

Guided Inquiry

Guided Inquiry (continued from previous page)

Diggs Scholars are dedicated to promoting excellence, imagination and commitment to teaching and student learning. This afternoon the 2007 awardees will present and lead a public discussion relating to their recent work.

Motivating Students in Your Classroom

Brett Jones, Associate Professor,
Educational Psychology

Wednesday, November 7, 3:00-5:00

What can we do to motivate students? In this session, Brett will explore the research related to student motivation and help us apply it to classroom practices to improve student motivation and engagement. You will leave

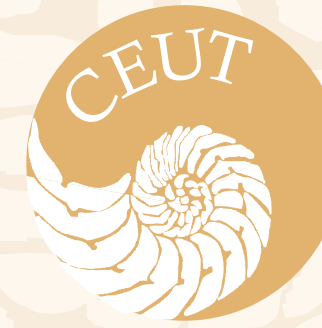
this session with a better understanding of why students are motivated and take with you specific strategies to use in your courses.

Service-Learning as a Strategy for Engaged Teaching and Scholarship

Michele James-Deramo, Director,
Service Learning

Thursday, November 8, 3:00-5:00

As you design for service learning, you can enrich your teaching and inspire scholarly work. Discover with Michele how service learning benefits students and teachers alike. Participants will receive a tote bag of resources for using service-learning in the classroom.



A Publication of CEUT: CENTER FOR EXCELLENCE IN UNDERGRADUATE TEACHING

Engage

FALL 2007

Supporting Virginia Tech's
Teaching Community

Dear Colleagues:

Welcome to the 2007-2008 academic year, and to CEUT's program for the fall semester! *Engage* is your invitation to participate in advancing Virginia Tech's educational programs and your own professional development. While it contains events for which you can register, and programs in which you can participate, we hope that you also see that *Engage* represents our attempt to create an environment in which you and your colleagues can, in turn, create a community of teaching and learning.

The word "community" is one of those words invoked so often that it may seem frayed and shopworn. Such words, however omnipresent in our vocabulary, often fade into the banality caused by overuse, and deteriorate into the inevitable meaninglessness that will occur when language and reality divide. Community does not exist because it is invoked. It exists because we create and sustain it together.

At CEUT, one of our most important objectives has been, and remains, to "create communities of faculty with shared interests and concerns about teaching and learning." Perhaps this articulation of our objective isn't quite right, however. We at

CEUT cannot create those communities. Rather, we hope to create environments and offer experiences in which *faculty* can create and sustain communities together. Through **Guided Inquiry and Learning Together**, through **Conversations** and consultations, community will arise and abide through authentic, shared inquiry.

As we gather our strength and begin, again, we place our hope not in a long list of events, not in the barrage of activity that might somehow signal that, indeed, things are getting done and that we are okay. Rather, we place our hope in one another.

We thank all the people, campus-wide, who are making a difference for learning, and stand with

you in renewed commitment to our work, with all its challenges and pleasures.

Join us. Let's see what we can do together.

Community does not exist because it is invoked. It exists because we create and sustain it together.

Monique Dufour
CEUT/UWP

Terry Wildman
Director
CEUT

Nancy Polk
Assistant Director
CEUT



WE REMEMBER

Calendar

Register online: www.ceut.vt.edu

XCaliber Awards Reception and 10 Year Celebration

Thursday, September 13, 3:00-5:00, Torgersen 1100

Five Minds for the Future—a faculty reading group
Registration for this group will close when group size is at capacity.

Conversation:

Learning Communities

Thursday, September 27, 3:00-5:00

Establishing a Learning Community in Your Course: A Workgroup Experience

Eight Sessions/Dates and Times TBD
Contact Barbara at bekken@vt.edu by Friday, September 28

Faculty Writing Groups

Six Meetings/Dates and Times TBD
Contact Monique at msdufour@vt.edu by Friday, September 28

Faculty Study Groups

Proposals due to Monique at msdufour@vt.edu by Friday, September 28

Building Classroom Environments for Learning and Engagement

Wednesday, October 3, 2:30-5:00

In-Class, Informal Assessments of Learning: Finding out if they're "with" you!

