

the theories behind this approach, experiment with different methods of implementation, and design tools for assessing effectiveness in engaging underrepresented students. Participants are encouraged to bring the syllabus from a course that they have taught and that they would like to revise to engage a more diverse student group.

## ViEWS

### Engaging English Language Learners in Our Courses

Tom Fox, California State University, Chico  
Bruce Horner, University of Louisville  
Paul Kei Matsuda, University of New Hampshire

**Saturday, February 24, 8:30-2:00**  
Continental breakfast and lunch is included.  
Register online at [www.ceut.vt.edu](http://www.ceut.vt.edu)

CEUT and the English Department invite you to join Tom Fox, Bruce Horner and Paul Kei Matsuda in a hands-on workshop that helps us to understand and address the diverse needs and challenges of English-language learners. These national scholars and teachers will offer opportunities to include English-language learners in the course experience, to support their learning, and to provide meaningful, effective feedback and response to their writing and communication.

Tom Fox is Professor of English at California State University-Chico where he has coordinated the Composition Program and the Writing Center. Bruce Horner holds the Endowed Chair in Rhetoric and Composition at the University of Louisville. He has written extensively on teaching to English Language Learners and on the politics of English in the classroom. Paul Kei Matsuda is Associate Professor of English at the University of New Hampshire. He serves as Chair of the Symposium on Second Language Writing and has published widely on issues of Second Language Writing in American classrooms. (Visit CEUT's website for additional biographical information.)

Also with Tom Fox, Bruce Horner, and Paul Kei Matsuda...

### The Politics of Language in the English Classroom

**Friday, February 23, 12:45-1:45**  
Registration is not required.

### Promoting Oral Communication Skills

Dale Jenkins, Instructor, Communication  
Nancy Jurek, Instructor, Communication

Date and Time TBD

With the shift to the ViEWS model of communication instruction, departments now identify and plan for student learning about visual expression, writing and speaking. In this workshop, Dale Jenkins and Nancy Jurek will help participants to identify oral communication learning goals, and will offer strategies for activities and assignments—assignments that move beyond the “oral report” model, and that engage students in meaningful, persuasive oral expression.

### The Elements of Teaching Writing

Katherine Gottschalk, Walter T. Teagle

Director of First Year Seminars

Keith Hjortshoj, John S. Knight

Director of Writing in the Majors

Knight Institute for Writing in the Disciplines,

Cornell University

**Saturday, April 14, 8:30-2:30**

Continental breakfast and lunch is included.

Register online at [www.ceut.vt.edu](http://www.ceut.vt.edu)

CEUT and the University Writing Program are pleased to welcome Katherine Gottschalk and Keith Hjortshoj to Virginia Tech. In this workshop, each participant will design a sequence of assignments that engage students in using language to develop and to share meaning. Discover ways to integrate writing with learning, design effective assignments and assignment sequences, support revision, and experiment with strategies for responding to student work and for peer review, as well as approaches to assessment. All partici-

pants will receive a copy of Katy and Keith's book, *The Elements of Teaching Writing: A Resource for Instructors in All Disciplines*.

### UWP Summer Workshop: Designing Our Courses to Develop Students as Writers

**Monday-Friday, May 14-18, 9:00-3:00**

Application deadline: April 23

Professional development stipend: \$500

You can help your students to develop as writers in ways that are manageable for you, and meaningful for your students. Choose a course that you are slated to teach during the 2007-2008 academic year, and we will work together to design it to help students develop as writers and communicators. We will support one another in identifying specific writing-related outcomes, aligning writing outcomes with other learning outcomes in the course, developing assignments and assignment sequences, considering effective feedback strategies (including techniques for attending to sentence-level and style issues), and considering assessment tools and processes such as rubrics.

Participants teaching in any discipline and at any undergraduate level are welcome to apply. All participants must be available to attend the complete one-week workshop, which will run from 9:00-3:00 daily during the week of May 14. Lunch will be provided daily. A \$500 professional development grant will be awarded to each participant upon completion of the workshop. By the end of the workshop, participants will produce a course design, complete with assignments and activities.

To apply, send a one-page letter describing your teaching experience, the course that you may wish to work on, and your interest in the workshop. Application deadline is April 23. Please send your letter to Monique Dufour via Word or PDF attachment to [msdufour@vt.edu](mailto:msdufour@vt.edu) or campus mail at the University Writing Program (0453). Feel free to contact Monique with any questions.

