classroom practice." If you are interested in reading this book as part of a Faculty Study Seminar, contact Scott.Baxter@und.edu or 777-6381.

Writing Program To Offer Faculty Writing Seminar

After a period of dormancy, the University Writing Program will offer a semester-long professional writing seminar for faculty. The seminar is open to faculty in all disciplines, including those who might have participated in past groups. We will meet throughout the fall at a time and day to be agreed on by the group. Although the seminar format changes somewhat each semester to suit the needs of the participants, the group is, at its core, a scholarly/professional writing workshop. Each week one faculty member offers a "work in progress" to be read by group members, who respond by asking questions, offering suggestions, and otherwise acting as "trial readers" for the piece. This structure allows participants to benefit in two ways: 1) by getting timely feedback and suggestions that will help prepare their work for publication, and 2) by learning techniques of reading, critiquing, and responding to written work that can be carried over into teaching and other areas of professional work.

To maintain an interdisciplinary perspective, representatives from a broad range of departments and colleges are preferred. If you are interested in participating, please Dr. Scott J. Baxter at 777-6381 or scott.baxter@und.edu by September 25.

Upcoming Collaboration Conferences

The Collaboration for the Advancement of College Teaching and Learning presents semi-annual conferences (in Bloomington, MN) which provide information on cutting-edge topics related to issues in teaching and learning. The November Conference -- "**Bridging the Generational Divide: Working Together to Teach Millennial Students**"—features nearly thirty concurrent sessions, and keynotes by Marc Prensky and Miriam Diamond on best practices for teaching millennial students. Prensky will advance the idea of fostering "Digital Wisdom" in our changing learning environment. Diamond will speak on "Who Wants to be a Millennial? Understanding this Generation of Learners." For additional information - including speaker bios, concurrent session titles, and more visit the Collaboration on the web at www.collab.org

We encourage those wishing to attend a Collaboration Conference to seek funding through OID. Follow the newly revised FIDC guidelines for teaching related travel found on the OID web site. All applications for the November conference will be reviewed in October and therefore proposals must be received by Oct. 1 for consideration.

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UPCOMING EVENTS AND DEADLINES

September 30	<i>On Teaching Seminar: Reaching Beyond My Classroom: the Shift to a Learner Centered Institution</i>
October 1	Online registration deadline for Reflecting on Teaching: An All-Campus Colloquium on the Scholarship of Teaching and Learning (SoTL) FIDC Grant Monthly Deadline (noon) including application to attend the Collaboration Conference
October 20	<i>On Teaching Seminar: Effective Writing Assignments: Save Time, Increase Student Engagement and Learning, and Put Some Fun Back into Teaching</i>
November 2	FIDC Grant Monthly Deadline (noon)

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