

# Teaching Matters

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

Volume 3, Issue 2

2001 Winter Issue

Announcing a special daylong consultative visit by an internationally known instructional designer and curriculum planner. Dr. L. Dee Fink, from the University of Oklahoma, will be at USP on **March 16, 2001**. Ray Orzechowski and I attended a workshop given by Dr. Fink and we both agreed that he would be perfect to invite to USP. He will give a workshop in the morning for all faculty on, "Designing courses that promote significant learning." Then in the afternoon, he will be available to work with specific groups or individuals who are in the process of revising or designing new courses. Please contact the Teaching and Learning Center if you wish to attend this workshop and if you want to schedule a consultation with Dr. Fink.

I find Dee Fink's work very exciting, practical and applicable to USP. The key article in this newsletter is based upon his ideas. If you like this taxonomy of higher learning, you will really benefit from his workshop.

## A New Taxonomy of Higher Learning

By Phyllis Blumberg, based upon work done by L. Dee Fink, Ph.D.

All USP faculty strive for our students to obtain higher or more significant learning. Yet while we all use this term, we may not know exactly what it means. For the last half century, Bloom's (1956) taxonomy of learning was one of the major sources on different types of learning. According to Bloom, the higher levels of learning include evaluation, synthesis and analysis. These three types of learning all relate to what a learner does with knowledge. While knowledge is essential, it is not the only aspect of higher level learning.

(continued on pg.2)

## IN THIS ISSUE

- 1 A New Taxonomy of Higher Learning
- 2 A New Taxonomy of Higher Learning
- 3 A New Taxonomy of Higher Learning
3. Call for submissions :The 2001 Document of Innovations
- 4 Innovations in Teaching and Learning at USP  
Submission form
- 5 Grant Money Available Center Faculty Development
- 6 Educational Conferences of Note
- 7 Educational Conferences of Note
- 7 Call for OWL
- 8 Overviews of Previous T<sup>4</sup> Table Talk: Teaching & Technology
- 9 Overviews of Previous T<sup>4</sup> Table Talk: Teaching & Technology
- 9 Overviews of Previous T<sup>5</sup> Table Talk: Teaching Tips & Techniques
- 10 Overviews of Previous T<sup>5</sup> Table Talk: Teaching Tips & Techniques
- 11 Summary of Previous workshop
- 12 Teaching & Learning Center Activities for Spring 2001

Teaching Matters is published by the Teaching and Learning Center of the University of the Sciences in Philadelphia. Information, inquiries and comments are welcome and should be directed to:

Phyllis Blumberg, Ph.D., Director  
The Teaching and Learning Center, GH-218  
University of the Sciences in Philadelphia  
600 South Forty-third Street  
Philadelphia, PA 19104-4495  
Phone: (215) 895-1167  
or (215) 895-1168  
FAX: (215) 895-1100  
e-mail [p.blumbe@usip.edu](mailto:p.blumbe@usip.edu)  
[m.raffer@usip.edu](mailto:m.raffer@usip.edu)  
[www.usip.edu/teaching](http://www.usip.edu/teaching)

**The Teaching and Learning Center web page is open at [www.usip.edu/teaching](http://www.usip.edu/teaching)**

Find all the information you need to know concerning USP's Teaching and Learning Center Events and Services. Links include: [Calendar of TLC Events](#), [Special Interest Groups](#), [Travel and Technology Grants](#), [Summaries of Previous Events](#), [Workshops Available](#), and [Teaching Matters Newsletter](#).

The Teaching and Learning Center is an educational resource for all USP faculty who are interested in helping their students become more effective learners. ¾

## A New Taxonomy of Higher Learning (continued)

Our society has expectations that graduates of colleges and universities should have many more competencies beyond using knowledge. Business, and government leaders have identified key critical attributes that are necessary for success beyond college (Gardiner, 1994). These critical competencies include personal characteristics such as responsibility, conscientiousness, and respect for people different from oneself; abilities and skills. Abilities include the abilities to act in an ethical fashion, adapt to change and the ability and desire for life-long learning. Skills include communication, interpersonal and team skills, skills in critical thinking and in solving complex problems (Gardiner, 1994).

