

Teaching Matters

The Teaching and Learning Center of the University of the Sciences in Philadelphia

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Mentoring as a Metaphor for Teaching By Phyllis Blumberg

Numerous compelling reasons, including the diversification of our student body, knowledge in our disciplines expanding rapidly, new technologies, increasing responsibilities, growing competition for our students, and concerns about retention of students, require that we transform our teaching to be more learner-oriented. This is a national, as well as a USP, call to rededicate faculty to an increased emphasis on students. Transforming teaching to place the students at the center of all of our endeavors has huge implications and consequences for how we teach and especially how we interact with students. In learned-focused environments, the faculty continue to play essential roles; but these roles are different from the traditional teaching roles, which imparts knowledge to students and evaluates them. **With learner-centered teaching, we must pay more attention to the learner and to the process of learning.** As the faculty roles need to change so much, perhaps we need a different word, even a metaphor to capture the newer major roles of faculty.

The latest issue of the monograph series on New Directions for Teaching and Learning proposed mentoring as a metaphor for teaching and devoted the entire issue to how we can go beyond teaching to mentoring. Mentoring, unlike some of the other possible words, carries very little negative connotations. In fact, many of us recall

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The Teaching and Learning Center is an educational resource for all USP faculty who are interested in helping their students become more effective learners. It maintains a current collection of books and periodicals relating to teaching and learning and student assessment. The Teaching and Learning Center web page is open at www.usip.edu/teching

Mentoring as a Metaphor for Teaching (continued)

positive mentoring experiences as graduate students or as post-doctoral fellowships. Mentoring is seen as an integral part of our culture within the academy (Enerson, 2001). Mentors are expected to counsel and guide their protégés so that they can become successful, assume appropriate roles in society, and in their careers. Mentoring is associated with highly desirable outcomes for those being mentored since this process encourages success in those being mentored. Mentors derive a great deal of professional gratification from their successful protégés.

Understanding and accepting the metaphor of mentoring helps us to reconsider what teaching is all about and how we relate to our students. When the word mentor is used as a verb it emphasizes that, “this is an activity having less to do with showing others what we can do than helping others to perceive what they can do” (Enerson, 2001). A mentor pays more attention to the learner than to him/herself. This is in contrast to the traditional ideas of teaching where the emphasis is given to what the teacher does and not what the students do or how well they perform. Considering university teaching more as mentoring will force greater attention to the processes and outcomes of learning and not to the act of teaching itself. Mentoring allows us to reflect on what we do both in the classroom and outside it. Part of the power of the mentoring metaphor for teaching is that it should give us, both individually and as an institution, a reason to examine the contexts we provide for learning. It broadens the definition of what learning is about and where it takes place. Mentoring involves much more than conveying knowledge. It includes providing leadership through role modeling of professional behaviors, helping the student to take on the mantle of the profession, and understanding the assumptions and thinking processes of the discipline. If we see students as protégés, we are trying to care for them, protect them and further their careers. The term, “full human presence” describes the ideal combined professional and personal obligations of a faculty member relating to guiding the development of students (Coppola, 2001). Obviously, if the roles of teachers have changed, then how we are evaluated also needs to change. Faculty evaluations need to focus more on how and what students learn.

In the sciences, mentoring is such a highly regarded aspect of our graduate training and research. Why does this process not naturally carry over to our undergraduate teaching? Mentoring is so critical for the future success of sciences and health professionals that this process needs to be extended the undergraduate years and into more traditional classroom teaching. The National Academy of Sciences feels that mentoring so pervades successful science training that they named their very useful monograph Advisor, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering. This monograph describes the following aspects of good mentoring practices: careful listening to the verbal and nonverbal messages from the student, keeping in touch, allowing the student to have multiple mentors and building networks for the students. Tips for mentors include: ‘listen patiently, build a relationship, don’t abuse your authority, nurture self-sufficiency, establish ‘protected time’ together, share yourself, provide instructions, be constructive, don’t be overbearing, and find your own mentors” (The National Academy of Sciences, 1997). Many of these tips are useful for classroom, laboratory and clinical teaching, as well as all of the other roles we assume with our students.

