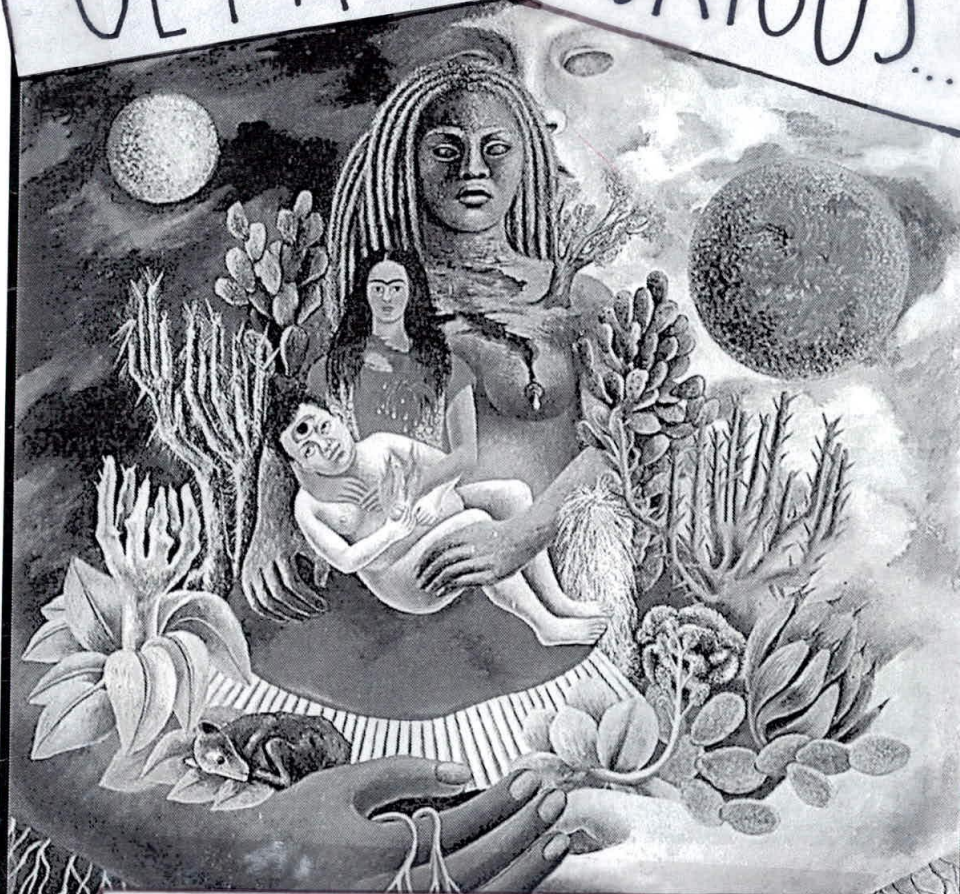


You have a friend at
EASTERN MICHIGAN UNIVERSITY

GETTING CURIOUS...



Voices from the Part-Time Lecturer Professional
Development Seminar 2014.

EASTERN Michigan University

Sponsored by the
Faculty Development Center

Table of Contents

Introduction....	p. 1
Author Bios...	p. 2-3
Contribution from Peggy Liggitt...	p. 4-9
Get Curious Activity #1...	p. 10
Becoming: Musings of a Black Feminist, Embodied Educator, by Nicole April Carter...	p. 11-15
Work in Progress, by Rebecca Head...	p. 16-21
To Teach is To Learn, by Petra Hendrickson...	p. 22-24
Get Curious Activity #2...	p. 25
Contribution from Kimberly Kopka...	p. 26-30
Poster Activity...	p. 31
Contribution from Chelsea Lonsdale...	p. 32-25
Contribution from Catherine Meldrum...	p. 36-42
Contribution from Nereida I.C. Nazzaro...	p. 43-48
Get Curious Activity #3...	p. 49
Contribution from Matt Schumann...	p. 50-53
Contribution from Christina Sears-Etter...	p. 54-60
Get Curious Activity #4...	p. 61
Contribution from Kathryn Ziegler...	p. 62-66
References...	p. 67-69

INTRODUCTION

"The quality of our thinking is given in the quality of our questions"
(Elder and Paul, 2010).

I like this quote from the *Thinker's Guide to the Art of Asking Essential Questions*. Have you ever noticed how questions can open up space for considering possibilities, where statements tend to close down or contain ideas? This year in the Part-Time Lecturer Professional Development (PTLPD) seminar, I wanted to experiment with the curriculum by focusing on "Getting Curious." I wanted us to get curious about...

How do disciplinary perspectives frame our questions?

How do socially constructed activities foster individual learning?

What does socially constructed learning look like?

How do personality types affect behavior/beliefs?

What do we value most in student work?

What do we appreciate in our work?

What challenges in teaching do we face?

What goals will help us move forward?

What ideas will help us get there?

What support do we need?

This "zine" is a collection of narratives describing individual experiences from participants in the 2014 PTLPD seminar. These pages provide evidence that group-led activities like "Get Curious," the Poster Activity, and the Personality –Type assessments emphasize that knowledge is socially constructed and that collectively we know more than we would have discovered on our own.

Enjoy and if you have any questions or curiosities of your own, please contact me at the Faculty Development Center – 109 Halle Library – 487-2530 – Peggy.Liggitt@emich.edu.

~Peggy

Author Bios



NAME: Nicole April Carter
DEPARTMENT: Teacher Education & Women's and Gender Studies
TRUE COLORS: Blue, green
MEYERS BRIGGS: ISFP
PHILOSOPHY: "The heart of education as a practice of freedom is to promote growth. It's very much an act of love in that sense of love as something that promotes our spiritual and mental growth"—bell hooks



NAME: Rebecca Head
DEPARTMENT: Health Sciences, College of Health and Human Services and Health Administration
TRUE COLORS: Green, blue
MEYERS BRIGGS: ENTJ
PHILOSOPHY: "To teach is not to transfer knowledge but to create the possibilities for the production or construction of knowledge"—Paulo Freire



NAME: Petra Hendrickson
DEPARTMENT: Political Science
TRUE COLORS: Green, blue, gold
MEYERS BRIGGS: INFP
PHILOSOPHY: *Writing and reading are two of the most important skills students can hone in college; I facilitate this intellectual maturation through writing assignments that focus on drawing parallels between class materials and current events and comparing/contrasting cases studied in class with one another so they can see historical parallels as well.*—P.H.



NAME: Kimberly Kopka
DEPARTMENT: Accounting and Finance
TRUE COLORS: Gold, blue
MEYERS BRIGGS: ISTJ
PHILOSOPHY: "Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting"—Ivan Illich



NAME: Peggy Liggitt
DEPARTMENT: Director (I) Faculty Development Center & Biology Science Education
TRUE COLORS: Gold, green
MEYERS BRIGGS: ENFJ
ASTROLOGY: Virgo
ENNEAGRAM: 1
PHILOSOPHY: "The job of an educator is to teach students to see vitality in themselves." & "The cave you fear to enter holds the treasure you seek."—Joseph Campbell

Author Bios



NAME: Chelsea Lonsdale
DEPARTMENT: English Language and Literature, First Year Writing
TRUE COLORS: Blue
MEYERS BRIGGS: INFJ
PHILOSOPHY: *I believe in story: the stories of my students, their individual experiences with literacy, and their emerging stories as they learn how to navigate the demands of academic discourse—C.L.*



NAME: Catherine Meldrum PhD RN
DEPARTMENT: School of Nursing
TRUE COLORS: Gold, blue, green
PHILOSOPHY: "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."—William Arthur Ward



NAME: Nereida I. C. Nazzaro
DEPARTMENT: Worlds Languages, Spanish
TRUE COLORS: Green, gold
MEYERS BRIGGS: ENTJ
PHILOSOPHY: "Imbue thyself with the power of imagination, have courage for truth, sharpen they feeling for responsibility of soul."—Rudolf Steiner



NAME: Matt Schumann
DEPARTMENT: History and Philosophy
TRUE COLORS: Green
MEYERS BRIGGS: INTJ
ENNEAGRAM: 5/4
PHILOSOPHY: A very short summary of the C.S. Lewis essay, "Men without Chests":
 "A good education teaches values as well as content"



NAME: Christina Sears-Etter, MFA
DEPARTMENT: Music and Dance
TRUE COLORS: Orange, blue
MEYERS BRIGGS: E/I-NFJ
PHILOSOPHY: "The truest expression of a people is in its dances and music. Bodies never lie."—Agnes de Mille



NAME: Dr. Kathryn A. Ziegler
DEPARTMENT: Women's and Gender Studies
TRUE COLORS: Green
MEYERS BRIGGS: INFJ
PHILOSOPHY: *Teaching is creating confident adventurers to confront gender injustices, create paths for fairness and opportunity for all who come after them.*—K.Z.

Peggy's Goal Statement:

To transfer the knowledge and wisdom that I learned in the "Teaching in Higher Ed. Project" to the 2014 Part-Time Lecturer Professional Development Seminar (PTLPD). My vision is to provide a seminar that **incorporates time, space and community to integrate an understanding of learning, personal and professional growth and subject area knowledge.**

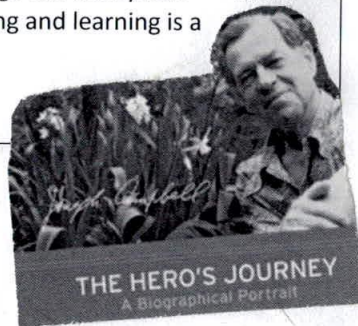
First some Philosophy by Joseph Campbell

"We're not on our journey to save the world but to save ourselves. But in doing that you save the world."

"The job of an educator is to teach students to see vitality in themselves."

"The problem in our society and in our schools is to include, without overdoing it, the notion of education, as in the Latin *educere*--to lead, to bring out what is in someone rather than merely to indoctrinate him/her from the outside."

"If you want to change the world, you have to change the metaphor." - In the PTLPD, we realize and support the idea that teaching and learning is a humanized process.



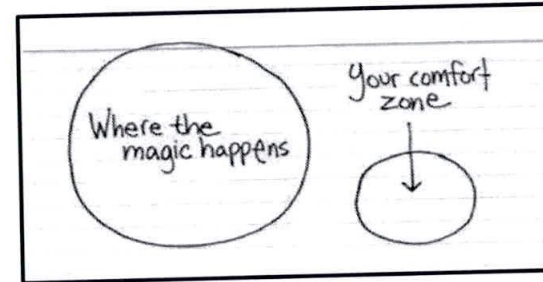
What led me to create this goal?

Forty years of research confirm that traditional models impede instructors transferring into their classrooms the learning acquired in professional development workshops and seminars. Current literature argues that workshops and seminars "fail to engage faculty as collaborators" in their own professional growth, thus impeding changes in teacher behavior and student learning.