Fink (2000) created a new taxonomy of higher learning as a result of these expressed needs in higher education to go beyond Bloom's taxonomy. Professional organizations, e.g., business managers and engineers, and individuals such as Lion Gardiner, are asking higher educational institutions to produce graduates with additional higher levels of learning that do not emerge from Bloom's taxonomy. Fink (2000) created a model of learning that identified different kinds of significant learning. He then combined these kinds of significant learning to form a taxonomy of higher learning. This taxonomy addresses the varied kinds of learning that society is expecting of college graduates. It is a refreshing look at learning that emphasizes domains other than knowledge.

He sees two distinctive dimensions of learning: kinds of lasting changes in the learner and the foci of learning. "All learning results in some kind of *change* in the learner, and yet all learning is *about* something, i.e., is focused on something" (Fink, 2000, p. 117). The components of learning involve five kinds of changes in the learner (caring, acting, connecting, thinking, and knowing) and five foci of learning (the process of learning, learning about self, others, ideas and phenomena).

Fink's first dimension of learning involves five kinds of changes in the learner. As a result of learning, people change in their feelings, interests or values; these are classified as a change in *caring*. When people develop new abilities to act, new skills or a readiness to engage in action;

Fink calls this type of learning *acting*. Learning to make new connections among phenomena, ideas, or processes or realizing the interactions among events or objects is called *connecting*. *Thinking* is composed of 1) critical thinking or evaluating or analyzing, 2) creative thinking to image or create something new, and 3) practical thinking to solve problems or make decisions. *Knowing* is the result of understanding or remembering information, ideas, terms, etc. (Fink, 2000).

Fink's second dimension of learning relates to the foci of the learning. The foci of learning relates to learning about significant things. When significant learning occurs, individuals learn about *learning* itself. Within the focus of learning, people may learn about a particular subject, how to be a better student, or how to become a self-directed learner. People learn about *others*. This learning would result in a better understanding of how to interact effectively with other individuals. Students may also learn about themselves. In *self* learning, people may acquire a new image of themselves or of what they aspire to. Interpretive perspectives that help people to make explanations or predictions is learning about *ideas*. People learn about particular *phenomena* within disciplines or domains of natural or social sciences or the humanities (Fink, 2000).

Fink uses these ten components of significant learning to construct a taxonomy of higher-level learning. He groups related components into general kinds of significant learning. The components of self and others become the human dimension of significant learning. Acting and thinking is grouped into the application dimension. Knowing about phenomena and ideas is labeled as fundamental knowledge. When labeling significant kinds of learning, Fink calls the caring change in a learner motivation, and the connecting change integration. Further he labels the learning focus as learning to learn. Thus, he creates six important kinds of significant learning: *learning to learn, motivation, human dimension, integration, application and foundational knowledge*. These six distinct kinds of significant learning form the basis for Fink's (2000) taxonomy of higher level learning.

(continued on pg.3)

## A New Taxonomy of Higher Learning (continued)

Unlike Bloom's taxonomy that is hierarchical, this taxonomy is interactive. They can be graphed as six interlocking kinds of learning or links to form a circular chain. Thus each kind of significant learning is equal to the others (Fink, 2000).

As you teach your courses, think about what you are doing to promote each type of significant learning. Ask yourself, what am I doing to encourage your students to

- learn how to learn,
- be motivated to change their values,
- learn how to interact better with other people,
- integrate ideas, events or objects,
- apply their skills, as well as
- develop fundamental knowledge.

Dr. Fink's workshop on March 16, 2001 will help you plan courses that incorporate each of these significant kinds of learning. His workshop will also help you integrate curriculum planning to achieve your goals for your students.

### References

Bloom, BS. (Ed). Taxonomy of educational objectives. The classification of educational goals. Handbook I: Cognitive Domain. NY: David McKay, 1956.

Fink, LD. Higher-level learning: The first step toward more significant learning. To Improve the Academy, 2000, 19, 113- 130.