Graham B. Spanier, the President of the Pennsylvania State University, believes that if this transformation of teaching is achieved, then this transformation can humanize our institutions of higher learning (Spanier, 2001). If we give priority to the psychological climate and to interpersonal acceptance, then we can create environments where all members can learn and learn from each other. Teaching needs to be transformed into a multidimensional effort to promote the total development of our students.

The Teaching and Learning Center provides programs, services and resources to assist in this transformation of teaching. Courses that involve active learning, project-based learning, problem-based learning, seminars, capstone experiences and undergraduate research provide numerous opportunities for mentoring. The Center has been emphasizing these types of instructional methodologies in most of the activities it offers, and in its weekly teaching tips emailed to all faculty. The Center's Document of Innovation describes many exciting ways that USP faculty are transforming their own teaching in positive ways. In

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Mentoring as a Metaphor for Teaching (continued)

In addition, this year, the Center has focused many of its efforts on creating more positive climates for our students. For example, the first TableTalk given this semester was titled, "helping students to succeed and showing we care". Patricia Peterson will give a presentation to help faculty think about incorporating career planning in their courses. New faculty orientation included a half-day on meeting the needs of our students. Part of this orientation included a workshop for all faculty on using survey results and experiences to meet the needs of our students. Understanding diversity is another part of supporting our students. Miriam Diaz-Gilbert, will continue to lead Center sponsored workshops on this topic. The Director will continue to meet with small groups of faculty who are transforming how they teach to be more focused on helping students to learn and to succeed. Throughout this year, the Teaching and Learning Center will be striving to find new ways to encourage and reward mentoring as a metaphor for teaching.

If we work closely with students, faculty can create an exciting new model that will serve our campus well in the future. When we are successful mentors for our students, we should be more proficient as teachers. Students who see themselves as having a mentor are more likely to be more satisfied with their education and be more successful.

References

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Congratulations to the 2000-2001 Faculty Awardees

The **Faculty Special Recognition Award** was awarded **Dr. Eleana Umland, Pharmacy Practice and Pharmacy Administration**. The process for deciding on this award has been for the chairs and academic deans to select candidates from among all full-time faculty who were ranked "outstanding" in the "overall" AFE category.

The **William F. Homiller Award** for outstanding teaching was established by a generous endowment gift from Walter J. Glenn and awarded **Dr. Murray Zanger, Chemistry and Biochemistry** and is decided by the faculty.

The **Lindback Foundation Award** for distinguished teaching was awarded to **Dr. Alison Mostrom, Biological Sciences** and is awarded to the recipient by a committee comprised both of students and faculty.

The **Faculty Academic Advisor of the Year Award** recognized the contribution of **Joan Anderson, PCP** and is awarded by the Academic Advisors Advisory Committee based upon nominations.

Patricia Leahy InnOvations With Learning "OWL" Award Winner, 2001 Robert Feldman, Physical Therapy for his innovation, "A Collaborative Cardiopulmonary Assignment Between USP and the University of South Australia". This is awarded to the recipient by a committee of previous OWL winners.

Teacher of 1st year students award – Awarded to Joan M. Bermotsky, Social Sciences. Freshman Honor Society who select from nominations done by students.

**What happens when technology fails:
beyond the obvious**

**John Connors, Jeanette McVeigh,
Andrew Peterson
April 2001**

- Plan for back-ups, alternative plans if technology fails
- Make a dry run with the equipment you will be using to be sure the computer has the right version of the software you need
- Make sure everything is connected then turn on power
- Bring extra batteries, bulbs, etc.
- Call Learning Resources to notify them if equipment needs to be serviced
- If you are giving an on-line exam, build in a couple of extra passwords in case students cannot get with their assigned passwords and have a few paper and pencil exam copies if necessary
- Have the phone numbers with you for all supports
- If you are using Websites in teaching, capture them in advance and have them marked on the computer you will be using
- If you are doing a presentation off campus, make a paper and overhead copy of the Websites to use if necessary
- Don't blame technology in front of students. This sends a message not to try to use technology or something new. Just adapt the presentation.
- Make a handout of slides using 3-6 slides/page, printing only in black and white and talk from your handout if necessary

