

CTE Notebook

Volume 8
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“Proactive Pedagogy”

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From the Director

The “reports” from the seminars frame and direct the departmental dialogue so issues can be identified, discerned and evaluated, allowing for collectively enacted decisions. The design is intentionally collaborative on two levels. First, the four member seminars collaborate to (1) learn generally about assessment as proactive pedagogy, (2) consider specifically one of the three questions for the faculty retreats, (3) work on a specific action items related to those questions, and (4) present their findings/recommendations at the retreats. Second, the-all faculty retreats then provides collaborative feedback so when the next learning community takes up the baton, they can reflect upon and incorporate their colleagues’ concerns/comments as they move the project forward. The retreats will also provide evaluation of the project as it progresses.

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a good assessment model because faculty are already doing a lot of assessment, but efforts need to be clarified and coordinated; (2) while University administration strongly supports our efforts and does not expect a prefabricated “cookie-cutter” assessment model, they do expect our model to coordinate with the Five Dimensions; (3) if the DTS does not enact its own assessment model, someone else will create one for them— one that likely will not best serve our students and teachers; and (4) process is a key ingredient of good assessment, both in the ongoing practice of assessing learning, and in the effort to achieve faculty ownership of our outcome-assessment initiative. For me, having the opportunity to engage in a sustained discussion about the profession of teaching with respected colleagues provided a real occasion of personal growth and pedagogical insight.

Recommendations and Evaluations

Recommendations. The seminar conversations produced five recommendations that were presented at the April 7-8, 2006 all-faculty retreat at the Pere Marquette Lodge. The recommendations are: (1) the creation of a policy statement, which the faculty approved and which the seminar has drafted pending final approval in August; (2) the design and implementation of a qualitative and quantitative survey as part of the annual review process, which integrates assessment within existing DTS procedures; (3) the allocation of at least one faculty meeting per semester to assessment development/review so that assessment remains ongoing; (4) have one colloquium per academic year dedicated to pedagogical techniques and/or best practices, which extends the conversation beyond the faculty cohort; and (5) the creation of an assessment model for courses and programs that: (a) designs the content or *what* is assessed according to Ken Bain’s *What the Best College Teachers Do*, (b) implements the protocol or *how* the assessment plan functions according to Barbara Walvoord’s *Assessment Clear and Simple*, and (c) utilizes *how* teachers already evaluate (i.e., grading) to create a more uniform and explicit DTS assessment process according to the examples in Barbara Walvoord’s *Effective Grading: A Tool for Learning And Assessment*. Now the next two learning communities will pick up the baton and move the process forward by defining the specific learning outcomes for the various DTS courses and programs as coordinated with the Five Dimensions of the Saint Louis University Experience.

Evaluations. Judging from the evaluations of the all-faculty retreat, the retreat was a success.

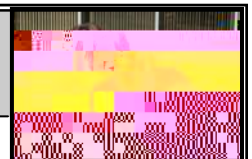
Many commented that the conversation is indispensable in creating an assessment model that the faculty “buys into.” After the retreat 13 faculty rated their attitude toward assessment as either positive or very positive, 2 were ambivalent, and 1 was negative. The conversations at the retreat signal that the DTS is committed to creating a *learning-centered, pedagogically driven, and practically actionable* assessment model. However, possibly the greatest benefit of the seminar conversations is passing on the conversation itself to the entire DTS. Just like in the classroom, conversation is sometimes hard to come by, but when the discussion starts, new vistas open, fresh ideas emerge, and renewed energy animates the learning process; so too with teachers who assess student learning.