Gardiner, LF. Redesigning Higher Education: Producing Dramatic Gains in Student Learning. Report No. 7 Washington, D.C.: Graduate School of Education and Human Development, the George Washington University, 1994.

## Call for submissions to: The 2001 Document of Innovations in Teaching and Learning at the University of the Sciences

The Teaching and Learning Center of USP will continue to produce an annual document of educational innovations within the university. The aim of these innovations is to improve teaching and learning within our educational programs. The Teaching and Learning Center Advisory Committee endorsed the establishment of "The Innovations in Teaching and Learning at the University of the Sciences in Philadelphia." This document is disseminated throughout the campus to give increased recognition to individual faculty who strive to improve their teaching as well as to others who assist students to learn more. Hopefully, the document will help faculty in collaborating on new ideas and will inspire others to try new methods to improve their teaching and learning.

All faculty, including full time, part time or adjunct, graduate student instructors, and staff who do formal or informal teaching or supervising clinical experiences are eligible to submit a description of their innovation.

Each innovation will be summarized in a one- two page standard abstract form (attached and available electronically).

More space may be used to describe aspects of the activity than shown on the form, these are specifications on what to include. The total abstract should fit on one – two pieces of letter sized paper. Use 12 point size and a standard easy to read font. Faculty who submit a nomination for the OWL award should modify their submission to conform to the standard abstract form. Faculty who received Teaching and Learning Center grants will be encouraged to describe the innovation they implemented as a result of the grant.

**Deadline for submission is May 18, 2001  
Submit either electronically or on a diskette.**

**Innovations in Teaching and Learning at the University of the Sciences in Philadelphia 2000-2001  
Submission form**

Description of Innovation

Title of innovation\_\_\_\_\_

Name of innovator\_\_\_\_\_

Telephone number\_\_\_\_\_ email address\_\_\_\_\_

Department\_\_\_\_\_ Type of students\_\_\_\_\_

Course or activity where implemented\_\_\_\_\_

Describe goals of innovative educational activity

Describe the innovation and its implementation

Reflect on what's working and why it is working

Describe student reaction to the innovation

Will innovation be sustained within the course? Yes\_\_\_ No\_\_\_

Will you implement this innovation in other courses? Yes\_\_\_ No\_\_\_  
Describe

What advice would you give to other people adapting this innovation?

Other comments

## **Grant Money Available for Teaching and Learning Center Faculty Development**

The Teaching and Learning Center continues to award grants for up to \$400 per individual per academic year available for faculty development. This money can be used to attend a virtual or live conference or workshop that focuses on teaching and learning. Grant money can be spent on software or other training in technology. Individuals may also seek funding for unique faculty development activities that are not conferences or workshops.

The Teaching and Learning Center Advisory Committee has established the following criteria for awarding the grant:

1. Preference will be given to full time faculty. Part-time or adjunct faculty will be considered if they have a history with the University and if their department chair endorses this grant.
2. Grants will be given to those individuals who demonstrate how this money will have a large impact on education within the University. The application should state how the individual will use the knowledge or skills learned through the grant money in their teaching, and to help others.
3. Priority will be given to enrichment that will focus on a required course over an elective course
4. Priority will be given to new responsibilities for the faculty member, such as new course or for new programs.
5. Priority will be given to those applications that show a potential for changing how students learn
6. Grantees are required to disseminate their new knowledge or ideas through
7. A faculty member may only receive one award per academic year.
8. Rank of the faculty member is no longer a consideration for this award.

### **Application Procedure**

Please send electronically a 1-2 page letter of application to Phyllis Blumberg, Director of the Teaching and Learning Center ([p.blumbe@usip.edu](mailto:p.blumbe@usip.edu)).

The application should:

- describe the activity or resource that the grantee will pursue
- address the criteria, paying particular attention to the specific ways in which this activity will enhance the teaching and learning process in your course(s) and
- address how other faculty within this University can benefit from this activity .
- contain a budget that justifies the amount requested.

