



*Changes at the  
Reinert Center for  
Teaching Excellence*  
by Dr. Mary Stephen, Director

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We are also delighted to welcome Sandy Gambill to CTE. Many faculty members and graduate assistants know Sandy from her work in faculty support in Academic Information Technology Services, and collaboration with CTE on many projects. Sandy recently completed a master's degree with an emphasis in instructional design from the University of Missouri at Columbia, and brings many talents to her position as assistant director and coordinator of technology and learning. Sandy is enjoying her new role in faculty development.

Three new graduate assistants joined the Center in July. Lulu Dong is a doctoral student in Educational Studies. John Hicks is pursuing his graduate degree in Psychology, and Elizabeth Sperry is a doctor

My name is Elizabeth Sperry, and I am a Ph.D. candidate in the Department of Philosophy at SLU. My dissertation focuses on the concept of person in the Thomistic tradition, and is titled "Person and Contemplation: A Contemporary Thomistic Account." My other interests are mysticism, leisure, and Catholic theology. When I finish my degree, I hope to teach philosophy at a small, liberal arts Catholic institution.

A philosophy of teaching is a teacher's conscience. In this essay, I will try to show how a written philosophy statement is helpful as a guide to what we do as teachers and how it can shape our teaching identity.

(continued from page 4)  
techniques to involve students. His teaching is informed by research and also his values, including his religious values. The last page of the book shows his commitment to the life of a teacher.

Once you have written the first version of your own philosophy, you are ready to put it to work. There are two general uses of a philosophy statement: guidance and reflection.

Guidance. Your philosophy influences your decisions about course planning. Consider how different teachers might state course objectives and measure student achievement of those objectives. There could be an emphasis on definitions, facts, and findings or on major ideas and applications, and

philosophy (Korn, 2002, p. 207).

If you write or have written a statement of your teaching philosophy I urge you to put it to work because it is a process of thinking, writing, doing, and reflection that produces the benefits for understanding your teaching. These benefits will continue, if you regularly review and revise your philosophy during the course of your teaching career as you have experiences and insights that cause you to reflect on teaching as a way of life.

On the other hand, after reading this essay, you may conclude that writing a philosophy of teaching is a waste, and your time is better spent revising a lecture or designing a new learning activity. If so, I hope you recognize that this action-orientation is your philosophy.

Honderich, T. (Ed.). (1995). *The Oxford companion to philosophy*. New York: Oxford University Press.

James, W. (1958). *Talks to teachers on psychology; and to students on some of life's ideals*. New York: W. W. Norton. (Original work published 1899.)

Korn, J. H. (2002). Beyond tenure: The teaching portfolio for reflection and change. In Davis, S. F., & Buskist, W. *The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer* (pp. 203-213). Mahwah, NJ: Erlbaum.

McKeachie, W. J. *Teaching tips: Strategies, research, and theory for college and university teachers*. (11th ed.). Boston: Houghton Mifflin Company.

Palmer, P. J. (1998). *The courage to teach*. San Francisco: Jossey-Bass.

James H. Korn is Professor of Psychology at Saint Louis University. In 1965 he received his Ph.D. from Carnegie Tech (now Carnegie-Mellon University) in physiological psychology. The events of the late 1960s led him into his commitment to teaching, and to St. Louis in 1974. Over the past 30 years his scholarly work included topics in adult development, program evaluation, research ethics, and the history of psychology. He has served as President of Division 2, and is a Fellow of the Division and of Division 1 (General) of the American Psychological As-

sociation.

### Instructions for Writing a Teaching Philosophy:

Write your philosophy of teaching.

The primary reason for asking you to do this without preparation and suggestions is that this [YOUR PHILOSOPHY - words repeated in following phrase] should be your philosophy, not that of some expert. It should be yours in form as well as content. You are not starting from a blank slate, but from years of experience as a student and perhaps with some teaching experience. So just do it; let the force be with you. The only requirements are that you write in the first person (this is your philosophy) and use non-technical language.

If you already have written something like this, do not go and pull it out of a file or even out of your memory. Take a fresh approach to the task, as if doing it for the first time.

Find a quiet place where you won't be disturbed. Think for a while about teaching and whatever that brings to mind, perhaps occasionally (continued on page 7)

jotting a note. Then do some free writing, where you write continuously without stopping to criticize your ideas. Next reflect on what you have written, then re-write it giving it some organization.

Please do this now before reading further.

Try these exercises to stimulate your thinking about teaching.

1. Think of the best teacher you ever had, or a composite of several good teachers. What characteristics made them good? Do the same for the worst teacher(s) you have had.

2. Mind-mapping. Take a

large sheet of paper. Write the word teaching in the middle. Around that word write other words, phrases, or pictures that relate to teaching. Then, for each of those words, etc., write words, phrases, or pictures that come to mind. The result may be a complex picture (map) of your ideas about teaching. Use colors or lines to link these ideas.