In the last 10 months I've been meeting about every other week with a 5-person team consisting of myself, three faculty colleagues, and my doctoral student intern to discuss, "What would a high quality professional development program for teaching in higher education look like?" I was excited to pilot the conceptual framework that we created in the Teaching in Higher Ed. Project and see how the concepts would play out in the Part-Time Lecturer PD seminar.

4

Here is my learning and teaching story.



The conceptual framework I wanted to bring to the PTLPD seminar included:
1) Each participant creates an action plan that includes a goal centered on a learning concept or skill-set of their choice, a timeline, and list of resources that the participant can use to

ensure the goal is met. 2) Each participant is mentored to help them meet their goals. The relationship is meant to foster professional growth through appreciative inquiry and experiential practice. 3) Participants create a portfolio that captures:

- the participant's newly acquired knowledge;
- the process taken to achieve this new knowledge, and
- the impact (or potential impact) this new knowledge will have on the EMU community.

Each of these items are situated in the participant's unique context and encompasses periodic sessions for faculty collaboration, features that traditional PD workshops and seminars lack.

What am I appreciating that I already do with participants?

I've been facilitating faculty/lecturers analyzing student work with the "The Poster" activity for about 4 years now. One of the strengths of the activity is the question: "What do you value about the student work as it relates to the discipline?" This is the introduction to appreciative inquiry - getting curious about what students do well, then asking "What should be" in terms of what is challenging about the student work, followed up by asking, "What might be?", "What will be?" What can the instructor do to revise the assignment or change other aspects of the class to foster student success (like bringing in more active learning or adding prerequisites).

What am I hoping to see happen in this seminar?

I'm hoping that each individual will feel special, valued, and supported in their professional development journey. My intention is that the activities, spacing and timing also foster deep learning so participants create meaningful impact.

5

What "Might Be" as a result?

My dream is to have each person embody the notion that he/she is their own best resource - that personal and professional growth comes through "getting curious." Hopefully asking essential questions about your life, who you are as a person, what are your hidden talents, and what is the best way to develop these hidden talents will lead a person on to transformational answers.

What are my ideas for getting us there?

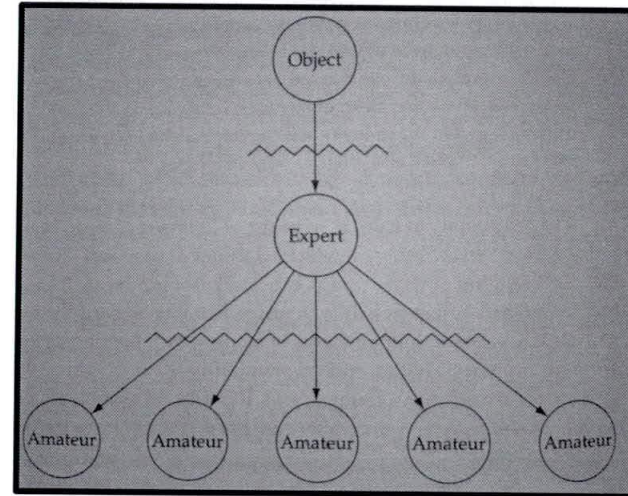


Getting comfortable with being uncomfortable: Let's face it – learning something new can be scary, frustrating, and down-right hard. Piaget proposed that in order for a person to acquire new information, their intellectual development must transition from initial equilibrium to disequilibrium to a new equilibrium (Wadsworth, 1971). Being in a state of disequilibrium – that "space of not knowing" – is actually a strong motivator for the participant to take actions for further assimilation or accommodation as a means to relieve the feelings of vulnerability and awkwardness that come with learning something new. Just being aware that learning something new means you are supposed to feel uncomfortable can be comforting – because it is a feeling you can expect to have in this process.

Throw out the old PD model: The traditional view, displayed in figure 1.1, is one where the "expert" or teacher is positioned hierarchically higher than the students (or seminar participants). In the traditional framing of teaching and learning, the teacher (or seminar facilitator) is the keeper of knowledge and responsible for disseminating his/her choice of knowledge to students (or participants).

6

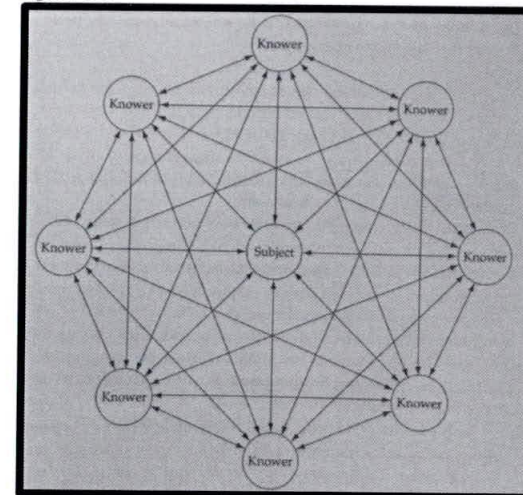
Figure 1.1



Parker 1998, p. 102

Unlike the traditional way of framing teaching and learning, the new way of framing is built on the concept that knowledge is socially constructed.

Figure 1.2



Parker 1998, p. 100

Social construction can be described as a social exchange and collective knowledge-creation between people versus individual learning as a separate process.

7

What are my ideas for getting us there?

This seminar appreciates that knowledge is socially constructed and, importantly, that participants need time during and between the seminar sessions to do important group work together. Thus, the seminar curriculum, online course shell, and schedule embeds social activities into the program design, such as: threaded discussions, participant-created and led activities (e.g. "getting curious" exercise), mentoring and group feedback, and group projects (e.g. this group zine.) Using social interactions as a foundation for learning allows the participants and the facilitator(s) to mutually benefit from the learning exchange occurring (figure 1.2).

What are the challenges?

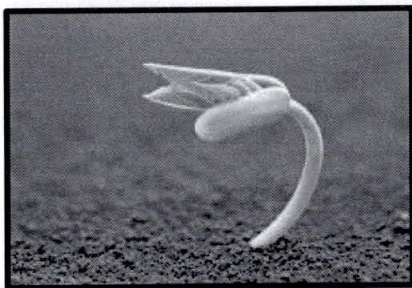
I'm finding it a bit scary to give up control in this new format where the seminar has both a personalized PD plan and that most of the delivery of content is delivered within a socially constructed format. Control means I can expect certain things to happen. Giving up control provides room for creativity and experiential learning, but the final outcome is not known, not by me or by any of the participants. To be in this space of "not knowing" requires trust on everyone's part.

It is easier on my end if all the participant goals center on a more prescriptive approach – like asking everyone to redesign their syllabus using Fink's resources for **Creating Significant Learning Experiences**. This is the approach I used to use. But remember, according to the PD research, this approach has limited results for positive impact on teacher behavior and student learning.

I find I keep going back to Joseph Campbell's words – "the job of an educator is to bring out what is in someone, rather than merely to indoctrinate him/her from the outside." Each seminar participant is growing as a person and a professional. To best support their journey, I need to

understand their context - subject area expertise, personality type and learning style preference, goals and dreams.

"The cave you fear to enter holds the treasure you seek."
– also by Joseph Campbell.



18

It is my hope that by the end of this PD experience that participants will see themselves more and more as professional educators in Higher Education – meaning they desire "pulling out" the potential in students rather than "pushing in" content, that they value the "space of not knowing" keeping in mind Piaget's model for cognitive development. You can't get to the magic of new knowledge if you don't get out of your comfort zone. If I want to change the traditional PD model, I have to be willing "walk the talk", to model with my seminar participants what I hope they will do in their own classes (give up some control of the curriculum by adding student-created projects, allowing time during class to work on group projects, foster more dialogue and reflection, and allow student/participant choice).

How have the workshop activities helped me think through this?

This is the third year I've taught the PTLPD seminar and by far this seems the most transformational one. I think some ideas are working, and it has been worth the risk of trying something new; here is what I've noticed so far:

- 1) The "Getting Curious" activities have been outstanding! I led the first exercise by bringing in pond water and asking the participants to write a few questions down on a 3X5 card, then share their responses. I then asked that a working group create the rest of the "Getting Curious" prompts. Each week was amazing! One team had us look at art work by Frida Kahlo and ask questions from our disciplinary perspective, another group had us consider what a "super hero" would look like in our discipline and everyone drew pictures or wrote narratives, and another activity was started by having us select a word written on a 3X5 card describing a place (museum, library, theater, or lawn) as a space for delivering a lesson plan taught from the perspective of our True Color personality type. These group prompts for the "Getting Curious" activity were much more creative than I could have generated by myself. Activities ran 20 minutes longer than I planned, but "giving up control" of my schedule was well worth the socially constructed learning and sense-making that came with following our curiosity!
- 2) This zine project, to me, is another indicator that participants are professionally growing! Each author's contribution here is their portfolio. The narratives and images they selected to share show deep reflection and thinking in regard to how each person has a different challenge and goal for moving his/her teaching forward. It was great to see how everyone rallied to get their part of the zine project finished and it is now complete. Our project is now self-published and in circulation for others to read! ~Pissy

9

GET CURIOUS!

ACTIVITY No1

What questions do you have about this mysterious pond water?




IT'S
ALIVE
!!!!

Are you releasing them tonight?

What would this look like under a microscope?

Has anyone mapped the flora + fauna of the area this came from?

Like my friend Maria's work in MA.



Becoming: Musings of a Black Feminist, Embodied Educator

Haiku for the Teacher Who Is A Student Herself

No Differences

Together, we transgress as one

To find wisdom's Lost

By Nicole April Carter

The Funny Thing About Goals...

They are destined to be changed.

They often originate from mistakes.

But, we make them anyway.



- ◆ To Become more confident as a
Black Female
Educator/Performer
in the classroom
- ◆ To Provide
Spaces Spaces Spaces
For students to understand materials
On a Personal
Interpersonal
Structural
Level
- ◆ To Create Significant Learning Experiences
Through LOVE
COMPASSION
UNDERSTANDING
RIGOR

12

My best teacher self is in tune with my mind, body, and spirit. When I grow my student's grow along with me.

The teacher as authority figure is based on a mind/body dualism, where the teacher is a disembodied mind.

—bell hooks

13

Dear bell, I don't want to be this teacher



Teaching from Beginning to End

Something's aren't always what they seem. This is a girl This is a boy That is a negro, Black and lazy In the textbook, never there A story of hate. This is your country, this is an A Or America, whichever You prefer. This is invisible.

This is the beginning, and I must work to embody change.

Inside this classroom Is the promise, green Because it's new, and beyond that The truth and then your truth, which is dismal, and has only A few true believers.

This is the beginning, and it is difficult to accept.

This is the world, which is complex And filled with boys girls or a combination. We are right to question the equation of Black + Lazy = An entire group of folk. With multiracial and then genderqueer: the world becomes clearer yet more complex.