Grant applications will be reviewed by the Teaching and Learning Center Advisory Committee, composed of representatives from each department. Awards will be made on a rolling basis in accordance with the fiscal year cycle.

### February

Pennsylvania Association of Educational Communications and Technology (PAECT) and Tri-State College Library Cooperative (TLLC) FREE Temple University - Tuttleman Learning Center Feb. 5<sup>th</sup>, contact [martinf@unix.temple.edu](mailto:martinf@unix.temple.edu)

AAHE Conference of Faculty Roles and Rewards, February 1<sup>st</sup> - 4<sup>th</sup> Tampa, Florida, [WWW.AAHE.ORG](http://WWW.AAHE.ORG)

Academic Chairpersons Conference, February 7<sup>th</sup> - 9<sup>th</sup> Adams Mark Hotel, Orlando, Hosted by the Division of Continuing Education Kansas State University [www.DCE.KSU.EDU/DCE/CONF/ACADEMICCHAIR](http://WWW.DCE.KSU.EDU/DCE/CONF/ACADEMICCHAIR)

"The Assessment Institute," National Center on Postsecondary Teaching, Learning, and Assessment, and ACT, in San Antonio, Tex. February 15<sup>th</sup> - 17<sup>th</sup>. <http://www.ed.psu.edu/cshe/nctla.htm>

Annual Southern Utah Great Teaching Summit February 15<sup>th</sup> - 17<sup>th</sup>, Kanab, Utah. <http://www.li.suu.edu/SUGTS>.

Lilly - South Conference on College and University Teaching, "Miami University and International Alliance of Teaching Scholars, in Boston, Mass. February 16<sup>th</sup> - 18<sup>th</sup>. <http://www.iats.com>

"Best Practice in General Education and Its Assessment: Bridging Theory and Practice," workshop, Association American Colleges and Universities, in Atlanta, Ga. February 22<sup>nd</sup> - 24<sup>th</sup> contact: [meetings@aacu.nw.dc.us](mailto:meetings@aacu.nw.dc.us), <http://www.aacu-edu.org>

"International Self-Directed-Learning Symposium," in Boynton Beach, Fla. February 22<sup>nd</sup> - 24<sup>th</sup>, [ctrk36@email.mot.com](mailto:ctrk36@email.mot.com), <http://www.dslglobal.com>

State of the Art Learning Environments: "The Pew Grant Program in Course Redesign - Monday, February 26<sup>th</sup>, Dallas, Tx <http://www.center.rpi.edu/L.Forum/learnenv.html>

### March

"Balancing Professional and Personal Lives in Higher Education: A Focus on Women Faculty," in Tuscon, Arizona, March 1<sup>st</sup> - 3<sup>rd</sup> [graym@u.arizona.edu](mailto:graym@u.arizona.edu), <http://www.cuwfa.org>

CEDA - Workshop "Developing a Comprehensive Faculty Evaluation System" Orlando, FL, March 12<sup>th</sup> - 13<sup>th</sup>. [www.cedanet.com](http://www.cedanet.com)

The Distance Learning Workshop "Proven Teaching Strategies and Course Design for the World Wide Web and Interactive Television" March 16<sup>th</sup> - 17<sup>th</sup>, 2000, Albuquerque, New Mexico [www.nmsu.edu/~ced/wkshp.htm](http://www.nmsu.edu/~ced/wkshp.htm)

NLII Focus Session "Planning for Transformation" March 17<sup>th</sup>, Crowne Plaza Worcester Hotel. Worcester, MA <http://www.educause.edu/nlii/meetings/nlii012/>

NERCOMP "E-learning: Enhancing Education in and Out of the Classroom" Worcester's Centrum Centre Arena & Convention Center Worcester, MA March 18<sup>th</sup> - 20<sup>th</sup> <http://www.educause.edu/nercomp/2001/index.asp>

"Management Institute for Women in Higher Education Administration," at Wellesley College, Wellesley, MA March 22<sup>nd</sup> - 24<sup>th</sup> [sknowles@wellesley.edu](mailto:sknowles@wellesley.edu)