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3. Think of a metaphor that you want to use to describe your teaching. For example, one teacher described himself as a border collie herding sheep; 8(.)6e8ee( i)4515.9(o)Cl.004e0.4( pa[(exs





and learning activities--  
FASSE Demonstration Pro-  
jects and Christa McAuliffe  
Reach for the Stars Awards  
(see IRIS record 17653).  
The basic purpose of the  
Demonstration Project is to  
encourage diverse innova-  
tive projects designed to en-  
hance and promote social  
studies education. The Dem-  
onstration Project Grant is  
give once every two to  
three years. SUPPORT PRO-  
VIDED: The award consists  
of one grant up to \$20,000  
for collaborative projects  
from among the following  
categories: K-5, 6-9, 10- 12,  
and college/university; a  
commemorative gift, an an-  
nual conference session  
presentation, and publicity.  
APPLICANT INFORMATION:

NCSS membership is re-

*The Reinert Center for Teaching Excellence and the  
University Bookstore are Pleased to Announce  
The Fall 2003  
CTE Faculty Book Club*

Join Dr. Jim Korn as he hosts the first CTE Faculty Book Club series this fall. The first book in the series will be Parker Palmer's *Who Comes After the Subject?* Enter to win a free copy of the book by e-mailing [cte@slu.edu](mailto:cte@slu.edu) or by visiting the bookstore's book club display and filling out the drawing form. The drawing will be held on September 5, 2003 at the CTE Open House. In addition, faculty will receive a 20% discount on the book by showing faculty ID at the University Bookstore. Please contact CTE at 977-3944 or e-mail [cte@slu.edu](mailto:cte@slu.edu) for more information. Exact dates and meeting times for the club will be determined later.



With this issue of the CTE Notebook, I'm taking over the Technology Corner from Dr. Mary Stephen. With over 25 years of teaching experience, Mary is a hard act to follow. As a relatively new teacher, I still struggle with integrating technology in a way that is consistent with my teaching philosophy. Experimenting with technology can become so engrossing, that it can be easy to lose sight of one's overall beliefs about learning and the instructional objectives for a particular activity. Here are some points that might be helpful to you as you consider how technology fits into your teaching philosophy.

Articulating your teaching philosophy should be the first step in considering instructional technology. This should be followed by the formulation of teaching strategies consistent with your philosophy. Technology should always be the last part of the process, as the tool to help you carry out your strategy.

Let's consider behaviorism as an example. You might believe your discipline is best mastered best through Skinner's Theory of Operant Conditioning or behaviorism, which involves the learner responding to stimuli in the environment. Teaching strategies for this philosophy might include exposure to material through lecture, followed up by homework for practice and then exams. Reinforcement and immediate feedback are important in this theory. Technology might be useful here for drill and practice, and to speed up the process of taking and grading exams.

My own teaching philosophy is that students learn best through discovery and reflection. I try to model my teaching after Yeats who said, "Education is not filling a bucket, but lighting a fire." I don't like to depend on lecture because I believe information is more meaningful to students when they discover it themselves, and construct their own meaning based on past experiences, experimentation, and authentic goals. I encourage students to think of our class as a community of learners. They can learn as much from each other as they do from me, and I always learn from them.

Instructional strategies I use for this philosophy include in class discussion, lab time, research, role-playing, projects or problem based learning, journaling and writing. Technology can add a wonderful dimension to these strategies. Here's an example.

Information literacy is one of the main subjects covered in a class I teach. Last semester, after an introduction to the topic, I allowed time for class discussion. The discussion in class was typical; some students were very willing to express their opinions, and others looked as though they wished they were anywhere else but in the classroom.

The unit assessment was to write a reflection piece on the legal and ethical issues surrounding downloading music from the Internet. This is a strategy consistent with my philosophy. I could have assigned the writing as a traditional paper shared only between the individual student and teacher, but class discussion would have been terminated, and I wanted the students to have more interaction with each other on the topic.

I turned to technology to help enrich the discussion that was stilted in the classroom. I used an online threaded discussion board to post an article dealing with the legal issues surrounding peer-to-peer sharing of music files. Students were required to read the article, and write a paragraph responding to it. They had to express an opinion on the legal aspects of file sharing, and reflect on the ethical aspects. They also had to link to at least one resource to back up their opinion. Then they had to respond to at least one other person's posting in a thoughtful manner.

The discussion lasted for a week, and I was quite pleased with the depth of the postings and the exchange of ideas that occurred. (Yes, many of the students said they believed downloading music was legal and ethical!) This is a really simple application of technology, but I believe the students got much more out of the discussion and took ownership in a way they wouldn't have by writing papers in isolation. The technology also allowed time for students to formulate ideas and reflect before they "spoke" in a way that face-to-face discussion can't. Another bonus is that everyone had to participate, which doesn't happen in a classroom.



## *Professional Development Opportunities in Pedagogy*

This conference offers four tracks, panels and poster sessions for various roles and concerns of teaching professors. The four tracks are: Track 1—"Flexibility, Adaptability, Vitality and Advocacy: Peers, mentors and staying 'alive' in higher education today"; Track 2— "Learning: What does learning mean and how does that

change my teaching?"