Register online: [www.ceut.vt.edu](http://www.ceut.vt.edu)

### Teaching, Learning, and Scholarship in Interdisciplinary Contexts

**Friday, April 6, 1:00-3:00**

Hillcrest Dining Room

### Teaching for Inclusion and Diversity

**Tuesday, April 10, 1:00-3:00**

Location TBD

### Student Engagement Through Active and Cooperative Learning

**Friday, April 13, 1:30-3:00**

Location TBD

### The Elements of Teaching Writing

**Saturday, April 14, 8:30-2:30**

Hillcrest Dining Room

### UWP Summer Workshop: Designing Our Courses to Develop Students as Writers

**Monday-Friday, May 14-18, 9:00-3:00**

Apply by Monday, April 23

### Promoting Oral Communication Skills

Date and Time TBD

Location TBD



A Publication of CEUT: CENTER FOR EXCELLENCE IN UNDERGRADUATE TEACHING

# Engage

SPRING 2007

Supporting Virginia Tech's Teaching Community

## A Glass <sup>^</sup> Half Full (More Than?)

ALMOST DAILY we're reminded how much in need of reform our higher education system is and how we have not risen to the occasion that is the 21st Century. Even with casual reading it is nearly impossible to escape the deluge of warnings about the system's inadequacies and how students are graduating ill prepared for the turbulent and complex times that lie ahead. And, about the apathy and resistance that exists on our campuses about this state of affairs. Indeed, it's discouraging to face such a gloomy picture day in and day out. But, when we step back, open our eyes, and consider another frame of reference, we realize that not all is bad with the world.

And, this is what we see with our Spring program now in place. The list of programs presents a striking display of effective educational models and practices, all being carried out by a significant collection of interested, committed, innovative, and passionate individuals who are making a difference through imaginative and first-rate instruction.

So many faculty members on this campus have generously and enthusiastically agreed to share their work and support others as part of their commitment to improving conditions for learning

at Virginia Tech. While each of our colleagues may be on a distinctive path, we seem to be inching along in the same forward direction, making some headway. One could say we are a serious force for change. If the energy that's displayed here is at all reflective of the whole we have good reason to take heart and be hopeful. This group of faculty is anything but apathetic.

This effect can be expanded too. With so many accomplished people willing to work together, there's no reason to limit your conversations about teaching and learning to an organized program in Hillcrest, at an established and publicized time. Once the networks are activated, the tired old half empty glass begins to look quite different.

To the forty or so individuals who are helping us further our goal of an engaged campus, and to others who serve as examples through their good work, we express our deep appreciation and admiration.

**Nancy Polk**  
Assistant Director  
CEUT

**Monique Dufour**  
Coordinator  
University Writing  
Program

**Terry Wildman**  
Director  
CEUT



## Calendar

**Engineers—Exploding the Myths About Who They Are, Where They Come From, and What They Have Done for Us Lately**  
Wednesday, February 7, 3:00-4:30  
Location TBD

**Designing Our Courses for Critical Thinking: A Work Group Experience**  
Six Sessions/Dates and Time TBD  
Contact Nancy at [npolk@vt.edu](mailto:npolk@vt.edu) by Friday, February 9

**Welcoming Faculty into the Fold**  
Friday, February 9, 1:00-3:00  
Hillcrest Dining Room

**Designing Accessible Tests: A Clinic Experience**  
Thursday, February 15, 3:00-5:00  
Location TBD

**Life in Academe for Future Faculty: Disciplinary Courses in Teaching and Learning**  
Friday, February 16, 1:30-3:00  
Hillcrest Dining Room

**The Politics of Language in the English Classroom**  
Friday, February 23, 12:45-1:45  
Shanks 370

**Integrating Research into Undergraduate Education: Challenging the Humanities and Social Sciences**  
Friday, February 23, 1:30-3:00  
Hillcrest Dining Room

**Engaging English Language Learners in Our Courses**  
Saturday, February 24, 8:30-2:00  
Hillcrest Dining Room

**The 3 "R"s of Service-Learning Partnerships**  
Tuesday, February 27, 1:00-3:00  
Location TBD

**Composing Ourselves: Developing and Writing a Teaching Philosophy**  
Friday, March 16, 9:00-noon  
Location TBD  
Register by Friday, March 2

**Striving for Excellence in Teaching on the Tenure Track**  
Friday, March 16, 2:45-4:45  
Location TBD

**Where's the Learning in Service Learning?**  
Friday, March 23, 1:00-3:00  
Hillcrest Dining Room

**Teaching Excellence at a Research-Centered University**  
Tuesday, March 27, 4:00-6:30  
University Club

**Teaching With Our Mouths Shut**  
Friday, March 30, 1:00-3:00  
Location TBD

[www.ceut.vt.edu](http://www.ceut.vt.edu)