March

AAHE: 2001 National Conference on Higher Education March 24<sup>th</sup> - 27<sup>th</sup>, Washington, DC  
[www.aahe.org](http://www.aahe.org)

"The Assessment Institute, "National Center on Postsecondary Teaching, Learning and Assessment, and ACT<  
in Cincinnati, Ohio March 29<sup>th</sup> - 31<sup>st</sup> <http://www.ed.psu.edu/cshe/nctla.htm>

Information Technologies Workshop "The Challenges and the Opportunities" Marcy 30<sup>th</sup> - April 1<sup>st</sup>  
Westin William Penn Hotel, Pittsburgh, PA <http://www.cic.edu/conferences/technolog/technology.shtml>

April

"Lilly-Atlantic Conference on College and University Teaching" Miami University and International Alliance of  
Teacher Scholars, in Towson, MD April 27<sup>th</sup> - 29<sup>th</sup> <http://www.iats.com>

**Call for OWL Awards Nominations  
InnOvations With Learning**

Submit your application for the Teaching and Learning  
Center's Annual OWL Awards

InnOvations With Learning

In memory of Patricia Leahy

The OWL Awards have been established to  
acknowledge faculty efforts in fine tuning the craft and  
furthering the art of teaching.

What's New in Your Classroom?

Faculty members' use of new instructional strategies  
typically require much planning time, a willingness to  
take risks, and delayed or even uncertain reward. The  
**OWL** Award recognizes those faculty members who  
are currently experimenting with their teaching.

If you have developed and used an instructional  
strategy, within the last 2 years, in a way that is unique  
for you, you are eligible to apply; there is no  
requirement that the strategy be totally original.

Examples of such strategies are: giving an assignment  
designed to increase students' thinking skills; using  
small groups within a large class; using computers in a  
laboratory course: incorporating student analyses of  
case studies into a course; or developing an  
interdisciplinary approach to a topic. Groups of faculty  
members who have collaborated on the development of  
a new approach are also encouraged to apply.

Full-time University faculty members who are in their  
third year or more of employment at USP may apply.

Individuals who receive an **OWL** in one academic year  
are not eligible to apply the next year, but may apply  
again any time after that.

All nominees will present an informal poster at the  
2001 Talking About Teaching Reception and Fair.  
Please include the following information in your letter.

**Description:** Provide a description, in some detail, of  
the new strategy. How you arrived at the idea? What  
characteristics of this strategy make it conducive to  
enhancing your students' learning? In what type of  
course did you use the strategy

(elective/required/clinical/ laboratory/classroom,  
number of students, etc.)? Feel free to attach copies of  
student assignments, class handouts, test questions, etc.

**Rationale:** What were your reasons for deciding to try  
something different? How did this approach differ  
from what you have done in the past?

**Outcomes:** What were your students' reactions to the  
new strategy? What differences, if any, did the new  
strategy make in your students learning or in their  
attitude toward the subject? What evidence do you  
have for this?

**Reflections:** Will you continue to use the strategy?  
Why or why not? What, if anything, will you do  
differently next time? What advice would you have for  
colleagues who want to try new instructional strategies  
in their own classes?

The review committee will be composed of previous  
OWL recipients.

**Deadline for submission, Monday, March 19, 2001.**

## Overviews of Previous T<sup>4</sup> TableTalk: Teaching and Technology

October, 2000

### Supporting Learners in an On-line Environment Joann Gonzalez-Major, Philadelphia University

- On-line learning can only be viable if we shift objectives from mass delivering of information to learning centered activities
- Need to provide more structure to learners
- Novice on-line learners are actually trying to master 2 different domains at once – the discipline of the course and how to learn on-line
- Help students get to know each other in the class and continue to interact throughout the course
  - This can be achieved by some in person interactions early in the course
  - Group assignments reduce isolation
- On-line course take much front-loaded time to develop, can have pay off with repeated offering
- Standard, live courses cannot just be moved to distance education. Entire course, how it is taught, what students do, assignments, tests, etc. needs to be re-thought
- On-line courses should be limited to 20 students per instructor or teaching assistant
- Many different teaching and learning strategies available with distance learning including
  - Demonstrations, peer teaching sessions, student presentations
  - Problem solving through threaded discussions
  - Drills, practice, quizzes
  - Interviews, panel discussions
  - Creating products, such development of group web sites
  - Discussions to lead to a consensus
  - Tutorials
  - Simulations, role playing
  - Case studies