This is the beginning, but let me walk with you as you become.

Once you have learned the words to speak difference as means of understanding You will learn that See Jane Run was never enough. Who was Jane running from? Maybe it was Dick who just wouldn't leave her alone. Or, was it from an angry mob who wouldn't STOP calling her nigger?

You are no longer at the beginning, you have begun to question, so let us walk together.

This is your hand afraid yet gentle, these are my hands, yellowed and firm. Together, we explore the unknown history filled with hatred, but make time for love through embodied learning. Together.

You have walked to the end, which is a new beginning.

14

Recipe for Adjunct Lecturer Wellness

In the mornings...

- Drink one cup of Green Tea
- Have a bowl of oatmeal
- Get ready for the day with a stretch to your favorite Downtempo House or Electronic Music
- Think a positive thought

In the afternoons...

- Send a positive message to someone
- Eat a refreshing salad with fresh strawberries or cherries on the side
- Dance a little after your meal

In the evenings...

- Take a walk if the weather permits
- Reflect on the ups and downs of the day
- Tell your pet or other loved one you love them
- Sleep well

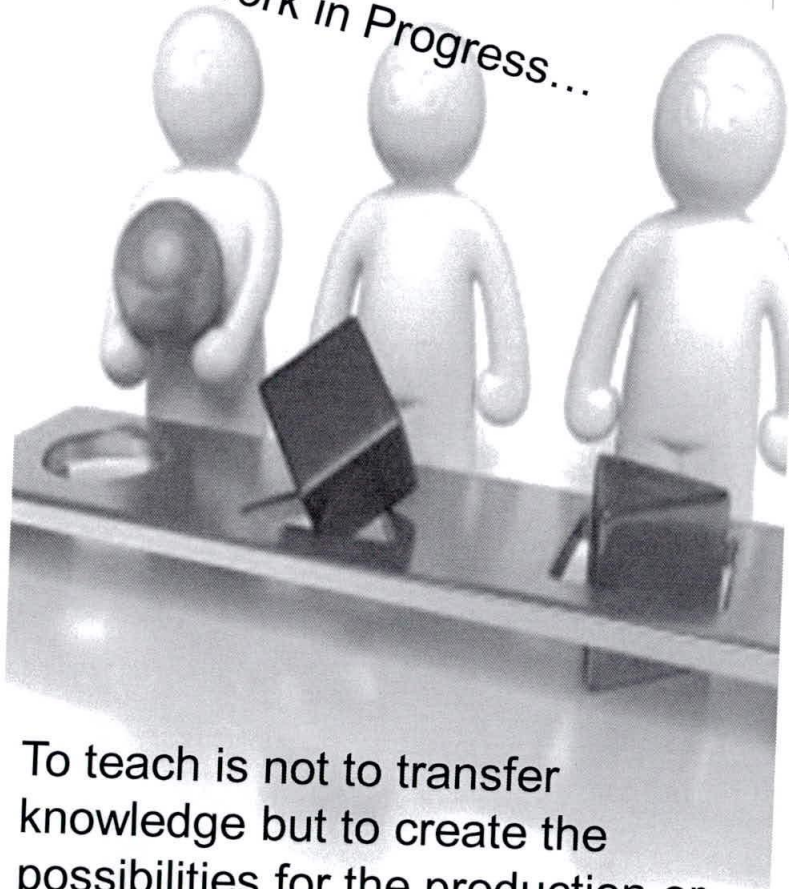
Modify As Needed

15



BY: REBECCA
HEAD

Work in Progress...



To teach is not to transfer knowledge but to create the possibilities for the production or construction of knowledge. ~ Paulo Freire, Pedagogy of Freedom

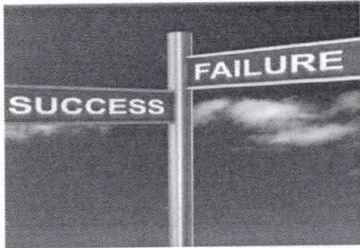
16

Introduction!

Project: Working collaboratively with another lecturer to revamp the health planning course structure & content toward a more active, engaged classroom.



17



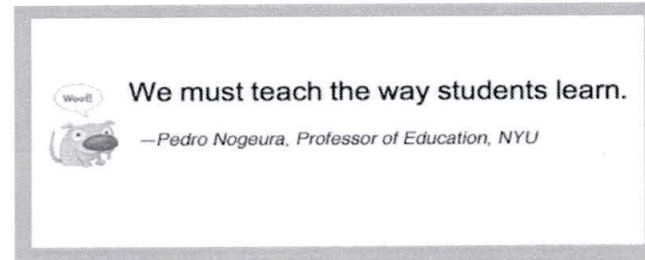
GOAL

WHAT?

Classroom activities and hands-on learning that will enhance students knowledge of how to execute healthcare planning.

WHY?

This particular course content lends itself to “doing”. Use a flipped classroom technique to promote student discussion & learning during classroom sessions. Begin with short summary lessons and introduce hands on activities for majority of class time.

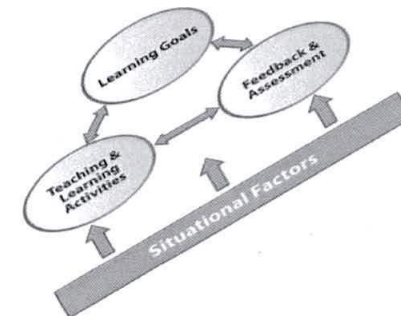


HOW?

Practice-Based Teaching for Practice-Based Learning

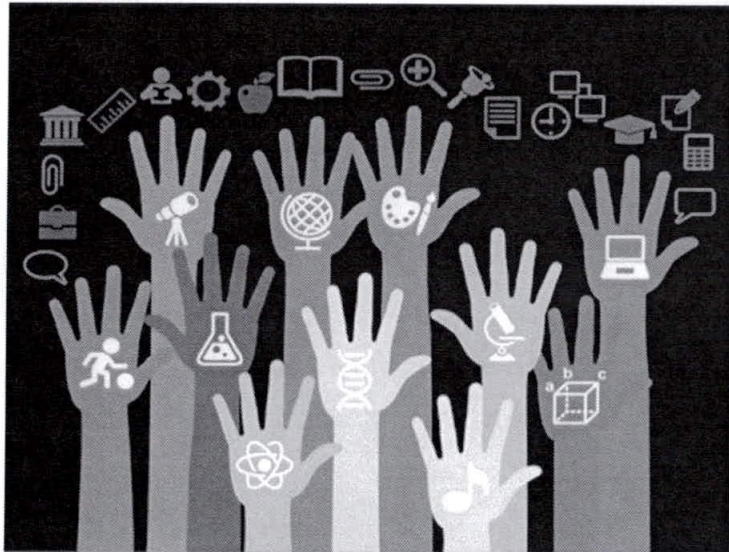
IN ADDITION...

Engage students in regular feedback sessions so teachers and students work together to improve the class.

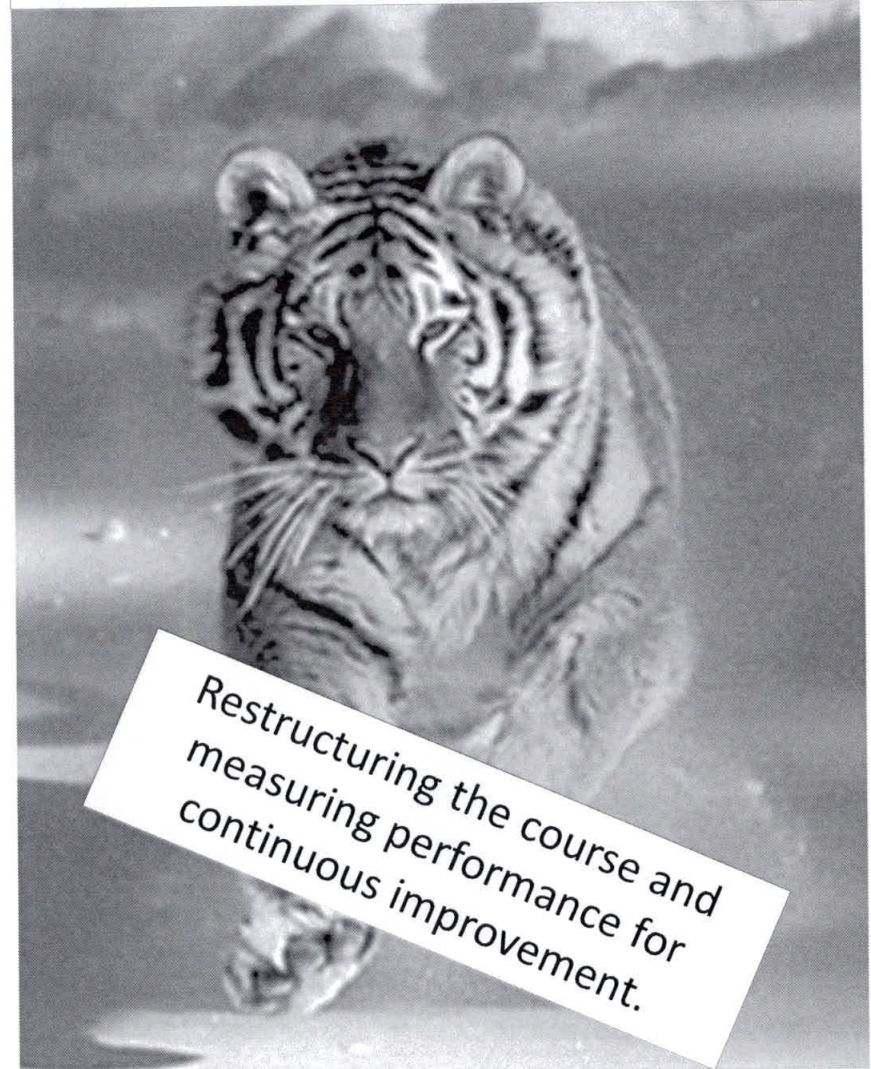


Helpful Workshop Activities

- ✓ Promoted creative thinking
- ✓ Shared multiple perspectives & viewpoints
- ✓ Learned new teaching tools



Current & Future Challenges



To Teach Is To Learn

Laying the Foundation

I teach a section of PLSC 120: Global Issues; the particular global issue I address in my course is genocide. This is a lower-level general education class and, as might be expected, the starting points of my students (in terms of writing ability, critical thinking, world experience, world-view, reading comprehension, synthesis skills, etc.) varies a lot. Fall 2013 was the first

semester I taught the course, but also the first time I taught anything at all. My nervousness about actually being in front of a classroom and only a vague hunch of what kinds of things were reasonable to expect from my students in aggregate. I chose a very straightforward (i.e., dull) teaching method: while I made sure to include several questions to discuss as a class each day,



Just getting started

the vast majority of the time I just lectured. The goal was to enlighten, but I fear I was much more successful at confusion.