Distance Learning Demonstration

**Pam Kearney
September 2001**

- The OT curriculum requires that the students take a course while they are on clinical rotation in different parts of the country. Therefore, they need to take a distance course
- Prior to taking a distance course, it is a good idea to give students some experience with distance education platforms in an on-campus course
- Faculty and students should prepare their materials in their regular word processing program and then copy and paste them into the distance education platform
- When using the WHYY Webstudy, all faculty and students need to click post-it, otherwise all work is lost and not put onto the web.
- The WHYY Webstudy support is excellent.
- The distance learning platforms can help instructors organize their planning for a new course
- Set aside specific time to do the correspondence and work for the course during the semester, otherwise it can be ignored or can become totally all consuming
- It takes more time to plan an on-line course, particularly if the instructor is not comfortable with the platform. During the semester, it takes about the same amount of time as a regular course.
- Pam recommends that students use the internal email within the distance education platform for all their correspondence with faculty and sending in assignments, that way all of the work for the course is grouped together
- Forum or threaded discussions can engage more students, particularly if they are in different time zones or on different work schedules than a live chat
- The Forum function encourages more in-depth and reflective comments than usually we get in class

Using Peer and Self Evaluations**Peter Miller, Sarah Spinler****April 2001**

- Given the proper climate, most students accept peer and self evaluations
- If faculty model how to evaluate a presentation, student evaluations often are similar to what the faculty said
- There is easier acceptance for self-assessment than peer assessment
- With fewer criteria for evaluations, most students are rated well, i.e., restricted range of scores
- When the criteria for evaluations are expanded, scores tend to be more spread out indicating both strengths and weaknesses
- When a group assignment is given, the group product can be assigned one grade, but individuals in the group may receive a higher or lower grade from the group grade depending on their assessments from their peers
- As a result of self and peer assessment on group projects, students tend to be more involved in their work and do a better job throughout
- Students are very interested in the feedback given by their peers in addition to the grades assigned

Helping Students to succeed and showing we care**Gayle Garrison, Dan Hussar, Amy Kimchuk,****Diane Morel, Joan Tarloff, Sue Wainwright****August 2001**

- Acting to show that the students come first
- Show a personal interest in your students
- Know the students by name and some things about them
- Always be available to listen to them on all topics
- Students will remember how they were treated long after they forget what they were taught
- Treat all students with respect all the time
- Help build self-confidence
- Asking students how they are doing, encourage them to come around to talk on any topic
- Share something of your else to establish a common, personal bond
- Younger faculty can be very helpful to students to make career decisions
- Faculty should provide as much information as possible and assist in decision making, but help the students to make their own decisions

Stopping Plagiarism before it happens**Mignon Adams, Michael Dockray,****Charlotte Gale****September 2001**

- Students can buy finished term papers off the email on many topics
- Therefore, we need to assign paper topics that cannot be purchased. The following are some suggestions:
 - Narrow topics are often not available
 - Students should not be allowed to pick their own topics
 - Compare and contrast topics are often harder to purchase
 - Require students to use resources that have been published in the last year
 - Require students to use a variety of resources including books and journal articles
- Incorporate aspects of the assignment into class activities: this makes the students see the relevance of the assignment
 - Model aspects of the paper, such as what is acceptable paraphrasing, as an in-class activity
 - Ask students to make a presentation on the topic
- Require students to hand in steps of their paper in advance: this gives a better product in the end also
- Require students to hand in, or tell students to save and they may be required to hand in later, copies of their references
- On the day that the paper is handed in, require the students to do a short essay about what they learned from the assignment

**Using Active Learning Techniques in
classes of any size
Phyllis Blumberg**

Given in May and August 2001

The participants engaged in (and learned about) the following active learning techniques:

- Setting expectations for learning
- Active, purposeful reading
- Individual work
- Developing applications of what learned to real situations
- Developing specific examples of how techniques can be used
- Collaborative learning
- Larger group discussions
- Guided note taking
- Classroom assessment techniques
- Knowledge assessment
- Summarize what did/ learned
- Application assessment
- Complete a matrix
- Peer teaching
- Active learning in lectures
- Discussion techniques
- Recall of lecture information
- Synthesize lecture material into a graphic representation
- Establish work buddies for future work

**Meeting the Need of Our Students: Using
Survey Results and Experiences to meet
the needs of our students**

**Bob Boughner, Eric Boyce, Paula
Kramer, Ken Leibowitz, Fred Schaefer,
and Mac Turner
August 2001**

A summary of the results of last year's student satisfaction survey and admissions profiles were presented:

- Majority of the applicants get accepted to USP, but only about 1/3 of the accepted applicants choose to come here
- Our students rate themselves lower on self-confidence than students nationally at other 4 year institutions
- For 30% of our students English is not their native language
- Many of our students feel they will need tutoring in English, writing and science than nationally
- We have a much higher retention rate than nationally
- Students come here to receive the credentials to be able to get a good job and not as concerned with many of the other aspects of college, such as making friends, broadening one's perspectives, etc.

Small groups discussed the implications of these findings for their own teaching

A panel discussion of experienced faculty with 1-2 years of teaching experience here shared their insights on teaching

- Students here are more serious about their studies than other places
- Students here are great memorizers, but may be less inclined to ask questions for meaning
- Generally our students are respectful and well behaved
- Our students are very career minded
- Students often question the relevance of courses that they do not perceive as directly relating to their major. Students may question courses in the core curriculum.

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Getting Students to Read Before Class

Phyllis Blumberg

August 2001

The participants practiced using the Readiness Assessment Test technique developed by Larry Michaelson

- Students come to class prepared to take a quiz on their reading
- Students take the quiz individually and then as a group discussing their answers
- After students have heard the correct answer, groups are allowed to complete an appeal stating why their answer was correct
- Teachers can concentrate on those topics the students had the most trouble with and skip those that the students understood

Next the participants learned about 2 techniques called writing to learn

- Students write notes on their reading. These are very rough.
- These notes on reading may be what they understand, questions they have, summaries etc.
- Students come to class ready to engage in a dialogue about the material
- After the class discussions on a topic or chapter, the students write a concept paper
 - This is a summary of three main points in the chapter and three supporting evidence on the concepts
- These learning to write assignments count toward their grade

Using Distance Education Techniques in Traditional Courses

Jacque Smith and Phyllis Blumberg

August 2001

Distance education includes any instruction other than the same time, same location including

- Asynchronous learning
- Synchronous, but at different sites
- Within a traditional classroom using resources not usually available in traditional classroom

We discussed various techniques available here and answered questions including

- Educational Web platforms. We currently use WebStudy
- ERes
- Tele-conferencing
- Video-tapes, CD's
- Computer simulations

We watched a videotape about distance learning and large distance learning companies and discussed its implications here

Designing Courses to increase higher learning

Phyllis Blumberg

August 2001

Faculty can enhance their ability to promote significant learning by increasing or improving their:

- Understanding of the subject matter they teach
- Ability to interact with students
- Ability to design learning experiences

Planning steps in Dee Fink's Integrative Course Design Model:

- Consider situational factors such as the level of the course
- Determine learning goals
- Plan feedback and assessment activities
- Plan teaching and learning activities
 - Striving for deep learning, or learning for meaning (as opposed to surface or superficial learning or strategic learning i.e., to pass the test)
 - Multiple ways to facilitate active learning
- Check for consistence and integration among all the parts of a course

Participants worked on each of these planning steps

Grant Money Available for Travel, Instructional Technology and Innovations

As in the past, **up to \$400 per individual** will continue to be available for attendance at a conference that focuses on teaching and learning. In addition, you may now apply for a grant of up to \$400 towards the costs of learning about or integrating technology or other innovations into your courses. The money need not be spent at conferences. Grant money can also be spent on software or educational resources to be used by students.