October – November, 2000

### Unseen Implications of the Electronic Age: How much material to give students electronically Mignon Adams, Clyde Ofner, Stan Zeitz

- If all material to be learned is available on-line, class time can be used very differently
  - Can spend more time in discussions, solving problems
  - Do not feel that all material needs to be covered
  - Faculty may feel in greater control of what to cover in class
- People rarely read material from computer monitors; they print it out
  - Printing from a computer is much more expensive than photocopying it
  - Consider other ways to make material available besides downloading and printing it.
    - A hard copy on reserve in the library is a good idea.
    - Material can also be sent to a networked photocopy machine
  - If computer generated slide presentations (e.g., Power Point) are made available to students electronically, take out the background color. This saves much printer toner.
- When much material is given to the students, it is like creating another text for the students to learn.
- Need to question how much material should student learn.
  - Just because it is now very easy to disseminate information to students, does not mean the amount of material to be learned should increase greatly.
- Attendance drops when all the content material is available on- line; students can also be less attentive in class. They can use all of the available material as a crutch
- Grades went up once content material was available on-line
- If faculty do not want to put all content material on-line, they can still put some on-line
  - Complex diagrams, pictures, graphs, etc, are good suggestions to make available electronically. Students often have trouble copying these in class
  - Data or data sets are also good to make available on-line
  - Fair practice laws that apply to classroom overheads also apply to on-line materials for classroom use provided access is password protected

**Overviews of Previous T<sup>4</sup> TableTalk: Teaching and Technology  
(Continued)**

**Overviews of Previous T<sup>5</sup> TableTalk: Teaching Tips and Techniques**

**November, December, 2000**

**Making Service-Learning an Effective Learning Experience**

**James Birge, Pennsylvania Campus Compact**

- Pennsylvania Campus Compact is part of a national organization that fosters Service-Learning on campus, gives out grants for service learning programs
- Service-Learning returns higher education to social relevance purposes
- Reflection on the community experience is key to making it a learning experience. Reflection provides the link between the academic content and the community experiences.
- 3 levels of reflection that should take place:
  - social- relating to systems and issues
  - personal - relating to values
  - technical- relating to discipline specific material
  - Faculty, community partner or students should guide reflection. The guiding activity takes the student back to the content of the course.
  - Students should not be graded on the participation in the community activity itself. They should be graded on what they learned from this experience.
- Steps toward integrating service and academic study
  - Assessment of capacity within community, with students
  - Design course syllabus - need to rethink course, just cannot add service component to existing course
  - Implementation and support- roles of learner and teacher become more fluid, works best if teacher is involved in community activity also
- [http:// www. paccompact.org](http://www.paccompact.org) has many good resources

**September, 2000**

**Planning Interdisciplinary or Team Taught Courses**

**Roy Robson, Charlotte Gale, Alison Mostrom, Paul Halpern**

- Consider goals and philosophy of disciplines, they should be similar
  - A mismatch where one course emphasizes mastery of facts and other emphasizes creating products, or writing skills is difficult to integrate
- All students should be registered for integrated components. If only some of the students take the interdisciplinary course, others as separate courses this leads to student dissatisfaction.
- In team taught courses it is helpful if both faculty can attend all classes consistently
- Interdisciplinary courses often lead to ambiguity, lack of agreement or solution, this should be mentioned to the students initially
- Interdisciplinary courses are very different from what students expect; faculty need to spend more time orienting students to what course is intended to do
  - These types of courses may be especially difficult for beginning students
- Faculty who teach interdisciplinary and team taught courses need full support from their chairs, deans in this activity