Some Bad Advice and the Consequences

A cynical older professor had told me to assume that students will not have done the reading.



Assuming they haven't read will make your life easier...

and to be careful about any class activities or discussions that would rely heavily on a careful reading of the assigned material (lest I become increasingly frustrated with my students and more or less immediately jaded as an instructor). I think I took that advice a bit too much to heart; I covered the important points raised by the readings in lecture and asked discussion questions that

required some careful thought about the issues being covered in class (both in that particular class period and in some cases in previous class periods as well), but not any familiarity with the concepts in the question outside of what I had presented to them in class. Rather than using the reading as a starting point to help move them forward, I think I downplayed the importance of the readings.

Revelations and Inertia

The fall semester proved to me that I was, in fact, capable of teaching. How that I had a baseline. I felt more comfortable with the idea of making adjustments to my course in order to teach more effectively. The lack of feedback about how the fall had gone (I did not get my course evals back until mid-March) and inertia (I could reuse everything from the fall pretty easily) meant that pretty much nothing changed for the class (2 sections of it, actually) for the Winter 2014 semester.

NAME: Petra Hendrickson
DEPARTMENT: Political Science
COLOR: Green/Blue/Gold
MYERS-BRIGGS: INFp
GOAL STATEMENT: I know the skills students develop in my class will stick longer than any material, so I want to use the material more effectively as a vehicle for skills development.

Harsh Realizations

Very late in the winter semester, when it became painfully obvious about 15 minutes into the class period that my students were having a very difficult time understanding a particular case of genocide (East Timor), I opted to not finish the lecture and instead had a conversation with my students about what I could do to help facilitate their learning more.

One of the big things that

emerged was that virtually no students did any of the readings, but their reasons for doing so generally fell into one or more of three categories: 1) I covered all the important material in them anyway, so why bother; 2) in the words of one student, "ain't got time for all that;" 3) a general defeat that they couldn't make sense of the readings without a preexisting knowledge base.

I solicited and received this

feedback too late in the semester to make any drastic changes, but I did start providing guiding questions for each reading, so that they had an idea of what they should be reading for, which made the readings much more reasonable.

The readings were no longer massive chunks of opaque text, but rather a few key points and examples and facts that helped bolster those key points.

The Big Idea and The Sticking Point

One of the key components of my class involves being able to take class material and use it to assess current events. Four times throughout the semester, my students are required to write a 2-page paper doing just that: how does a particular piece of class material (of the student's choosing) relate to a world even within the past three years (also of the student's choosing)?

My goal with these papers

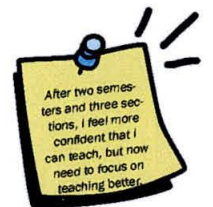
Taking a Step Back

When I present material in class, I try to emphasize overall themes and patterns, but I also provide a lot of details and pieces of information designed to show that although the overall themes and patterns hold, even with an phenomenon like genocide, there are virtually no black/white dichotomies: even something like the Holocaust has much more nuance than people usually think about - while the end result was the death of 6 million people, that's not how it started. There were a series of less deadly policies that ultimately made extermination easier for the population as a whole to cope with. While it's easy, and perhaps personally reassuring, to say that the Nazis were clearly evil, if not also insane, and stop there, arguments for the rationality of genocide are more compelling than the arguments for irrationality.

is to help students realize that the types of things we cover in class are still relevant today. Giving them agency over what specifically they analyze is designed to let them start to make these connections and come to this realization using something they already find particularly interesting or something they are more familiar with.

A prerequisite for these papers is an understanding of class material, which seems to be where

my plan starts to unravel.



I think my demonstration of nuance causes some students to get bogged down in the details, and as they try to make the material comprehensible, not only do they write off the nuance, they oversimplify the main themes and are left with only a vague, superficial starting point. So when they choose their news article, they focus on the most aggregate (but actually one of the least useful) concept: the death of a lot of people. So any situation where a lot of people were killed is genocide to them; simply put, the understandings they have come to about what genocide is by equating genocide with any case of multiple murders is missing the most basic point of the class.

First Things First

One of the first things I know I need to do is adjust how I present the details; I think they are important, as they give context and ground the theories and events so that they're not as abstract, but obviously some students are getting lost by being far more focused on the unique details of a case than on the central ideas.

I think the use of guiding questions for the readings through-

out the semester (rather than just the last few class periods) and requiring the completion of those questions as a nontrivial portion of the final grade will help a lot. The guiding questions very much focus on the important, broader points; if students are able to use the details in the readings to form a more sophisticated understanding of those points, fantastic. If, on the other hand, the only thing some students are able to

do is understand those important, broader points, that's a good start.

Sophisticated understandings grow out of less sophisticated understandings, and helping students at least get a foothold on an accurate understanding of material will make the development of sophisticated understandings in the future much more possible.

A basic first step is still a step, and the best way to start.

What More?

In addition to guiding questions and an adjustment to how I present information, I need to provide students with low-stakes opportunities to work through a critical analysis of current events using class material as a lens before they have to write their first paper. I get the feeling that these papers are the first real exposure students have to certain current events and critical thinking, and having them do it all for the first time in the first paper. I

should help them practice first.

I think I also need to scaffold class material and requirements more, so that there is a more explicit building of concepts to help students achieve a greater understanding.

So, given the definition of genocide and a few other key concepts/terms, how does each of the things we talk about in class tie back to those definitions and concepts?

It would probably also be beneficial to change the discussion

strategies I use in class. The "old" model was to pose a question and have a whole-class discussion. I think I do a good job making students feel safe and comfortable enough to express their opinions, but I'm wondering if there's a more effective way to facilitate meaningful discussions.

Would smaller-group discussions help? Brief writing exercises in response to a prompt and building a discussion from there?

How To Proceed From Here

I know that making my class (and, more importantly, the subject matter) more accessible to students is my internal, pedagogical goal. Achieving that goal will help my students work toward my external goal, which is to foster in them a more sophisticated and critical engagement of the world around them (using class material as a particular piece of the world to practice with).

The seminar and its components have helped me take inventory of where I am now in my teaching, which is obviously crucial to moving my teaching forward.

A more dynamic teaching style and a wider variety of specific teaching tactics are key, but knowing what tactics to use and how to use them effectively is daunting.

Books like *How Learning Works* and *What the Best College Teachers Do* speak to improving my overall style. The Fink resources we've been given as part of the seminar and books like *McKeachie's Teaching Tips* provide specific tactics to consider.

I feel most comfortable moving forward and trying new strategies after I've dug deep into the theories

behind what I'm trying to do, but at least for the time being, everything in all of these books is just theory, and all the theories in the world won't help if I can't develop tangible ways to implement those theories.

To move from theory to action, I need to engage with other instructors (either through conversation or observation) and meaningfully get a sense of what tactics are most effective in contexts like my own. I can use other people's insights and experiences to help make my own pedagogical growing pains ever so slightly less painful.

GET CURIOUS!

ACTIVITY No2



What questions come to mind based on your own disciplinary perspective?

What do the images in the back space?
"backspace" is jargon from LMA
How does the left side of the painting (darker hues) counterbalance (Einesidigkeit) jargon?

Kimberly Kopka

Department of Accounting and Finance & Management Department

Started teaching Fall 2012

Brice K. Nelson
Faculty Development Center

GAN UN

193.1
125.1
91.1
21.1
190.1
0.3

I have taught 2 classes for the Accounting Department:

ACC 240 (Principles of Financial Accounting)

And ACC 246/ 646 (Accounting for Public Administrators/ Financial Organizations of Nonprofit Organizations).

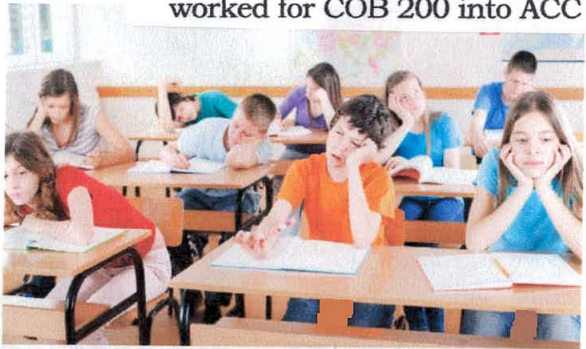
Time Value of Money

FUTURE VALUE OF 1 (FUTURE VALUE OF A SINGLE SUM)