For further information, contact CEUT:  
Office: 111 Hillcrest  
Phone: (540) 231-6995  
E-mail: [ceut@vt.edu](mailto:ceut@vt.edu)  
Web: [www.ceut.vt.edu](http://www.ceut.vt.edu)

# 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.

#### Welcoming Faculty into the Fold

Mark Barrow, Associate Professor, History  
Gena Chandler, Assistant Professor, English  
Virginia Fowler, Professor, English  
Carolyn Rude, Professor and Chair, English  
Emily Satterwhite, Assistant Professor, Interdisciplinary Studies  
Helen Schneider, Assistant Professor, History  
**Friday, February 9, 1:00-3:00**

How easily new faculty adjust and adapt to life in the professoriate may depend on how proactive we are in providing support. Institutional support such as internal grants, computers and library materials, and funds for professional meetings is reported to be of paramount importance to new faculty. But, according to research, the support of colleagues through structured programs can be just as important. During this conversation, two groups of faculty describe and reflect on departmental initiatives for new faculty—one a faculty study group, the other a peer mentoring program, and they evaluate these programs from their different roles and perspectives. Please join them.

#### Life in Academe for Future Faculty: Disciplinary Courses in Teaching and Learning

Art Buikema, Professor, Biological Sciences  
Michelle Davis, PhD student, Fisheries and Wildlife Science  
David Dommer, PhD student, Biological Sciences  
Brian Murphy, Professor, Fisheries and Wildlife Science  
**Friday, February 16, 1:30-3:00**

How well are students being prepared for academic careers in the disciplines? According to research, not very well as there has been a clear mismatch between graduate training and the contemporary world of academe. The good news is that a growing number of departments are attending to this problem with program options and enhancements. In these departments, students who aspire to academic careers are not only receiving specialized knowledge: they are receiving opportunities to prepare for the academic job market and the multiple academic responsibilities of new faculty. Art Buikema and Brian Murphy have been involved in the development and implementation of such opportunities in their respective departments, including credit-bearing courses. Now, as instructors themselves,

Michelle Davis and David Dommer are applying what they learned from Art and Brian. Please join this group of faculty and students as they reflect on these opportunities and invite you into the conversation.

#### Integrating Research into Undergraduate Education: Challenging the Humanities and Social Sciences

Bradley Hertel, Associate Professor, Sociology  
Marian Mollin, Associate Professor, History  
Peter Wallenstein, Professor, History  
**Friday, February 23, 1:30-3:00**

The Boyer Commission report, "Reinventing Undergraduate Education: A Blueprint for America's Research Universities" (1998), called for a fundamental rethinking of the way undergraduate education is conceived and delivered in order to produce the kind of individual that is equipped with a spirit of inquiry and a zest for problem solving; skilled in communication that reflects clear thinking and mastery of language; and informed by a rich, diverse, and integrated experience. It is the kind of individual that will provide the scientific, technological, academic, political, social, and creative leadership for the next century (13). Breaking from traditional modes, the report recommended an approach that emphasizes inquiry, investigation, and discovery. However, unlike the sciences, the humanities have not yet developed a culture that includes research as part of what they do with undergraduates. Marian Mollin, Brad Hertel, and Peter Wallenstein have encouraging stories to tell about how they engage their undergraduate students in research, including descriptions of their processes and of students' scholarly activities. Please join them as they reflect on their experiences mentoring students in research.

#### Striving for Excellence in Teaching on the Tenure Track

Terry Clements, Associate Professor, Landscape Architecture  
Angela Eikenberry, Assistant Professor, Public Administration and Policy  
Rick Fell, Professor, Entomology  
Marc Stern, Assistant Professor, Forestry  
Theresa Wynn, Assistant Professor, Biological Systems Engineering  
**Friday, March 16, 2:45-4:45**

How much effort to put toward teaching is a concern to new faculty who are trying to balance their teaching (a relatively new experience for many) with research, writing, social integration into the department and university, and some semblance of a personal life. While some argue for a minimal approach (i.e., teach just enough to get by), others point to the fact that quality teaching does matter. Increasingly faculty are expected to utilize creative techniques that effectively engage students and support learning. Schools expect faculty to embrace alternative pedagogies including the use of technology, collaborative learning, service learning, undergraduate research, and field experiences. How, then, should new faculty proceed? Please join this conversation as both new and tenured faculty reflect on these and other questions in this all too familiar debate.