Application Procedures

Please send electronically, to Phyllis Blumberg, p.blumbe@usip.edu, a one to two page letter of application describing each of the following points. 1) The activity or resource that you wish considered for funding. Include detailed information, attaching relevant brochures. 2) The specific ways in which this activity or resource will enhance the teaching and learning process in your course(s). 3) Cost of the resource or detailed anticipated budget for the activity, including travel expenses, if applicable. 4) Specific plans for sharing with members of your department or other USP faculty members the ideas and/or information that result from your participation in this activity. 5) Your status in the department concerning tenure; non-tenure faculty on tenure-track appointment. Grant applications will be reviewed by the Teaching and Learning Center Advisory Committee, composed of your colleagues from across the University. Awards will be made on a rolling basis in accordance with the fiscal year cycle.

Deans' Interdisciplinary Cooperative Education Initiative Awardees for 2000-2001

Each of the awardees will give a progress report at TableTalks seminars in the Spring Semester, 2002.

Mignon Adams Information Science, Jennifer Connor, Humanities, Roy Robson, Humanities, Ruth Schemm, Health Sciences and Kim Tieger, Information Science "The History of Therapeutics".

Shanaz Tejani-Butt, Pharmacology & Toxicology "Concept Mapping".

Liza Takiya, Pharmacy Practice, Dan Hussar, Pharmacy Practice and Ruy Tchao, Pharmacology & Toxicology "Smoking Cessation".

Phyllis Blumberg, Teaching and Learning Center, Alison Monstrom and Kevin Wolbach , Biology, John Moore and Melanie Rago, Student Affairs, Barbara Bendl Reilly and Amy Kimchuk, Mathematics, Physics and Computer Sciences "A Learning Communities Model for integration of content, concepts and context within separate courses at USP".

Mignon Adams, Information Science and Lilly Velez Humanities "BW 320/IS305 Search strategies and professional writing".

USP Teaching and Learning Center Schedule of Activities for Fall 2001

Date- Time	Location	Topic	Presenters	T4/T5
Tues. August 21 Noon	Woman's Club Room	Helping students to succeed and showing we care	Amy Kimchuk, Diane Morel, Gayle Garrison, Sue Wainwright	T5
Mon. August 27 4 P.M.	Woman's Club Room	Helping students to succeed and showing we care	Amy Kimchuk, Dan Hussar, Diane Morel, Joan Tarloff, Gayle Garrison, Sue Wainwright	T5
Tues. September 4 Noon	Rosenberg Conf Room	Distance learning demonstration	Pam Kearney, John Connors	T4
Mon. September 10 4 P.M.	Wilson 205	Distance learning demonstration	Pam Kearney, John Connors	T4
Tues. September 18 Noon	Griffith 110B	Stopping Plagiarism before it happens	Mignon Adams, Mike Dockray, Charlotte Gale	T5
Mon. September 24 4 P.M.	Griffith 110B	Stopping Plagiarism before it happens	Mignon Adams, Mike Dockray, Charlotte Gale	T5
Tues. October 2 Noon	Woman's Club Room	Differences between a college and a university: Is USP really a university?	Bob Boughner, Aminta Breaux, Glenn Rosenthal	T5
Mon. October 8 4 P.M.	Woman's Club Room	Differences between a college and a university: Is USP really a university?	Bob Boughner, Aminta Breaux, Glenn Rosenthal	T5
Tues. October 16 Noon	Museum - 1 st floor Griffith	Using museums in your teaching: history of alternative medicine	Ruth Schemm, Jennifer Connor, Kim Tieger, Roy Robson	T5
Mon. October 22 4 PM	Museum - 1 st floor Griffith	Using museums in your teaching: history of alternative medicine	Ruth Schemm, Jennifer Connor, Kim Tieger, Roy Robson	T5
Tues. October 30 Noon	Griffith 110B	Teaching using Evidence Based Practice	Roger Ideishi, Pam Kearney	T5
Mon. November 5 4 P.M.	Griffith 110B	Teaching using Evidence Based Practice	Roger Ideishi, Pam Kearney	
Tues. November 13 Noon	Woman's Club Room	Using a Virtual Personal Network (how to work from home)	George Downs, Pat Lapore	T4
Mon. November 19 4 P.M.	Woman's Club Room	Using a Virtual Personal Network (how to work from home)	George Downs, Pat Lapore	T4
Tues. November 27 Noon	Woman's Club Room	Ninety years in the world of work in America	Pat Peterson	T5
Mon. December 3 4 P.M.	Woman's Club Room	Ninety years in the world of work in America	Pat Peterson	T5