$$FVF_{n,i} = (1 + i)^n$$

2%	2 1/2%	3%	3 1/2%
1.04081	1.05063	1.09000	1.10000
1.08243	1.10381	1.15511	1.16527
1.10408	1.13141	1.15927	1.19705
1.12616	1.15969	1.19705	1.22937
1.14869	1.18869	1.22937	1.26271
1.17166	1.21840	1.26271	1.29711
1.19509	1.24886	1.30477	1.33259
1.21899	1.28008	1.34392	1.36917
1.24337	1.31209	1.38421	1.40683
1.26824	1.34481	1.42574	1.44557
1.29361	1.37821	1.46851	1.48541
1.31948	1.41229	1.51251	1.52635
1.34587	1.44707	1.55771	1.56841
1.37279	1.48255	1.60411	1.61157
1.40024	1.51871	1.65171	1.65583
1.42825	1.55555	1.70051	1.70121
1.45681	1.59307	1.75051	1.74821
1.48595	1.63127	1.80171	1.79641
1.51561	1.67015	1.85411	1.84581
1.54581	1.70971	1.90771	1.89641
1.57651	1.75001	1.96251	1.94821
1.60771	1.79101	2.01851	1.99921
1.63941	1.83271	2.07571	2.05141
1.67161	1.87511	2.13411	2.10481
1.70431	1.91811	2.19371	2.15941
1.73751	1.96171	2.25451	2.21521
1.77121	2.00591	2.31651	2.27221
1.80541	2.05071	2.37971	2.33041
1.84011	2.09611	2.44411	2.38981
1.87531	2.14211	2.50971	2.45041
1.91101	2.18871	2.57651	2.51221
1.94721	2.23591	2.64451	2.57521
1.98391	2.28371	2.71371	2.63941
2.02111	2.33211	2.78411	2.70481
2.05881	2.38111	2.85571	2.77141
2.09701	2.43071	2.92851	2.83921
2.13571	2.48091	3.00251	2.90821
2.17491	2.53171	3.07771	2.97841
2.21461	2.58311	3.15411	3.04981
2.25481	2.63511	3.23171	3.12241
2.29551	2.68771	3.31051	3.19621
2.33671	2.74091	3.39051	3.27121
2.37841	2.79471	3.47171	3.34741
2.42061	2.84911	3.55411	3.42481
2.46331	2.90411	3.63771	3.50341
2.50651	2.95971	3.72251	3.58321
2.55021	3.01591	3.80851	3.66421
2.59441	3.07271	3.89551	3.74641
2.63911	3.13011	3.98371	3.82981
2.68431	3.18811	4.07311	3.91441
2.72991	3.24671	4.16371	3.99921
2.77601	3.30591	4.25551	4.09521
2.82261	3.36571	4.34851	4.19241
2.86971	3.42611	4.44271	4.29081
2.91731	3.48711	4.53811	4.39041
2.96541	3.54871	4.63471	4.49121
3.01401	3.61091	4.73251	4.59321
3.06311	3.67371	4.83151	4.69641
3.11271	3.73711	4.93171	4.80081
3.16281	3.80111	5.03311	4.90641
3.21341	3.86571	5.13571	5.01321
3.26451	3.93091	5.23951	5.12121
3.31611	3.99671	5.34451	5.23041
3.36821	4.06311	5.45071	5.34081
3.42081	4.13011	5.55811	5.45241
3.47391	4.19771	5.66671	5.56521
3.52751	4.26591	5.77651	5.67921
3.58161	4.33471	5.88751	5.79441
3.63621	4.40411	5.99971	5.91081
3.69131	4.47411	6.11311	6.02841
3.74691	4.54471	6.22771	6.14721
3.80301	4.61591	6.34351	6.26721
3.85961	4.68771	6.46051	6.38841
3.91671	4.76011	6.57871	6.51081
3.97431	4.83311	6.69811	6.63441
4.03241	4.90671	6.81871	6.75921
4.09101	4.98091	6.94051	6.88521
4.15011	5.05571	7.06351	7.01241
4.20971	5.13111	7.18771	7.14081
4.26981	5.20711	7.31311	7.27041
4.33041	5.28371	7.43971	7.40121
4.39151	5.36091	7.56751	7.53321
4.45311	5.43871	7.69651	7.66641
4.51521	5.51711	7.82671	7.80081
4.57781	5.59611	7.95811	7.93641
4.64091	5.67571	8.09071	8.07321
4.70451	5.75591	8.22451	8.21121
4.76861	5.83671	8.35951	8.35041
4.83321	5.91811	8.49571	8.49081
4.89831	6.00011	8.63311	8.63241
4.96391	6.08271	8.77171	8.77521
5.03001	6.16591	8.91151	8.91921
5.09661	6.24971	9.05251	9.06441
5.16371	6.33411	9.19471	9.21081
5.23131	6.41911	9.33811	9.35841
5.29941	6.50471	9.48271	9.50721
5.36801	6.59091	9.62851	9.65721
5.43711	6.67771	9.77551	9.80841
5.50671	6.76511	9.92371	9.96081
5.57681	6.85311	10.07311	10.11441
5.64741	6.94171	10.22371	10.26921
5.71851	7.03091	10.37551	10.42521
5.79011	7.12071	10.52851	10.58241
5.86221	7.21111	10.68271	10.74081
5.93481	7.30211	10.83811	10.89921
6.00791	7.39371	10.99471	11.05881
6.08151	7.48591	11.15251	11.21961
6.15561	7.57871	11.31151	11.38161
6.23021	7.67211	11.47171	11.54481
6.30531	7.76611	11.63311	11.70921
6.38091	7.86071	11.79571	11.87481
6.45701	7.95591	11.95951	12.04161
6.53361	8.05171	12.12451	12.20961
6.61071	8.14811	12.29071	12.37881
6.68831	8.24511	12.45811	12.54921
6.76641	8.34271	12.62671	12.72081
6.84501	8.44091	12.79651	12.89361
6.92411	8.53971	12.96751	13.06761
7.00371	8.63911	13.13971	13.24281
7.08381	8.73911	13.31311	13.41921
7.16441	8.83971	13.48771	13.59681
7.24551	8.94091	13.66351	13.77561
7.32711	9.04271	13.84051	13.95561
7.40921	9.14511	14.01871	14.13681
7.49181	9.24811	14.19811	14.31921
7.57491	9.35171	14.37871	14.50281
7.65851	9.45591	14.56051	14.68761
7.74261	9.56071	14.74351	14.87361
7.82721	9.66611	14.92771	15.06081
7.91231	9.77211	15.11311	15.24921
7.99791	9.87871	15.29971	15.43881
8.08401	9.98591	15.48751	15.62961
8.17061	10.09371	15.67651	15.82161
8.25771	10.20211	15.86671	16.01481
8.34531	10.31111	16.05811	16.20921
8.43341	10.42071	16.25071	16.40481
8.52201	10.53091	16.44451	16.60161
8.61111	10.64171	16.63951	16.79961
8.70071	10.75311	16.83571	16.99881
8.79081	10.86511	17.03311	17.19921
8.88141	10.97771	17.23171	17.40081
8.97251	11.09091	17.43151	17.60361
9.06411	11.20471	17.63251	17.80761
9.15621	11.31911	17.83471	18.01281
9.24881	11.43411	18.03811	18.21921
9.34191	11.54971	18.24271	18.42681
9.43551	11.66591	18.44851	18.63561
9.52961	11.78271	18.65451	18.84561
9.62421	11.89911	18.86171	19.05681
9.71931	12.01611	19.07011	19.26921
9.81491	12.13371	19.27971	19.48281
9.91101	12.25191	19.49051	19.69761
10.00761	12.37071	19.70251	19.91361
10.10471	12.48911	19.91571	20.13081
10.20231	12.60811	20.13011	20.34921
10.30041	12.72771	20.34571	20.56881
10.39901	12.84791	20.56251	20.78961
10.49811	12.96871	20.78051	21.01161
10.59771	13.08911	21.00071	21.23481
10.69781	13.21011	21.22311	21.45921
10.79841	13.33171	21.44671	21.68481
10.89951	13.45391	21.67251	21.91161
10.99999	13.57671	21.90051	22.13961
11.10081	13.69911	22.13071	22.36881
11.20221	13.82211	22.36311	22.59921
11.30411	13.94571	22.59771	22.83081
11.40651	14.06991	22.83451	23.06361
11.50941	14.19471	23.07351	23.29761
11.61281	14.31911	23.31471	23.53281
11.71671	14.44411	23.55811	23.76921
11.82111	14.56971	23.80371	24.00681
11.92601	14.69591	24.05151	24.24561
12.03141	14.82271	24.30151	24.48561
12.13731	14.94911	24.55371	24.72681
12.24371	15.07611	24.80811	24.96921
12.35061	15.20371	25.06471	25.21281
12.45801	15.33191	25.32351	25.45761
12.56591	15.46071	25.58451	25.70361
12.67431	15.58911	25.84771	25.95081
12.78321	15.71811	26.11311	26.19921
12.89261	15.84771	26.38071	26.44881
12.90241	15.97791	26.65051	26.69961
13.01271	16.10871	26.92251	26.95161
13.12351	16.23911	27.19671	27.20481
13.23481	16.36911	27.47311	27.45921
13.34661	16.49971	27.75171	27.71481
13.45891	16.63091	28.03251	27.97161
13.57171	16.76271	28.31551	28.22961
13.68501	16.89411	28.60071	28.48881
13.79881	17.02611	28.88811	28.74921
13.91311	17.15871	29.17771	29.01081
14.02791	17.29191	29.46951	29.27361
14.14321	17.42571	29.76351	29.53761
14.25901	17.56011	30.05971	29.80281
14.37531	17.69511	30.35811	30.06921
14.49211	17.83071	30.65871	30.33681
14.60941	17.96691	30.96151	30.60561
14.72721	18.10371	31.26651	30.87561
14.84551	18.24111	31.57371	31.14681
14.96431	18.37911	31.88311	31.41921
15.08361	18.51771	32.19471	31.69281
15.20341	18.65691	32.50851	31.96761
15.32371	18.79671	32.82451	32.24361
15.44451	18.93711	33.14271	32.52081
15.56581	19.07811	33.46311	32.79921
15.68761	19.21971	33.78571	33.07881
15.80991	19.36191	34.11051	33.35961
15.93271	19.50471	34.43751	33.64161
16.05601	19.64811	34.76671	33.92481
16.17981	19.79211	35.09811	34.20921
16.30411	19.93671	35.43171	34.49481
16.42891	20.08191	35.76851	34.78161
16.55421	20.22771	36.10751	35.06961
16.67991	20.37411	36.44871	35.358

TABLE 6-3 FUTURE



In ACC 240 the students were not as engaged. The class was composed of lectures and in-class exercises. Not as many students asked questions even though I knew they had them. The students did not talk to each other as much. My goal is to think about how I can incorporate some of the concepts that worked for COB 200 into ACC 240.

Bruce K. Nelson
Faculty Development Center



I found that the students formed relationships with each other and really interacted with the material I presented (and me!) in a more engaged way than with my other classes, especially ACC 240. We laughed in class and students felt comfortable discussing a variety of topics in thoughtful and thorough ways, even across quite diverse class demographics.