#### Where's the Learning in Service Learning?

Alice Duehl, Education Coordinator, Refugee and Immigration Services  
Amy Nasta, Coordinator, Pilot Street Project  
Cosby Rogers, Associate Professor, Human Development  
Brett Shadle, Assistant Professor, History  
**Friday, March 23, 1:00-3:00**

We know there is a wide world of opportunities for students outside the classroom. But, just opening the door to this world does not guarantee that students can work effectively within it. Nor does it guarantee such complex learning outcomes of developing responsible citizens, developing a lifelong habit of service, appreciating a sense of community, developing a sense of interdependence among people, and providing community support. What, then, are the challenges to integrating service learning into our courses, and to maximizing the experience both for our students and for our communities? Please join this team of faculty and community "partners" as they reflect on their various responsibilities for the Pilot Street Project, a language learning center at Maple Grove Apartments serving refugee families.

#### Teaching With Our Mouths Shut

Nikol Alexander-Floyd, Assistant Professor, Interdisciplinary Studies  
Kwame Harrison, Assistant Professor, Sociology  
Karl Precoda, Instructor, Interdisciplinary Studies  
**Friday, March 30, 1:00-3:00**

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 conversation, three highly effective teachers 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.

#### Teaching, Learning, and Scholarship in Interdisciplinary Contexts

Dixie Reaves, Associate Professor, Agricultural & Applied Economics  
Joan Monahan Watson, Instructor, Interdisciplinary Studies  
**Friday, April 6, 1:00-3:00**

In the Fall issue of AAC&U's *Peer Review*, David E. Shi, president of Furman University, observes that "... the world around us is being transformed by the increasing fragmentation of knowledge; the ferocious specialization of disciplines; the tidal wave of digitally refined and delivered information; the fragmenting energies of pluralism; and the increasing scale, complexity, and fluidity of global events and threats. In short, life is more dynamic and chaotic than ever before, demanding different competencies and perspectives from college graduates." If we recognize truth in Shi's assertion, how do we transcend the dichotomization of knowledge bases to engender a more inclusive, holistic, socially just, and practical

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approach to teaching, learning, and scholarship? How can we, given the arduous task of upholding the standards of our disciplines, address those "different competencies and perspectives"? As faculty at Virginia Tech, how do we go about "Inventing the Future"? Please join Dixie Reaves and Joan Monahan Watson for a conversation about the challenges and possibilities of moving beyond the boundaries of our traditional disciplines, towards a more fully integrated and interdisciplinary curriculum, to create authentic applications of knowledge necessary for lifelong learning.

#### Student Engagement Through Active and Cooperative Learning

Faculty Panel TBD  
**Friday, April 13, 1:30-3:00**

In their summary of twenty years of research, Pascarella and Terenzini wrote that "the greater the student's involvement or engagement in academic work or in the academic experience of college, the greater his or her level of knowledge acquisition and general cognitive development... If the level of involvement were totally determined by individual student motivation, interest, and ability, the above conclusion

would be uninteresting as well as unsurprising... A substantial amount of evidence indicates that there are instructional and programmatic interventions that not only increase a student's active engagement in learning and academic work but also enhance knowledge acquisition and some dimensions of both cognitive and psychosocial change" (*How College Affects Students*, 1991). If not just any activity is effective, what are the considerations? During this conversation, faculty will reflect on some of the myriad instructional strategies for engaging students in their learning, with consideration for the implementation and evaluation of these practices. This conversation may be of particular interest to those who attended Dr. Karl Smith's Pedagogies of Engagement events last fall.

## Guided Inquiry

### Guided Inquiry

#### Designing Our Courses for Critical Thinking: A Work Group Experience

Nancy Polk, Assistant Director, CEUT  
**Six Sessions/Dates and Time TBD**

Participation in this multi-session work group provides an opportunity for faculty to design a Fall 2007 course that has critical thinking as a learning objective, and to work in the company of and with support from other faculty. Nancy will guide the group as members investigate critical thinking models, and work through the course design process together, touching on working definitions of critical thinking, articulating learning objectives, considering assessment tools and processes, and discussing the challenges inherent in critical thinking instruction. Participants should be willing to work on their courses between sessions. This group will meet once a week for six sessions, at the same time each week, probably for two hours per session. Meeting day and time will be based on the availability of those who are interested in participating. If you are interested, contact Nancy directly at npolk@vt.edu or 231-8553 no later than Friday, February 9. Be prepared to provide information regarding your regularly scheduled class and meeting commitments. Nancy would like to meet with each participant, prior to the start of the work group.