Sharing the Seminar Experience

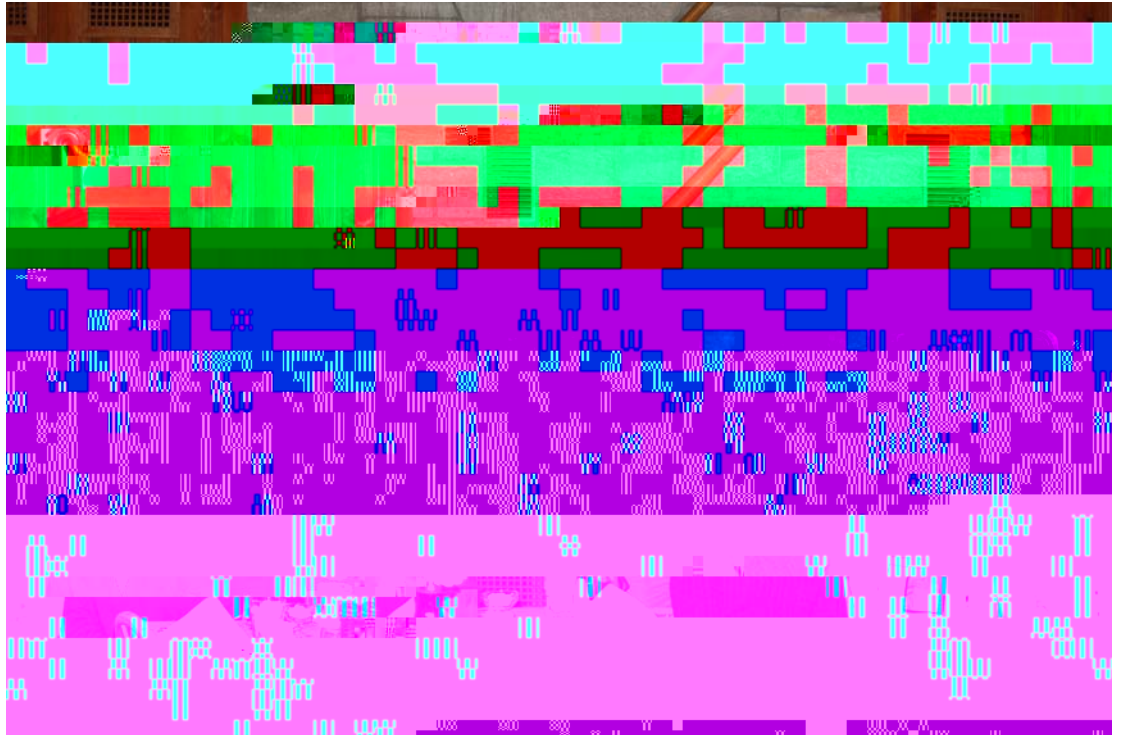
Even though the seminar made concrete recommendations to the DTS regarding pedagogy and assessment, it was the transmission of the seminar conversation to the larger DTS faculty that proved to be most valuable and important. Ron Modras speaks of this critical element: “The greatest barrier, as I see it, is a lack of consciousness stemming from a lack of conversation . To create a culture of mission and assessment, faculty need to talk about it seriously, professionally, and personally.” Ben Asen also speaks to the catalytic power of our conversations: “I think the faculty retreat went a long way toward breaking down the barrier of resistance toward assessment. I think we have successfully convinced a majority of our colleagues that the real issues are teaching and learning and how to improve both to enhance our departmental as well as our University missions. The word ‘assessment’ does not have the same negative connotation

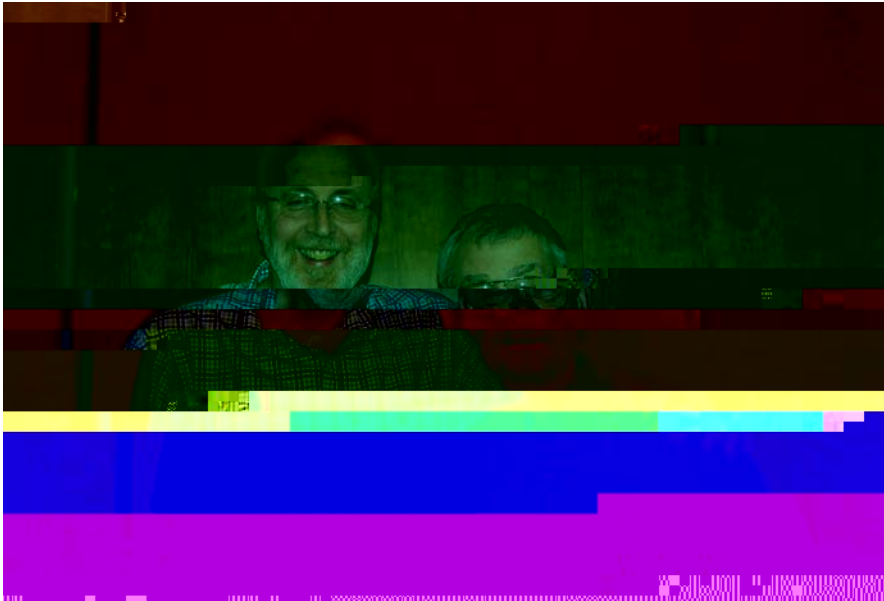
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**Congratulations
Alisha Francis !**



numbers and percentages.” Similarly, Dan Finucane remarks: “Identifying learning objectives and assessing how well they are being met is very important. What has expanded is the realization that there are multiple ways (quantitative and qualitative) to assess.” In a different