Bruce K. Nelson
Faculty Development Center

17	17.00000	18.59891	20.02359	21.39920	22.72820	24.01870	25.26970	26.48120	27.65320	28.78570	29.87870	30.93220	31.94620	32.92070	33.85570	34.75120	35.60720	36.42370	37.19170	37.91520	38.59470	39.23020	39.82170	40.36920	40.87270	41.33320	41.75070	42.12520	42.45670	42.74520	43.00070	43.22320	43.41270	43.56920	43.69270	43.78420	43.84370	43.87220	43.87070	43.83920	43.77770	43.68620	43.56470	43.41320	43.23170	43.02020	42.77870	42.50720	42.20570	41.87420	41.51270	41.12120	40.70070	40.25120	39.77270	39.26520	38.72970	38.16720	37.57870	36.96420	36.32470	35.66020	34.97170	34.25920	33.52370	32.76520	31.98370	31.17920	30.35270	29.50420	28.63370	27.74120	26.82670	25.89020	24.93170	23.95120	22.94870	21.92420	20.87770	19.80920	18.71870	17.60620	16.47170	15.31520	14.13670	12.93520	11.71070	10.46320	9.19270	7.90020	6.58570	5.24920	3.89170	2.51320	1.11470	-0.30480	-1.73630	-3.08880	-4.36230	-5.55680	-6.67230	-7.70880	-8.66630	-9.54480	-10.34430	-11.06580	-11.70930	-12.27580	-12.76430	-13.17580	-13.51030	-13.76880	-13.95130	-14.05880	-14.09230	-14.05280	-13.94030	-13.75580	-13.50030	-13.17480	-12.77930	-12.31480	-11.78130	-11.17880	-10.50730	-9.76780	-8.96130	-8.08880	-7.15030	-6.14680	-5.07830	-3.94480	-2.74630	-1.48280	-0.15430	1.13720	2.27270	3.34320	4.34870	5.28920	6.16470	6.97520	7.72070	8.39120	8.98670	9.50720	9.95270	10.32320	10.61870	10.83920	11.07470	11.22420	11.38770	11.56520	11.75670	11.96220	12.18170	12.41520	12.66270	12.92420	13.19970	13.48920	13.79270	14.10020	14.42170	14.75720	15.10670	15.47020	15.84770	16.23920	16.64470	17.06420	17.49770	17.94520	18.40670	18.88220	19.37270	19.87820	20.39870	20.93420	21.48570	22.05320	22.63670	23.23620	23.85170	24.48320	25.13070	25.79420	26.47370	27.16920	27.88070	28.60820	29.35170	30.11120	30.88670	31.67820	32.48570	33.30920	34.14870	34.99420	35.84570	36.70320	37.56670	38.43620	39.31170	40.19320	41.08070	41.97420	42.87370	43.77920	44.69070	45.60820	46.53170	47.46020	48.39470	49.33520	50.28170	51.23420	52.19270	53.15720	54.12770	55.10420	56.08670	57.07520	58.06970	59.06920	60.07470	61.08620	62.10370	63.12720	64.15670	65.19220	66.23370	67.28120	68.33470	69.39420	70.45970	71.53120	72.60870	73.69220	74.78170	75.87720	76.97870	78.08620	79.19970	80.31920	81.44470	82.57620	83.71370	84.85720	86.00670	87.16220	88.32370	89.49120	90.66470	91.84420	93.02970	94.22120	95.41870	96.62220	97.83170	99.04720	100.26870	101.49520	102.72670	103.96320	105.20470	106.45120	107.70270	108.95920	110.22070	111.48720	112.75870	114.03520	115.31670	116.60320	117.89470	119.19120	120.49270	121.79920	123.11170	124.42920	125.75270	127.08120	128.41470	129.75320	131.09770	132.44820	133.80470	135.16720	136.53670	137.91220	139.29370	140.68120	142.07470	143.47420	144.87970	146.29120	147.70870	149.13220	150.56170	151.99720	153.43870	154.88520	156.33770	157.79620	159.26070	160.73020	162.20470	163.68420	165.16870	166.65820	168.15270	169.65220	171.15770	172.66820	174.18420	175.70570	177.23220	178.76470	180.30320	181.84770	183.39720	184.95170	186.51120	188.07570	189.64420	191.21770	192.79620	194.37970	195.96820	197.56170	199.16020	200.76470	202.37420	203.98870	205.60820	207.23270	208.86220	210.49670	212.14120	213.78570	215.43920	217.09270	218.74620	220.40970	222.07320	223.73670	225.40020	227.06370	228.72720	230.39070	232.05420	233.71770	235.38120	237.04470	238.70820	240.37170	242.03520	243.69870	245.36220	247.02570	248.68920	250.35270	252.01620	253.67970	255.34320	257.00670	258.67020	260.33370	262.00020	263.66670	265.33320	267.00070	268.66720	270.33370	272.00020	273.66670	275.33320	277.00070	278.66720	280.33370	282.00020	283.66670	285.33320	287.00070	288.66720	290.33370	292.00020	293.66670	295.33320	297.00070	298.66720	300.33370	302.00020	303.66670	305.33320	307.00070	308.66720	310.33370	312.00020	313.66670	315.33320	317.00070	318.66720	320.33370	322.00020	323.66670	325.33320	327.00070	328.66720	330.33370	332.00020	333.66670	335.33320	337.00070	338.66720	340.33370	342.00020	343.66670	345.33320	347.00070	348.66720	350.33370	352.00020	353.66670	355.33320	357.00070	358.66720	360.33370	362.00020	363.66670	365.33320	367.00070	368.66720	370.33370	372.00020	373.66670	375.33320	377.00070	378.66720	380.33370	382.00020	383.66670	385.33320	387.00070	388.66720	390.33370	392.00020	393.66670	395.33320	397.00070	398.66720	400.33370	402.00020	403.66670	405.33320	407.00070	408.66720	410.33370	412.00020	413.66670	415.33320	417.00070	418.66720	420.33370	422.00020	423.66670	425.33320	427.00070	428.66720	430.33370	432.00020	433.66670	435.33320	437.00070	438.66720	440.33370	442.00020	443.66670	445.33320	447.00070	448.66720	450.33370	452.00020	453.66670	455.33320	457.00070	458.66720	460.33370	462.00020	463.66670	465.33320	467.00070	468.66720	470.33370	472.00020	473.66670	475.33320	477.00070	478.66720	480.33370	482.00020	483.66670	485.33320	487.00070	488.66720	490.33370	492.00020	493.66670	495.33320	497.00070	498.66720	500.33370	502.00020	503.66670	505.33320	507.00070	508.66720	510.33370	512.00020	513.66670	515.33320	517.00070	518.66720	520.33370	522.00020	523.66670	525.33320	527.00070	528.66720	530.33370	532.00020	533.66670	535.33320	537.00070	538.66720	540.33370	542.00020	543.66670	545.33320	547.00070	548.66720	550.33370	552.00020	553.66670	555.33320	557.00070	558.66720	560.33370	562.00020	563.66670	565.33320	567.00070	568.66720	570.33370	572.00020	573.66670	575.33320	577.00070	578.66720	580.33370	582.00020	583.66670	585.33320	587.00070	588.66720	590.33370	592.00020	593.66670	595.33320	597.00070	598.66720	600.33370	602.00020	603.66670	605.33320	607.00070	608.66720	610.33370	612.00020	613.66670	615.33320	617.00070	618.66720	620.33370	622.00020	623.66670	625.33320	627.00070	628.66720	630.33370	632.00020	633.66670	635.33320	637.00070	638.66720	640.33370	642.00020	643.66670	645.33320	647.00070	648.66720	650.33370	652.00020	653.66670	655.33320	657.00070	658.66720	660.33370	662.00020	663.66670	665.33320	667.00070	668.66720	670.33370	672.00020	673.66670	675.33320	677.00070	678.66720	680.33370	682.00020	683.66670	685.33320	687.00070	688.66720	690.33370	692.00020	693.66670	695.33320	697.00070	698.66720	700.33370	702.00020	703.66670	705.33320	707.00070	708.66720	710.33370	712.00020	713.66670	715.33320	717.00070	718.66720	720.33370	722.00020	723.66670	725.33320	727.00070	728.66720	730.33370	732.00020	733.66670	735.33320	737.00070	738.66720	740.33370	742.00020	743.66670	745.33320	747.00070	748.66720	750.33370	752.00020	753.66670	755.33320	757.00070	758.66720	760.33370	762.00020	763.66670	765.33320	767.00070	768.66720	770.33370	772.00020	773.66670	775.33320	777.00070	778.66720	780.33370	782.00020	783.66670	785.33320	787.00070	788.66720	790.33370	792.00020	793.66670	795.33320	797.00070	798.66720	800.33370	802.00020	803.66670	805.33320	807.00070	808.66720	810.33370	812.00020	813.66670	815.33320	817.00070	818.66720	820.33370	822.00020	823.66670	825.33320	827.00070	828.66720	830.33370	832.00020	833.66670	835.33320	837.00070	838.66720	840.33370	842.00020	843.66670	845.33320	847.00070	848.66720	850.33370	852.00020	853.66670	855.33320	857.00070	858.66720	860.33370	862.00020	863.66670	865.33320	867.00070	868.66720	870.33370	872.00020	873.66670	875.33320	877.00070	878.66720	880.33370	882.00020	883.66670	885.33320	887.00070	888.66720	890.33370	892.00020	893.66670	895.33320	897.00070	898.66720	900.33370	902.00020	903.66670	905.33320	907.00070	908.66720	910.33370	912.00020	913.66670	915.33320	917.00070	918.66720	920.33370	922.00020	923.66670	925.33320	927.00070	928.66720	930.33370	932.00020	933.66670	935.33320	937.00070	938.66720	940.33370	942.00020	943.66670	945.33320	947.00070	948.66720	950.33370	952.00020	953.66670	955.33320	957.00070	958.66720	960.33370	962.00020	963.66670	965.33320	967.00070	968.66720	970.33370	972.00020	973.66670	975.33320	977.00070	978.66720	980.33370	982.00020	983.66670	985.33320	987.00070	988.66720	990.33370	992
----	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	---------	---------	---------	---------	---------	---------	---------	----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----