Thursday, October 4, 2:30-5:00

Conversation:

Study Abroad

Friday, October 12, 2:00-4:00

Grading: Fair, Appropriate, and Defensible Practices

Thursday, October 18, 3:00-5:00

Teaching With Our Mouths Shut

Friday, October 19, 2:00-4:00

Learning Enhancement Grants

Applications for Spring and Summer 1 grants due to CEUT by Monday, October 22

Building Appropriate and Productive Relationships with Students

Wednesday, October 24, 3:00-5:00

The Edward Singleton Diggs Teaching Scholars 2007 Awardees Roundtable

Friday, October 26, 3:00-5:00

Motivating Students in Your Classroom

Wednesday, November 7, 3:00-5:00

Service-Learning as a Strategy for Engaged Teaching and Scholarship

Thursday, November 8, 3:00-5:00

Conversation:

Global Classrooms Transcending National Boundaries, Cultures, and Backgrounds

Wednesday, November 14, 2:30-4:30

Save the Date!

Pedagogies of Engagement—

Active and Cooperative Learning

Thursday/Friday, January 10/11, 2008

Dr. Karl Smith, Cooperative Learning Professor of Engineering Education, Purdue University and Morse-Alumni Distinguished Teaching Professor & Professor of Civil Engineering, University of Minnesota, returns to campus to continue his work with us on active and cooperative learning. Please mark your calendars now for Thursday/Friday, January 10/11, 2008. Details of these workshops will follow, later this fall.



For further information, contact CEUT:
Office: 111 Hillcrest
Phone: (540) 231-6995
E-mail: ceut@vt.edu



Engage

A Publication of CEUT: CENTER FOR EXCELLENCE IN UNDERGRADUATE TEACHING

Art Direction/Design: Walter Hearn Associates LLC



Learning From One Another

Learning From One Another

Conversations With Faculty

Our colleagues across campus are engaged in work that we can all learn from. In this conversation series, faculty who have been involved in pedagogical initiatives will share their experiences and insights. Learn about the possibilities and challenges that they faced, the resources that they found helpful, the processes that they employed, and their recommendations for others who may be interested in taking on similar projects. In each Conversation session, presentations will be brief, and there will be ample time for questions and discussion.

Don't miss this opportunity to meet new colleagues, share experiences, and learn from one another about the real issues that we face together as teachers.

Learning Communities

Jack Dudley, Assistant Provost and Director, University Honors Program

Jamie Penven, Associate Director, Residence Life

Ed Spencer, Associate Vice President, Student Affairs

Thursday, September 27, 3:00-5:00

Def.: learning communities—curricular and non-curricular structures that link together classroom and non-classroom work so that students have opportunities for deeper understanding and integration of the material they are learning and more interaction with one another and their teachers as fellow participants in the learning enterprise. Sounds ideal! But, what should we know in order to realize the enormous potential of

Because Wisdom Can't Be Told — Three Important Conversations on Engaged Learning

these programs? Join Jack, Jamie, and Ed as they consider their years of experience building, maintaining, and studying these communities and help shed light on some of the essential components for success.

Study Abroad

Rick Fell, Professor, Entomology

Tom Hammett, Professor, Wood Science and Forest Products

Jim Littlefield, Professor, Marketing

Friday, October 12, 2:00-4:00

To succeed and prosper in a global economy and interconnected world, U.S. students need international knowledge, intercultural communication skills, and global perspectives. Recognizing international study as an essential part of preparing for a successful career in a globally interdependent world, American students are studying abroad in record numbers, reaching almost 206,000 students last year (Institute of International Education, 2007). While this growth in U.S. international education is encouraging, how effective are these programs in achieving their aims and how might we maximize the experience for our students? Please join this group of faculty as they consider program designs and conditions that seem to produce successful learning in students who go abroad.



Global Classrooms Transcending National Boundaries, Cultures, and Backgrounds

Sharon Johnson, Associate Professor, Foreign Languages

James McKenna, Professor, Crop and Soil Environmental Science

Brian Murphy, Professor, Fisheries and Wildlife Science

Wednesday, November 14, 2:30-4:30

Jim and Brian and their partners from institutions around the world are engaging students in issues that are all the more complex when viewed through multiple lenses. Case studies about the environment, natural resource management, and food production systems provide context, and international video conferencing, discussion boards, and online chats provide venues, for multi-national student discussions about important issues. Sharon is using the cross-cultural projects she has co-created, as well as asynchronous chats and video-conferencing to engage students at Virginia Tech, the Sorbonne, and the Institut National des Télécommunications in an exchange of ideas on a selection of themes and contemporary issues. These students analyze images pertaining to France and the United States that challenge both students and professors to interrogate their own cultural perspectives as they strive to understand disparate points of view.

These are but a few examples of global classrooms that let students experience a truly international perspective. What challenges do we face in creating such experiences? Come join this conversation and explore what's possible, even with limited resources, when we reach beyond our borders.

topics under consideration for group study, and ways to connect with them. You might also browse the list of FSGs from previous years in order to inspire your own ideas.

