

# CTE Notebook

Newsletter of the Reinert Center for Teaching Excellence

knowledge. Our university is, and always should be, a living and growing entity, where our knowledge of foundations is constantly sharpened against our current circumstances.

Having said this much, I must now try to characterize the Jesuit contribution to the act of teaching as I understand it.

Like one of the proverbial blind men confronted with the elephant, I can report on what I have encountered, but I make



This semester marks the beginning of the fourth semester for the **Sixty Minutes: Technology in an Hour** series. The series is a joint activity of Reinert CTE, ITS, and Pius XII Memorial and HSC Libraries. From its beginning, the goal of the series has been to offer “quick-start” ideas

for faculty members interested

**National Science Foundation--  
Integrative Graduate Educa-  
tion and Research Traineeship  
(IGERT) Program**

The IGERT program has been developed to meet the challenges of educating U.S. Ph.D. scientists, engineers, and educators with the interdisciplinary backgrounds, deep knowledge in chosen disciplines, and technical, professional, and personal skills to become in their own careers the leaders and creative agents for change. Academic institutions in the United States and its territo-

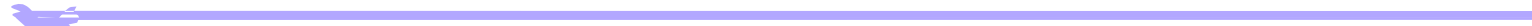
Dissemination and Implementation Sites—builds the capacity of the educational system to use research-based instructional materials and provides a range of services to interested schools, districts, and states that address issues related to awareness, selection, adoption, and implementation of these materials.

Assessment—supports the creation of tools for assessing student learning that are tied to nationally developed standards and reflect the most current thinking on how students learn mathematics and science; projects can also focus on teacher assessment, assessment in informal settings, and assistance to schools and districts in implementing new assessments.

Applied Research[1]—supports the research for development of Elementary, Sec-

ondary, and Informal Education (ESIE) programs, provides feedback for strengthening the portfolio, and identifies possible new directions in instructional materials, assessment, teacher education or informal programs.

For more information about



# **Seven Principles for Good Practice in Undergraduate Education**

Condensed from Arthur W. Chickering and Zelda F. Gamson, 1987, *Wingspread*, v. 9, pp. 1-8.

## **1. Good Practice Encourages Student - Faculty Contact.**

Frequent student - faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

## **2. Good Practice Encourages Cooperation Among Students.**

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

## **3. Good Practice Encourages Active Learning.**

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

## **4. Good Practice Gives Prompt Feedback.**

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

## **5. Good Practice Emphasizes Time on Task.**

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

## **6. Good Practice Communicates High Expectations.**

Expect more and you will get it. High expectations ar



## CTE Fall Programming for Faculty

CTE Fall Semester programming for faculty will begin with a session on Friday, September 6, 2002 from 12:00 to 1:00 in Verhaegen 219, the 2<sup>nd</sup> Floor Conference Room. Please bring your lunch (dessert and beverage will be provided) and join CTE director, Dr. Ellen Harshman, to dialogue about the Reinert Center for Teaching Excellence. The discussion will focus on what faculty want from CTE. How can CTE better serve faculty needs? Information about current CTE resources for faculty, including the Technology and Learning Lab, the technology and teaching mentoring programs, technology seminars, brown-bag lunch topics, teleconferences, Winter Institute, and Spring Faculty Teaching Portfolio Retreat will be provided.

Brown Bag Lunch: Wednesday November 20, 2002 from 12:00-1:00 in Verhaegen 219  
Topic: "Service Learning" presented by Christy Finsel, Service Learning Coordinator, Center for Leadership and Community Service

## CONGRATULATIONS CTE May 2002 Certificate Recipients

The following students and faculty received the Certificate in University Teaching Skills on May 3, 2002 at the Center's bi-annual certificate ceremony.

<b>Recipient</b>	<b>Department</b>	<b>Mentor</b>
James Cahill	English	Vince Casaregola
Rebecca Conner	English	Miriam Joseph
Robert Fuqua	History	Mike Ruddy
Julie Hudson	Communication	Paaige Turner
Stephen Joos	English	Janice McIntire-Strasburg
Bret Kramer	History	Mike Ruddy
Matthew Lary	History	Mike Ruddy
Jason Lesko	Communication	Robert Krizek
Teresa McAlpine	Communication	Robert Krizek
John Reep	English	Tom Moisan
Jason St. Pierre	History	Mike Ruddy
Nitish Singh	Marketing	Paul Boughton
Sarah Stotz	Nutrition & Dietetics	Joy Short

### Faculty Recipients

Dr. Alice Gardner	Pharmacological & Physiological Science
Dr. Griffin Trotter	Health Care Ethics

# **CTE EFFECTIVE TEACHING SEMINAR SCHEDULE**

August 27 @ 1:30 p.m.  
Verhaegen 219 &

Orientation to Reinert CTE  
CTE Staff

The middle of July brought much excitement to the Reinert Center for Teaching Excellence when we hosted twenty Brazilian educators on cam-

Throughout the trip, we made sure that the Brazilians would get a true St. Louis experience. We introduced them to certain St. Louis delicacies such as Ted Drewes frozen custard,

**The Reinert Center for Teaching Excellence**

*Ellen Harshman, Director*

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Physician Assistant Education

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Marketing

**Theodore Vitali**

Philosophy

**Patrick Welch**

Economics

**Kathleen Wright**

Public Health

Find us and this newsletter on the Web at <http://www.slu.edu/centers/cte/> or call (314)977-3944

CTE Notebook Designed and Published by the Reinert Center for Teaching Excellence staff.

**Good-Bye and Hello---and THANKS**

The Reinert Center for Teaching Excellence is unfortunately losing two key members of our Steering Committee. Dr. Doris Rubio and Dr. Steve Wernet chaired their respective committees during a productive and busy period of transition for the Center. Under Dr. Rubio's leadership, the research