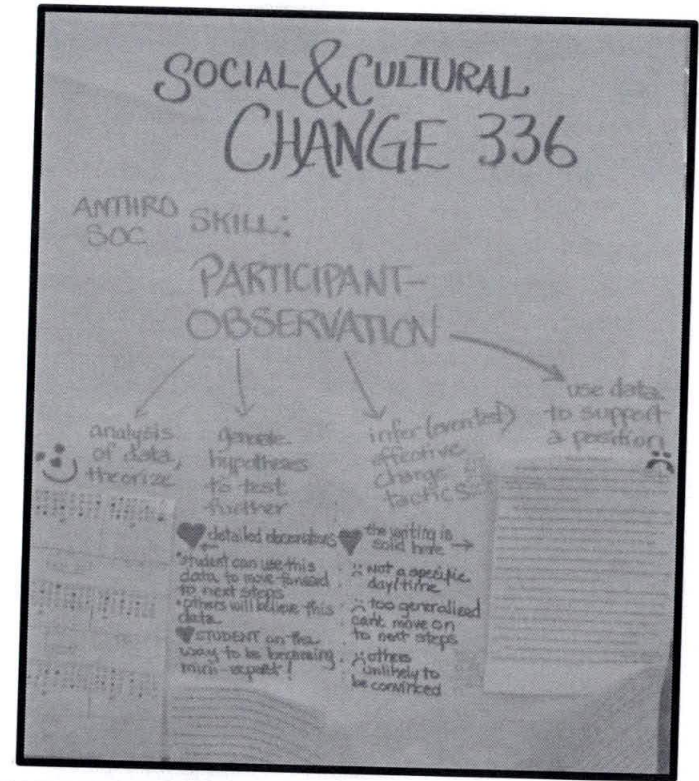
TABLE 6-5 PRESENT VALUE OF AN ANNUITY DUE OF 1

Rate	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
2%	1.00000	1.97024	2.94156	3.88388	4.76681	5.64616	6.50000	7.34111	8.17111	8.97931	9.76577	10.53051	11.27353	11.99481	12.69336	13.36917	14.02222	14.65251	15.26004	15.84481	16.40681
3%	1.00000	1.94181	2.87456	3.76888	4.62481	5.44216	6.21000	6.92811	7.59611	8.21331	8.77977	9.29551	9.76053	10.17481	10.63736	11.04817	11.50722	11.91451	12.36904	12.77081	13.21981
4%	1.00000	1.91381	2.81456	3.67888	4.50481	5.29216	6.03000	6.71811	7.35611	7.94331	8.47977	8.96551	9.40053	9.78481	10.21736	10.59817	10.97722	11.35451	11.72904	12.10081	12.46981
5%	1.00000	1.88681	2.74156	3.55888	4.33481	5.07216	5.76000	6.40811	7.01611	7.58331	8.10977	8.59551	9.04053	9.44481	9.80736	10.12817	10.40722	10.64451	10.84904	11.02081	11.15981
6%	1.00000	1.86081	2.67156	3.43888	4.16481	4.85216	5.49000	6.07811	6.61611	7.11331	7.57977	8.00551	8.39053	8.73481	9.03736	9.30817	9.54722	9.75451	9.92904	10.07081	10.18981
7%	1.00000	1.83581	2.60156	3.31888	3.98481	4.61216	5.19000	5.71811	6.19611	6.63331	7.02977	7.38551	7.69053	7.95481	8.17736	8.35817	8.50722	8.62451	8.70904	8.77081	8.81981
8%	1.00000	1.81181	2.53156	3.17888	3.78481	4.35216	4.87000	5.34811	5.77611	6.16331	6.51977	6.83551	7.11053	7.34481	7.53736	7.69817	7.82722	7.92451	7.99904	8.05081	8.08981
9%	1.00000	1.78881	2.46156	3.03888	3.58481	4.10216	4.57000	5.00811	5.40611	5.76331	6.08977	6.37551	6.62053	6.82481	6.99736	7.13817	7.24722	7.32451	7.37904	7.41081	7.43981
10%	1.00000	1.76681	2.39156	2.91888	3.38481	3.83216	4.25000	4.63811	4.98611	5.29331	5.56977	5.80551	6.00053	6.16481	6.29736	6.39817	6.46722	6.50451	6.51904	6.52081	6.51981
11%	1.00000	1.74581	2.32156	2.81888	3.21481	3.59216	3.94000	4.25811	4.53611	4.78331	4.99977	5.17551	5.31053	5.40481	5.46736	5.50817	5.52722	5.53451	5.53904	5.54081	5.54981
12%	1.00000	1.72581	2.25156	2.71888	3.04481	3.36216	3.64000	3.87811	4.11611	4.32331	4.49977	4.63551	4.73053	4.79481	4.82736	4.83817	4.83722	4.82451	4.80904	4.79081	4.76981
13%	1.00000	1.70681	2.18156	2.61888	2.88481	3.14216	3.37000	3.56811	3.72611	3.85331	3.94977	4.01551	4.05053	4.06481	4.05736	4.03817	4.01722	3.99451	3.96904	3.94081	3.90981
14%	1.00000	1.68881	2.11156	2.51888	2.72481	2.92216	3.09000	3.23811	3.35611	3.43331	3.47977	3.49551	3.48053	3.44481	3.39736	3.33817	3.26722	3.18451	3.08904	2.98081	2.85981
15%	1.00000	1.67181	2.04156	2.41888	2.58481	2.72216	2.83000	2.90811	2.95611	2.97331	2.96977	2.94551	2.90053	2.83481	2.74736	2.64817	2.53722	2.41451	2.27904	2.13081	1.96981
16%	1.00000	1.65581	1.97156	2.31888	2.44481	2.53216	2.59000	2.62811	2.64611	2.64331	2.62977	2.60551	2.56053	2.48481	2.38736	2.27817	2.15722	2.02451	1.87904	1.72081	1.54981
17%	1.00000	1.64081	1.90156	2.21888	2.30481	2.35216	2.38000	2.39811	2.40611	2.39331	2.36977	2.32451	2.24853	2.14181	2.02236	1.89117	1.74822	1.59451	1.42904	1.25081	1.05981
18%	1.00000	1.62681	1.83156	2.11888	2.16481	2.18216	2.19000	2.18811	2.17611	2.15331	2.11977	2.06451	1.97853	1.86181	1.72436	1.57517	1.41422	1.24051	1.05404	0.85081	0.62981
19%	1.00000	1.61381	1.76156	2.01888	2.03481	2.02216	2.01000	1.98811	1.95611	1.91331	1.85977	1.78451	1.68853	1.56181	1.41436	1.25517	1.08422	0.90051	0.70404	0.49081	0.25981
20%	1.00000	1.60181	1.69156	1.91888	1.90481	1.87216	1.84000	1.80811	1.76611	1.71331	1.64977	1.56451	1.45853	1.33181	1.18436	1.01517	0.83422	0.64051	0.43404	0.21081	0.00981

There are always challenges when inventing elements to include for a class, and some trial and error. Will the class respond well to the new activities? As a result will the ACC 240 students interact more with each other and me? I am excited about investigating the answers!

30

LO, OKING AT STUDENT WORK POSTER ACTIVITY



1. Analyze a set of student work samples (e.g. papers, exams, problem-sets).
2. Describe what you value in the student work as it relates to the discipline.
3. Describe the challenges students face.
4. Explain how many times students get to practice the concepts/skill-set.
5. Create a Poster with your findings and explain it to at least two other people.
6. Reflect on your poster and explain how you might make revisions in the assignment/exam to improve student learning.

31



Name: Chelsea Lonsdale

Department: English Language and Literature/First Year Writing

Color: Blue

Myers Briggs: E/INFJ

Goal Statement: To evaluate the research habits of my ENGL 120/121 students in relation to the structure of the research writing assignment(s) I give, in order to improve the curriculum I use for my ENGL 121/Comp 2 courses.

I teach ENGL 120: Writing the College Experience (aka Comp 1) and ENGL 121: Researching the Public Experience (aka Comp 2) at Eastern Michigan University. I also teach Comp 1 and 2 at Monroe County Community College.

In Fall 2013, I assigned for the first time a Public Narrative essay in my ENGL 120 class, which required my students to find 3 outside sources to use in their writing. Public narratives, according to Marshall Ganz, follow a three part structure: the story of self, the story of us, and the story of now. I asked my students to write about an issue that impacted them personally as a college student, to identify their own individual experience and how it fits within the context of college life, and what they felt was an appropriate call to action for their (campus

community) audience. We used Kevin Breele's TED Talk, "Confessions of a Depressed Comic," as a mentor text.

32

What I found was this: My ENGL 120 students, who theoretically are "behind" my ENGL 121 students in terms of writing skills and critical thinking abilities, were MORE SUCCESSFUL in finding appropriate, credible sources and integrating them smoothly into their own writing than my ENGL 121 students are when working on a semester-long research project.

WHY is this?

The poster activity allowed me to look at the work of one student from each course, side-by-side. I made note of what I valued about each student's work, and I dissected excerpts of their assignments: my ENGL 120 student (let's call him Taylor) seamlessly brought in research to back up his claims about overcoming a learning disability. Moreover, the research Taylor pulled in was credible (ie: it wasn't from answers.com or Wikipedia).

My ENGL 121 student, on the other hand, who we shall call Alex, struggled throughout the term not only with finding sources, but with incorporating them into his paper. I find this to be the case with many of my ENGL 121 students, *including* those who have taken ENGL 120 with me first: it seems that the drop-off or disconnect occurs for my students when they start searching for sources.

33

Likewise, pre-existing knowledge or personal connection to the research topic seems to make a difference as well. If my assumptions are correct, students are quite capable of determining what is or is not a credible source when they have some expertise already. For example, if a student was interested in gender representation among Magic the Gathering players, I highly doubt they would rely on answers.com or Wikipedia for information.

My ENGL 120 students were writing about an issue that impacted them personally. They knew where to look for information. My ENGL 121 students, on the other hand, chose topics that they had curiosities about but lacked foundational knowledge on and thus were unable to connect with most of the sources they found, scholarly or popular. Familiarity with the conversation that is already taking shape around a research subject may be a necessity for success in a research writing class.

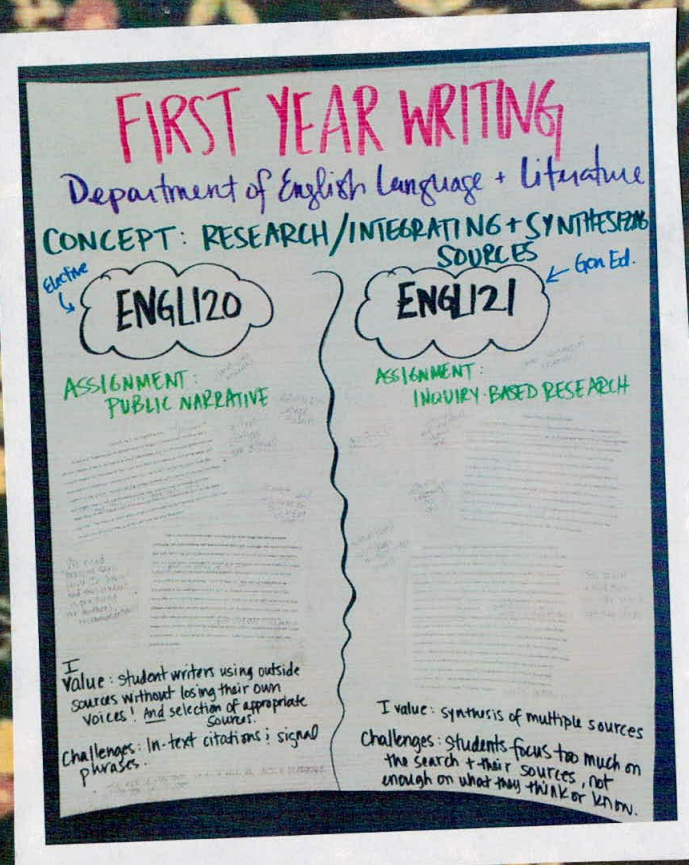
As a result, I will continue to use inquiry-based research methods but will have students select topics that they themselves have something at stake in. For example, a student who has overcome a learning disability may choose to research mainstreaming of special education students in area high schools. A returning student working in the health-care field may find that researching care protocols for Alzheimer's patients would be an appropriate topic.

The course I am teaching right now at MCCC confirms my assumptions: I assigned "disappearances" as a broad category to frame the research projects of my students, and we worked from a long list of potential topics though they were free to choose their own as well. What I have found is that students who have personal ties to their subject (the Ford Motor Company employee researching the collapse of organized labor, the returning student with experience in

canning and food preservation researching the disappearance of honey bees in urban areas) are much more successful in finding appropriate sources and working them into their own writing. These students, as a result, are also more likely to grasp the meta-knowledge involved in research writing (ie: how we do it and why we do it that way).

35

Comparing the papers of two of my students side by side for the poster was immensely helpful in connecting two tasks that may not have crossed paths otherwise because they are from separate courses. Identifying a specific theme in relation to the outcomes of the courses helped me to articulate a rationale for each assignment and illuminated the disconnect. In addition, appreciative inquiry as an approach helped me to see what was possible, which led me toward practical improvements rather than a frustrated critique. I am emerging from these 5 weeks encouraged and empowered as an educator: I can evaluate what happens in my classroom and find solutions by embracing curiosity.