Already have sufficient prospective group members and a topic of inquiry? Visit www.ceut.vt.edu for details about the proposal process.

Planning to continue an established FSG? In order to renew a FSG from a previous year, members should submit a proposal that charts the next stage of their work. Visit www.ceut.vt.edu for details about the proposal process.

Proposal Deadline: Friday, September 28
Complete details about the Faculty Study Group Program, including proposal guidelines, current and prospective group topics, policies and forms, FAQs, and materials to guide your inquiry, click on the Faculty Study Groups link at www.ceut.vt.edu.

"This discussion is not about any chance question, but about the way that one should live."

—The Republic

Learning Together (continued from previous page)

Faculty as Writers

Faculty Writing Groups

Monique Dufour, Program Coordinator, CEUT/UWP

Members of Faculty Writing Groups (FWG) make a commitment to their own writing, and to the writing of their group members. The groups are facilitated by Monique Dufour, and meet six times a semester. Our goal is to support one another in developing healthy, productive writing lives. Learn how to analyze your writing process, to develop a repertoire of techniques for writing and revising, and to avoid binge writing by integrating a writing practice in your life. You'll also learn how to give and

receive productive feedback on works-in-progress, and to sustain your work through participation in a writing community.

Individual faculty interested in participating in a Faculty Writing Group should contact Monique directly *no later than Friday, September 28* at msdufour@vt.edu or 231-7534 to discuss the possibility.

Fears...are in fact commonplace, and one of the immediate benefits in joining a community or writers is precisely that discovery. Everybody is scared, everyone approaches the empty page with a mixture of dread and hope, and knowing this helps. —Frank Conroy

Guided Inquiry

Guided Inquiry

XC caliber Awards Reception and 10 Year Celebration

Thursday, September 13, 3:00-5:00, Torgersen 1100

CEUT joins with the Center for Innovation in Learning and Learning Technologies to celebrate the 10 year anniversary of the XC caliber awards. Established in 1996, this awards program recognizes individuals or teams of innovators for their efforts to enhance the learning environment using technology. Please join us at this reception in recognition of ten years of XC caliber.

Five Minds for the Future— a faculty reading group

Gene Egger, Professor, Architecture

Dates and Times TBD

This group will read and discuss Howard Gardner's new book *Five Minds for the Future* (2007). What are the most significant human capacities in our emerging world? How might people learn them in both formal and informal educational contexts? Participants will receive a copy of the book and will enjoy lively conversation. Interested faculty should write to Gene Egger at ceut@vt.edu

Establishing a Learning Community in Your Course: A Workgroup Experience

Barbara Bekken, Assistant Professor, Geosciences

Eight Sessions/Dates and Times TBD

Participation in this multi-session work group provides an opportunity for faculty to design a course as a learning community. Choose a course that you are scheduled to teach in Spring 2007. With the support of your colleagues and Barbara's guidance, you will re-envision and then teach a course that is designed to foster a learning community. Along the way, you will learn how learning communities differ from more traditional course settings, discover and apply a variety of pedagogical techniques that support learning communities, set relevant learning objectives, and create an assessment plan that evaluates learning in the community.

Meeting days and times will be based on the availability of participants. If you are interested in registering, or if you have any questions, please contact Barbara directly at bekken@vt.edu or 231-4466 *no later than Friday, September 28.*

Building Classroom Environments for Learning and Engagement

Margaret Hable, CEUT Consultant

Wednesday, October 3, 2:30-5:00

Students who engage fully in the instructional activities of a course are more motivated to learn, learn content deeply, and leave having had an experience as a community of learners that is both satisfying and growth-oriented. One way to promote such experiences is to establish a learning environment for engagement. Specific procedures, rituals, expectations, and instructional strategies that build a positive learning environment will be explored in this session.

In-Class, Informal Assessments of Learning: Finding out if they're "with" you!

Margaret Hable, CEUT Consultant

Thursday, October 4, 2:30-5:00

Do you ever wonder at the close of a class session, "Are they learning the material I am teaching? Are they with me?" This workshop offers strategies you can use to find out! Learn a variety of practical classroom assessment techniques (CATs) that enable college teachers to gain informal feedback about students' learning and levels of understanding. CATs are quick and easy; they can be used at the beginning, middle, or end of class. Sample strategies that will be discussed and illustrated include Exit Slips, Entry Slips, Minute Papers, Muddiest Point, Focused Listing, Background Knowledge Probe, and more.