**Overviews of Previous T<sup>5</sup> TableTalk: Teaching Tips and Techniques  
(continued)**

**October, 2000**

**A New USP Model for Integrating Content, Context within Separate Courses**

**Phyllis Blumberg, Amy Kimchuk, Alison Mostrom, Barbara Bendl Reilly**

- Model seeks to improve learning by integrating different disciplinary perspectives into teaching a specific discipline
- Pilot taking place now with 1<sup>st</sup> year mathematics and biology courses
- Model has potential to integrate all courses
- Interested in recruiting other faculty who would like to join process to integrate their courses with another course
- Model contains following 8 steps:
  - Orient faculty to model, recruit possible discipline pairs
  - Faculty from  $\geq 2$  disciplines dialogue to examine overlap, holes in content, context, timing of material covered. Develop a list of what needs to be added or changed for more integration
  - Identification of integrative examples, prepare to teach these examples
  - Implement teaching of integrative examples
  - Evaluate learning from integrative examples
  - Revise teaching on the basis of evaluation data
  - Implement and evaluate revised examples
  - Disseminate examples, model to others

**November, December, 2000**

**Creating and Giving Useful Library Assignments  
Donna Gagnier**

- Standards for Information Literacy now included within Middle-States Accreditation. These include:
  - Determine the nature and extent of information needed
  - Access information effectively
  - Evaluate information and its sources
  - Understand how to use information effectively
  - Understand economic, social and legal use of information
- Make a checklist or scoring rubric of all criteria students will graded on
  - distribute it to the students in advance
  - use it for giving students feedback on their work
- Do not spend too much time writing feedback for students who did not spend much time developing their assignments
- Check with a librarian before giving a library assignment
- Students should be encouraged to use specialized encyclopedias or other reference material as background reading when they begin a library assignment
- Students waste much time picking the topic of an assignment.
  - Better to give them choices from which they can select or modify
  - Reference books give topic suggestions
- Some suggestions for useful library assignments:
  - Ask students to write a side bar for an article describing facts in the article
  - Write introductory paragraph for different types of articles (e.g., scholarly, popular, trade, sensational) on the same topic
  - Compare the material covered in review articles, clinical trials, research article, case study
  - Develop annotated bibliography on a topic

## Summary of Previous workshops

### GSI Workshop on How to Proctor an Exam

#### Phyllis Blumberg, Rod Wigent, Kevin Wolbach

- The primary purpose of a proctor is to enforce the university's policies on exam taking. The Student Handbook spells out these policies.
- Generally proctors should not clarify material.
- The proctor's responsibility is to be in control of the classroom and to ensure that all students are taking the exam honestly
  - Do not do other work, such as reading, while proctoring
  - The proctor's eyes must be constantly moving around the room and actively observing all student behaviors.
- Policies and procedures for proctoring, if a proctor suspects that a student is engaged in cheating or in any other way of being dishonest
- For any reason, ask students to move and take seats in different parts of the room.
  - When you suspect cheating have another proctor or the instructor discretely observe student(s) in an attempt to verify your suspicion.
  - At the end of the exam period, set the suspected exam(s) aside and write out your suspicions.

—Announce the time remaining 5 minutes and 1 minute before the end of the exam period. In calling for the exams, announce that all students must immediately stop writing and turn in their exams. Announce that anyone who continues to write will be in violation of University policy. Set aside any examinations of students who continued to write after the announced end of the exam.

—As proctors, you are responsible for reporting all suspected incidents of cheating. Again, try to have another person confirm your observations that led to suspect cheating. If possible, put your suspicions and observations in writing. You may be asked to appear before the joint faculty-student committee on student discipline.

The GSI's practiced proctoring an exam in which many students were given ideas on how to cheat. The GSI's had to confront the cheating student. This role playing exercise was practiced several times with people rotating proctoring, cheating or taking an exam honestly.