T4 seminars are co-sponsored by the Center for Extended & Distance Learning and The Teaching & Learning Technology Roundtable

USP Teaching and Learning Center Schedule of Activities for 2002 Upcoming Events Save the Dates

Monday, January 7th through Friday January 11th. – Workshops and informal opportunities for faculty to share what they are doing – more details to follow

Tuesday, January 8th – Pat Peterson – incorporating career development into Academic Curricula

Wednesday, January 9th – How can we serve our students needs: Who are the current University students? – Steve Merritt – Director of Enrollment Management, Villanova University

EDUCATIONAL CONFERENCES OF NOTE

FULL BROCHURES CAN BE FOUND IN THE TEACHING AND LEARNING CENTER

The Distance Learning Workshop Proven Teaching Strategies and Courses Design for the World Wide Web and Interactive Television An introductory and intermediate level workshop Friday and Saturday November 2-3, 2001 Sheraton Uptown Albuquerque, New Mexico [USA www.nmsu.edu/~ced/wkshp.htm](http://www.nmsu.edu/~ced/wkshp.htm)

In-Depth Learning Opportunities with Scholars/Practitioners For all Faculty and Administrators With tracks for those interested in student affairs, health professions, and PBL 2001 Assessment Institute November 4-6, Indianapolis, Indiana For more information please contact Harriet Rodenberg (317) 274-5053 * Fax: (317) 274-3878 [email: hrodenbe@iupui.edu](mailto:hrodenbe@iupui.edu) www.planning.iupui.edu

Education Technology Conference. The conference will be held November 29 through December 2 in Boston. For conference information see www.syllabus.com/fall2001/index.asp.

Association of American Colleges and Universities (AAC&U) Conference Announcement Technology, Learning, and Intellectual Development: Challenges at the Crossroads of the Education Revolution November 1 - 3, 2001 Baltimore, Maryland

For more information or to register online, visit <http://www.aacu-edu.org>. Additional information is also available by [emailing meeting@aacu.nw.dc.us](mailto:emailing_meeting@aacu.nw.dc.us) or phoning 202-387-3760.

List of possible sites to find out about conferences through the use of the web

- The Chronicle of Higher Education publishes a list.
- Illinois State U, faculty development [site:http://www.cat.ilstu.edu/events/offcampus.shtml](http://www.cat.ilstu.edu/events/offcampus.shtml).
- Check and browse <http://www.theconferencecalendar.com>.
- EduFind web site is a possible source for finding conferences worldwide: <http://www.edufind.com/events/index.cfm>.
- Another is <http://www.allconferences.net/Education/>.
- Try the Education Conference Calendar at <http://www.cde.ca.gov/calendar/>.
- Yahoo! is a useful source of information about forthcoming conferences.
- Select a category (e.g. Education or Science), then input "Conferences" into the search box.
- On teaching and technology conferences, see Minnesota State Colleges & Universities: <http://www.oit.mnscu.edu/pages/conference.php>.
- Another on teaching and technology is the _National Teaching & Learning Forum_ site; you can click on regions and get lists of local conferences: <http://www.ntlf.com/html/lib/region.htm>.
- US Air Force Academy, faculty development site: <http://www.usafa.af.mil/dfe>.