Grading: Fair, Appropriate, and Defensible Practices

Peter Doolittle, Associate Professor, Educational Psychology

Thursday, October 18, 3:00-5:00

We all give grades, yet we may not have had the opportunity to learn strategies that lead to valid and reliable approaches. In this workshop, Peter will introduce important concepts and practices, including criterion and norm referenced grading, grading curves and distributions, rubrics and scantrons, points and percentage grading schemes, extra credit and participation grades, and grading plans that work. This will be a practical approach to grading, focused on solutions.

Faculty Writing Space

First Fridays, 9:00am-1:00pm

**Friday, October 5
Friday, November 2
Friday, December 7**

Make a space in your life for your writing. The University Writing Program hosts Faculty Writing Space, a time and place to write, on your own, in the quiet company of others. We'll write together on first Friday mornings of each month, and then have lunch together.

Space at each session is limited. Please reserve your place today. Contact Monique directly at msdufour@vt.edu or 231-7534.

Register online: www.ceut.vt.edu

Teaching With Our Mouths Shut

Kwame Harrison, Assistant Professor, Sociology
Karl Precoda, Instructor, Interdisciplinary Studies

Friday, October 19, 2:00-4:00

In his book *Teaching With Your Mouth Shut*, Don Finkel argues that "great teachers" do far more for students than "tell" them what they did not previously know. In fact, they do little of that because what is told is simply not retained for a significant period of time. Rather, great teachers create circumstances that lead to significant learning in others. In this workshop, two innovative teachers will provoke reflection on some of the many ways teaching can be organized and will reflect critically on their experiences teaching "with their mouths shut." Please join them to explore notions of good teaching and to share the joys and challenges of related practices.

Building Appropriate and Productive Relationships with Students

Marlene Preston, Assistant Professor, Communication

Wednesday, October 24, 3:00-5:00

Our relationships with students can be more puzzling than their homework! Because interactions help them to be more successful in our classes, we work hard to connect with them. We know that teaching and learning require an exchange—some level of interaction. Such interaction builds relationships, which in turn lead to greater student interest and success. However, negotiating those relationships with students can be tricky. In this workshop, we'll share strategies for using effective interpersonal communication to build productive classroom relationships.

The Edward Singleton Diggs Teaching Scholars 2007 Awardees Roundtable

Nikol Alexander-Floyd, Assistant Professor, Interdisciplinary Studies
Gena Chandler, Assistant Professor, English
Brian Murphy, Professor, Fisheries and Wildlife Science

Friday, October 26, 3:00-5:00

The Edward S. Diggs Teaching Scholar Awards were established in 1992 to recognize outstanding teaching and exceptional contributions to the teaching program and learning environment. The

Learning Together

Learning Together

Register online: www.ceut.vt.edu

Faculty Study Group Program

Monique Dufour, CEUT/UWP
msdufour@vt.edu, 231-2734

What are Faculty Study Groups?

Faculty Study Groups (FSG) pursue collective, sustained inquiry into specific issues and questions about teaching and learning. Each FSG develops its own topic of inquiry, and devotes an academic year to its study. FSGs are driven by their members' curiosity and commitment to understanding. Through meaningful collective inquiry, the FSG Program seeks to foster a collegial environment that values pedagogical exploration, experimentation, and renewal, and promotes learning together.

How are Faculty Study Groups formed?

All prospective FSGs, including previously established FSGs that wish to continue their inquiry, are asked to submit a proposal. The proposal process is designed to help the FSG to refine its plans and guide its inquiry, and to help CEUT to support deep engagement and significant impact on teaching and learning.

The deadline for all proposals is Friday, September 28.

How does CEUT support FSGs?

Facilitation and support for your inquiry is available from CEUT. At the end of Fall semester, each FSG reflects on its inquiry, refines its questions, and expresses its developing understanding in writing, collectively authored, and submitted to CEUT. CEUT also encourages each group to plan for the dissemination of its work to broader faculty communities, and is happy to help FSGs to envision productive avenues for that dissemination. In addition, CEUT offers each active FSG member a professional development fund of \$400. The funds can be used individually or collectively, and will be transferred in January, 2008.

Groups Forming Now!

There are a number of ways to identify topics of inquiry and locate interested colleagues with whom you can refine your plans and articulate them in the form of a proposal.

Have an idea for FSG topic of inquiry, but looking for members?

Contact Monique with your idea, and we will post it on the CEUT website for prospective members to review.

Looking for a topic of inquiry?

Browse www.ceut.vt.edu, where you will find announcements from colleagues about