#### Designing Accessible Tests: A Clinic Experience

Susan Asselin, Professor, Education  
Robyn Hudson, Coordinator, Student Disability Services  
Diane Zahm, Associate Professor, Urban Affairs & Planning  
**Thursday, February 15, 3:00-5:00**

All tests are not created equal. Course assessments are critical for providing valid information about student achievement. Thus, it is necessary to have tests that measure students' mastery of concepts—tests designed in such a way that formats do not impede performance or create undue anxiety. Yet, problems with typeface, spacing, spelling, clarity, accessibility, and test administration are all too common. This clinic provides an overview of universal design and testing, information about impact of universal design principles on student performance, and testimonials from faculty who have integrated such principles effectively. Participants are encouraged to bring tests to examine, share, and discuss. Follow-up assistance will be available.

#### Composing Ourselves: Developing and Writing a Teaching Philosophy

Monique Dufour, Coordinator, University Writing Program  
**Friday, March 16, 9:00-noon**

*Register no later than March 2.*

Faculty are often called upon to write teaching philosophy statements for application dossiers, tenure and promotion files, teaching portfolios, and teaching award applications. Perhaps more importantly, faculty often find that developing a teaching philosophy and expressing it in writing are powerful ways to reflect on, guide, and improve one's teaching practice. In this workshop, participants will develop and articulate a teaching philosophy. Receive support and feedback from your colleagues as you reflect on your teaching, discover what you believe about teaching and learning, and articulate those principles in a clear, vivid, and honest statement. Because our work will draw from your actual teaching practices, some teaching experience is required. Feel free to contact Monique with any questions at msdufour@vt.edu.

#### Teaching Excellence at a Research-Centered University

Scott Geller, Professor, Psychology  
Members of the Academy of Teaching Excellence  
**Tuesday, March 27, 4:00-6:30**

This session celebrates the recent publication of the book of essays by 39 members of Virginia Tech's Academy of Teaching Excellence: *Teaching Excellence at a Research-Centered University: Energy, Empathy, and Engagement in the Classroom*. Scott Geller, senior editor, is a long-time psychology professor, early member of the Academy, and master of the large-enrollment introduction to psychology course. Scott will be joined by several book contributors to lead a discussion about the quest for instructional excellence in the face of demands to produce meaningful scholarship. Of particular interest are the themes that cut across these very personal accounts of teaching—themes that resonate across disciplines. Please join this informal session to explore exemplary teaching practices and visit with colleagues. This is a session equally suitable for the veteran teacher and those who are just getting started in the classroom.

#### Diggs Teaching Scholar Presentations Engineers—Exploding the Myths About Who They Are, Where They Come From, and What They Have Done for Us Lately

Hayden Griffin, Professor and Head, Engineering Education  
2006-2007 Diggs Teaching Scholar

**Wednesday, February 7, 3:00-4:30**

While engineering is ubiquitous, there remains a considerable lack of understanding about the profession. Some typical questions include: What types of people aspire to be engineers? What do engineers actually do in their practice? How do engineers think about and approach problems? What are the contributions that engineers make to society? There are also many myths about engineers and engineering that need to be put to rest. During this interactive session participants will learn about engineers and engineering through audience input, humor, and almost no equations.

#### The 3 "R"s of Service-Learning Partnerships

Jim Dubinsky, Associate Professor, English  
2006-2007 Diggs Teaching Scholar

**Tuesday, February 27, 1:00-3:00**

Reciprocity, Risk, and Reflection are frequently referred to as the 3 "R"s of service-learning. During this session, we will discuss these 3 "R"s as they relate to finding projects and developing relationships with non-profit organizations that meet the pedagogical goals of a course. In particular, we will focus on project management, such as forming teams and managing communication with project partners, and designing activities and assessment strategies. At their best, service-learning projects engage students in complete learning/problem solving processes. Yet, the road to successful implementation is one that requires preparation to ensure that students reach desired destinations. Come to the workshop ready to navigate. If you teach using service-learning, please bring your map (syllabus). If not, consider the workshop a trip planner.

#### Teaching for Inclusion and Diversity

Jill Sible, Associate Professor, Biological Sciences  
2006-2007 Diggs Teaching Scholar

**Tuesday, April 10, 1:00-3:00**

The number of women and members of certain ethnic minorities who are practicing scientists in most science, technology, engineering and mathematics (STEM) fields remains far below the proportion of these individuals in society at large. In this workshop, we will discuss an approach to teaching in which the social studies of science (or another subject) are incorporated with standard course material. We will discuss

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