Track 3— "The Sensible Use of Technology: Beyond beep and click, how does technology promote learning"; Track 4 — "Teaching As Scholarly Work: Rewarded and Recognized." For more information about the conference, about submitting proposals and registration, please visit the website: <http://www.teachingprofessor.com/conference> or contact

, 2718 Dryden Drive, Madison, WI 53704-3086, (800)206-4805 or e-mail: confer-

### *CTE Sponsored Events*

#### CTE is a sponsor of the Faculty Senate's series on *"Unraveling Academic Dishonesty"*

This two part interactive forum will help faculty and students define and discuss the concept of academic integrity and its role in the University's mission. Academic dishonesty will be defined and strategies to prevent it will be presented. In addition, various consequences will be explored.

Day 1: September 9, 2003 in the Allied Health Professions Building, Multipurpose Room, 3rd floor., 3:30-5:00

Day 2: November 11, 2003 in McDonnell Douglas Hall, Room 0001, Basement

#### *Service Learning Brown Bag Teaching Circle*

Co-sponsored by the Center for Leadership and Community Service and  
The Reinert Center for Teaching Excellence

Thursday, October 30, 2003

Verhaegen Hall, Room 219

Noon—1:30 p.m.

Please bring your own lunch

For more information, see the CTE website: [www.slu.edu/centers/cte](http://www.slu.edu/centers/cte)

August 26 @ 1:30 p.m. &  
August 29 @ 1:30 p.m.  
Verhaegen 219

Orientation to Reinert CTE  
CTE Staff

September 9 @ 1:30 p.m. &  
September 12 @ 1:30 p.m.  
Verhaegen 212

Interactive Lecturing  
Dr. Paaige Turner, Communication

September 23 @ 1:30 p.m. &  
Verheagen 212  
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Teach Right for Different Styles  
Beth Zeibig, MA, MT, Clinical Lab Sciences

The Sixty Minutes Technology Series consists of several hour-long sessions focusing on topics of interest to faculty and graduate students.

The series is co-sponsored by Academic Information Technology Services, The Reinert Center for Teaching Excellence, and Pius XII Memorial Library. For more information, call the CTE at (314)977-3944.

This session will explore issues surrounding posting materials on class web pages, electronic reserves and in WebCT.

Georgia Baugh, Pius Library  
September 30, 12:00-1:00 p.m., Verhaegen 212

The internet and many academic organizations buzz with talk of "portals." What is a portal and how can gateway.slu.edu (SLU's portal) help faculty?

Michael Burks, ITS  
October 14, 12:00-1:00 p.m., Verhaegen 212  
November 10, 12:00-1:00 p.m., Allied Health 2030

JJ Mueller will share ways he incorporates technology into his teaching, and demonstrate untraditional uses of PowerPoint.

JJ Mueller, S.J., Theological Studies  
October 28, 12:00-1:00 p.m., Verhaegen 212

This session will focus on the effective application of electronic communication tools such as threaded discussion, chat and Instant Messenger. Guidelines for choosing the most appropriate tool, moderation techniques, and discussion rubrics will be covered.

Sandy Gambill, CTE  
December 2, 12:00-1:00 p.m., Verhaegen 212

Please register on-line @ <http://sixtyminutes.slu.edu>

Join us every Wednesday at noon for a series of ongoing conversations on teaching. All



These sessions are offered jointly by the ITS WebCT team and the Reinert Center for Teaching Excellence. All sessions will be in Verhaegen 212, and last approximately 90 minutes. Please call Kim Scharringhausen at 977-3522 to register.

This informal discussion session will offer new users a chance to explore several features of WebCT, and brainstorm ideas for how WebCT might be used in various instructional settings.

These courses will cover the basics of formatting materials for use in WebCT. Participants are encouraged to bring their own files to work with during the sessions. No prerequisite or prior experience required for registration.

This series of courses is designed to give the average faculty member enough assistance to begin using WebCT.

This session will cover log-on, MyWebCT, navigation, customizing your course look, and a brief introduction to Tools.

The course covers management of the student database, giving students access to the course, sorting, TA access, backing up the course, and end of the semester procedures.

This course covers the File Manager, customizing icons, adding a single page, adding links to other web sites and organizer pages.

This course covers content modules, the self-test feature, the glossary tool, and the notes tool.

This course covers WebCT mail, chat, calendar, and discussion.

This series is aimed at experienced WebCT users.

WebCT Quizzing and Respondus II

December 2 @ 9:00 a.m.

*Steering Committee*

*James Korn*

Psychology  
*Bob Krizek*

Communication

*Hisako Matsuo*

Research Methodology  
*Sandy Gambill*

Reinert Center for Teaching  
Excellence

*Laura Stuetzer*

Physician Assistant Education

*Advisory Board*

*Gretchen Arnold*

Sociology & Criminal Justice

*John 1.200.001bna1.8)2R0.5f3.7r(r5.42 Tc[John)7 4fwEc)1335df36(u)12.B)10(a)91(t)5*