Teaching and Learning Center Activities for Spring 2001

1. Save **Friday, March 16, 2001** for a special day of workshops and the chance to consult with an internationally known instructional designer. Dr. Dee Fink will be giving a half workshop on designing courses that promote significant learning. This morning-long workshop will be in Wilson 205-208. Then he will be available to work with faculty on their own course designs or redesigns.
2. TableTalk Schedule for Spring 2001 –additional discussants have been asked, but have not yet been confirmed  
The Teaching and Technology series are co-sponsored by the Teaching and Learning Technology Roundtable and the Center for Extended and Distance Learning.

Date, Time	Place	Type of Activity	Topic	Discussants/ Facilitators
Tues. Jan 9, 12 –1	Learning Resources Center	T <sup>4</sup> : Teaching and Technology	Instructional uses of the new videoconferencing equipment	Jacqui Smith, colleagues at another site through CAPE
Tues. Jan 16, 12 –1	Learning Resources Center	T <sup>4</sup> : Teaching and Technology	Instructional possibilities for the new multi-media work station	Jacqui Smith
Mon. Jan 22, 4-5	209 Wilson	T <sup>5</sup> : Teaching Tips and Techniques	Using Concept Mapping as a content integrating technique	Shanaz Tejani-Butt, Phyllis Blumberg
Tues. Jan 30, 12 –1	208 Wilson	T <sup>5</sup> : Teaching Tips and Techniques	Using Concept Mapping as a content integrating technique	Shanaz Tejani-Butt, Phyllis Blumberg
Mon. Feb. 5, 4 –5	Learning Resources Center	T <sup>4</sup> : Teaching and Technology	Instructional possibilities for the new multi-media work station	Jacqui Smith
Tues. Feb. 13, 12 –1	205 Wilson	T <sup>5</sup> : Teaching Tips and Techniques	A 1 <sup>st</sup> year experience as a way to improve student success	Melanie Rago, John Moore
Mon. Feb. 19, 4 –5	205 Wilson	T <sup>5</sup> : Teaching Tips and Techniques	A 1 <sup>st</sup> year experience as a way to improve student success	Melanie Rago, John Moore
Tues. Feb. 27, 12 –1	205 Wilson	T <sup>4</sup> : Teaching and Technology	Promoting on-line information literacy within majors	Mignon Adams, Lili Velez, Leslie Ann Bowman
Mon. Mar. 5, 4 –5	205 Wilson	T <sup>4</sup> : Teaching and Technology	Promoting on-line information literacy within majors	Mignon Adams, Lili Velez, Leslie Ann Bowman
Tues. Mar. 13, 12 –1	Women’s Club room second floor of Whitaker	T <sup>5</sup> : Teaching Tips and Techniques	Assessing English competency with non-native English speakers: TOFEL exam, et. al.	Miriam Diaz-Gilbert
Tues. Mar. 20, 12-1	208 Wilson	T <sup>4</sup> : Teaching and Technology	Using digital and scanned images in teaching	Roger Ideishi, Joan Tarloff
Mon. Mar. 26, 4-5	205 Wilson	T <sup>5</sup> : Teaching Tips and Techniques	Assessing English competency with non-native English speakers: TOFEL exam, et. al.	Miriam Diaz-Gilbert
Mon. April 2, 4-5	205 Wilson	T <sup>4</sup> : Teaching and Technology	Using digital and scanned images in teaching	Roger Ideishi, Joan Tarloff
Tues. April 10, 12-1	205 Wilson	T <sup>5</sup> : Teaching Tips and Techniques	Using Peer and Student Evaluations	Peter Miller, Sarah Spinler
Mon. April 16, 4-5	205 Wilson	T <sup>5</sup> : Teaching Tips and Techniques	Using Peer and Student Evaluations	Peter Miller, Sarah Spinler
Tues. April 24, 12–1	205 Wilson	T <sup>4</sup> : Teaching and Technology	What happens when technology fails, beyond the obvious	John Connors, Jeanette McVeigh, Andrew Peterson
Mon. April 30, 4-5	205 Wilson	T <sup>4</sup> : Teaching and Technology	What happens when technology fails, beyond the obvious	John Connors, Jeanette McVeigh, Andrew Peterson, John Porter