Thank You!
Dr. John Pauly
&
Dr. Jim Korn

From Dr. John Pauly

My dad, a now-retired Chicago public high school teacher and administrator, likes to say that in your first ten years of teaching, you never really earn your keep. After that, they cannot pay you enough.

True that. After 28 years of full-time college teaching, I have come to appreciate the wisdom of my dad's aphorism. Without fully knowing what is to come, we teachers submit to a long and painful apprenticeship.

2006 Teaching Conferences

28th Annual Summer Institute on College Teaching

June 4-8, 2006

The College of William and Mary; Williamsburg, VA

Applications are due by May 23, 2006.

Topics: Instructional innovation, testing and grading, small group strategies, lecturing, cooperative learning, technology in the classroom, course and teacher evaluation, questioning skills, teaching and learning styles, student assessment, syllabus construction and how to make classes more interactive.

To Register: Go to

<http://www.vtc.odu.edu/>

Congratulations, May 2006 Certificate Recipients

CTE Welcomes Gail Herzog, Assistant Director for Service Learning

Gail comes to the Center with a background in Communication and Theology offering a diverse array of professional experiences. She has a long history of teaching in higher education including a number of years as an Affiliate Faculty in the School for Professional Studies where she was a 2002 recipient of the Faculty Excellence Award.

In her new role as Assistant Director for Service Learning, Gail looks forward to working with faculty from across the university to support the integration of service learning into the curriculum. Gail firmly believes in Jesuit Mission and the importance of service learning as part of the educational experience. For more information contact Gail at 977-4214 or at herzog@slu.edu.

Books:
Effective Grading

- Anbreen Bashir, Biology
(Mentor: Dr. Wesley Leverich)
- Billy Brennan, Communication
(Mentor: Dr. Liese Hutchinson)
- Rebeka Cook, Public Health
(Mentor: Dr. Darcy Scharff)
- Rebecca Dohrman, Communication
(Mentor: Dr. Paaige Turner)
- Angie Juarez-Monger, Sociology & Criminal Justice (Mentor: Dr. Richard Seiter)
- Stacie Metz, Public Health
(Mentor: Dr. Kathleen Wyrwich)
- Maze Ndonwi, Biology
(Mentor: Dr. Jack Kennell)
- Alicia Noddings, Educational Studies
(Mentor: Dr. Linda Buffkin)
- Kristan Pierce, Nutrition and Dietetics
(Mentor: Dr. Mildred Mattfeldt-Beman)
- Jaime Poole, Earth & Atmospheric Science
(Mentor: Dr. Charles Graves)
- Terri Rebman, Nursing,
(Mentor: Bill Stanhope PA,MS)
- Zach Schaefer, Communication
(Mentor: Dr. Paaige Turner)
- Rick Wilson, International Business
(Mentor: Dr. Brian Till)
- Joe Zlatic, Sociology & Criminal Justice
(Mentor: Dr. Norm White)
- Yu-Ping Chang, Nursing
- Jeremy Main, Public Policy
- Sithokozile Maposa, Nursing
- Colene McEntee, Communication
- Maureen Walsh , Theological Studies

Practical & Feasible Ways to Assess & Improve Student Learning in Departments & General Education

1:00 pm to 4:00 pm

This workshop guides participants through the steps of constructing or revising assessment plans. It is most useful for department teams. Participants are invited to bring current assessment plans or documents such as learning goals or curriculum rationales that might be useful in constructing assessment plans.

Issues include:

- Getting department members on board
- The most basic, no frills assessment plan
- Assessment within the available time and resources
- Constructing workable goals for learning
- Using data for the benefit of the department & students



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**The Paul C. Reinert Center
for Teaching Excellence**
Saint Louis University
Verhaegen Hall Room 314