36

Name: Catherine Meldrum

Department: Nursing

Color: A combination of gold, blue, and green, certainly not orange!

Goal statement: My goal is to improve the foundational knowledge for my nursing students in NURS372/Nursing Research. I hope they are able to take that knowledge and apply it to other research articles and to their nursing practice to provide the best care for patients given the best evidence available.



I am a part time lecturer teaching Nursing Research to both traditional undergraduate nursing students and nurses who are pursuing their BSN (I

36

really do have a full time job at the University of Michigan Health System).



This teaching position requires different approaches to the groups as the students who are already nurses pursuing a BSN have a wide range in years of experience. Sometimes the traditional BSN students may be a little less enthusiastic about a course such as this as I think they are more interested about the technical skills required for new nurses nevertheless I think a course like this is important. It should make them think not only about "how and what" they are doing but "why".

This professional development seminar has provided many tools to use in achieving my goals with the students. I very much enjoyed doing the "True

37

Colors” test as it brought to my attention the variety of characteristics that help define who we are, our needs, what we value, what we find joy in, and how we feel we need to be as a person. This assignment provided us with tips that will help us relate to others and how others view us. This of course will be a long journey as I continue to improve the relationship of my “true colors” with my teaching style to meet the needs of each student.

One of the other intriguing ideas brought to my attention was the use of Zines.

I had never even heard of them before this seminar. Chelsea (and Peggy) introduced us to this type of genre. Outside of the

**WHAT
ARE
ZINES?**

seminar class I did a little research of my own to find out

38

more about this genre. These individual or group publications are generally hand-made and can ignite a desire to learn as students use what they have learned to put down in a type of booklet. The intent is that zines are shared and passed along to others. I would like to focus the zines on the foundational knowledge so that they can later apply the concepts to research studies as they critique them.

As far as current teaching methods-what works, what I don't think works..... To some degree I feel obligated to provide a short engaging lecture to make sure we are all on the same page with the fundamental concepts for the course all the while keenly aware that students do not want me to just stand up and lecture for the 2 hour time slot.



39

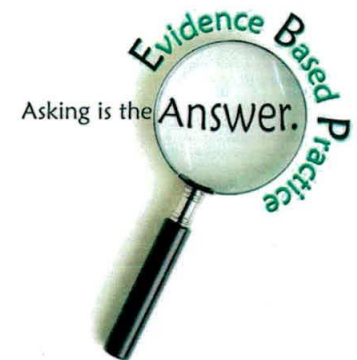
Gosh how boring could that be! So, providing a short lecture and reviewing different types of articles (some well done and some poorly done studies) can be provided in class. We could break up into smaller groups and the groups can discuss separate sections of the articles doing their own mini-critique of that section. Previously, we have done some group activities in the class and the students seemed very engaged in their groups.

I am hoping by introducing a new genre it will inspire them and make them question



if they are using the best evidence when caring for their patients. If they share these zines with others it may inspire other

students (and/or other nurses) to think about evidence based practice and begin to look at the literature. This would only improve their practice and ultimately patient care.



Whether they are brand new nurses out of college or experienced nurses completing their BSN, I hope as a result of the class they will begin to critique research articles on a regular basis and make changes in their practice if indicated. The workshop activities have given me some guidance on how to start this project. I

am uncertain of the challenges that lie ahead but I am certain about one thing: I do not want them taking the answer "We have always done it that way" when they question a nurse as to "WHY".



42



WHAT I HOPE TO IMPROVE

- Support significant learning within a limited amount of time.



Spanish
121
Beginning Spanish

43

N/N



WHY?

- Starting in Fall 2014, Spanish 121 classes will be 50 minutes shorter per week.



yikes!

44

NAZZARO

GOOD FOR ME!



- I am very organized.
- My class *flows* beautifully!



I love, love, love lesson plans!



45

Nereida

WHAT ELSE CAN I DO?



- Reorganize and/or redesign my lesson plans.
- Provide more time for students to speak in Spanish in class.
 - Should I allocate a **specific** amount per class? 5 or 10 minutes?



- Encourage students to listen to Spanish outside of the classroom. For example: soccer games, movies, television or music.

NAZARO

46

What might be ...



- I will cover the material clearly and thoroughly even within the revised schedule.
- The students will feel confident enough to continue their study of Spanish.



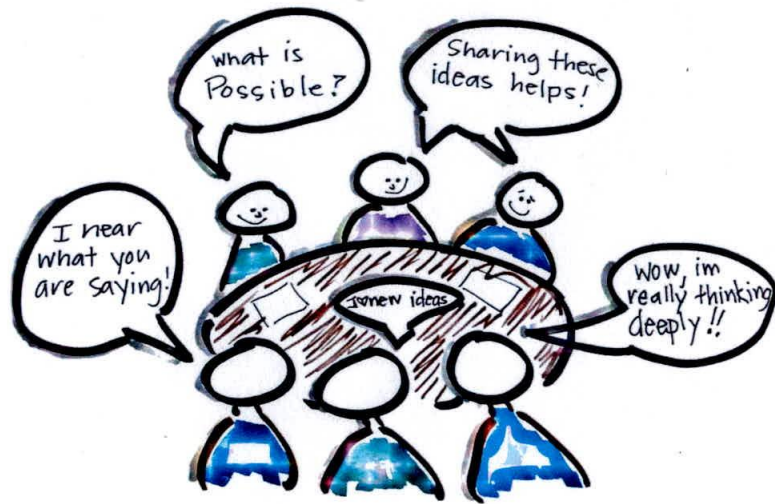
47

47

How did the workshop activities help?

- Listening to colleagues and sharing our experiences.

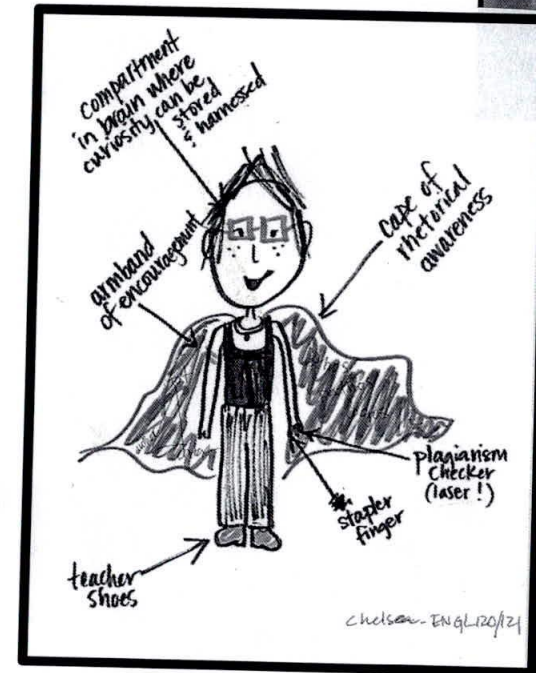
“With my teachers I have learned a lot; with my colleagues, more; with my students, even more.” (Indian proverb)

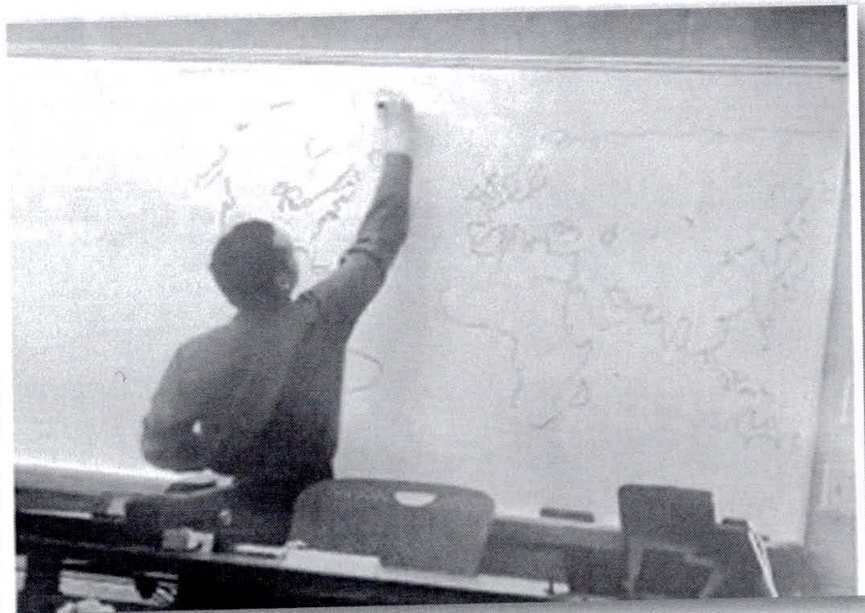


GET CURIOUS!

ACTIVITY No3

What would the superhero of your discipline look like? What powers would they have?





Student photo on Instagram, 10 April 2014

Matt J. Schumann
History and Philosophy

"A good education teaches values as well as content."
-C.S. Lewis

50

Objectives:

Do YOU KNOW HISTORY?

Do YOU KNOW HOW TO KNOW HISTORY?

Do YOU LOVE KNOWING HISTORY?

COURSES TAUGHT

Eastern Michigan University

United States, to 1877	2010-present
Western Civilization, to 1648	2006-present
Western Civilization, 1648-1918	2005-present
World History, to 1500	2007-present
World History, 1500 to present	2007-present
World History, 1900 to present	2011-present

Washtenaw Community College

Holocaust	2007-present
United States to 1877	2005-present
United States from 1877	2010-present
United States Military History	starting Fall 2014
Western Civilization, to 1500	2007-present

51

My Starting Point

COURSE READINGS

- Required:** Halle Library Catalog (<http://www.emich.edu/halle.html>)
JSTOR (<http://www.jstor.org> – accessible through the library)
Electronic Books <http://www.archive.org/details.php?identifier=texts>)
- Strongly Advised:** Source Books Project (<http://www.fordham.edu/halsall>)
Early American Literature (<http://muse.jhu.edu/journals/eal/>)
Perry-Castañeda Library Atlas (<http://www.lib.utexas.edu/maps/europe.html>)

TEST QUESTIONS (HIST 102)

Test I (Choose two of the following)

1. How did the Renaissance and / or Reformation shape Western Civilization?
2. How was Western Civilization changed by exploration and colonial ventures?
3. What is so “Western” about the emergence of modern science?
4. Choose your own question*

Test II (choose two of the following)

1. How did the Enlightenment shape Western Civilization?
2. Discuss the relationship between early modern trade, empire, and European politics.
3. What is so “Western” about newspapers and the novel?
4. Choose your own question*

Test III (choose two of the following)

1. How did Romanticism (including Nationalism and other ideologies) shape Western Civilization?
2. How did industrialization and the emergence of modern technologies affect Western societies?
3. When would you say Western Civilization “went global”? Why do you think so?
4. Choose your own question*

*note: You are welcome to choose your own question for each exam, but must clear it with me, first.

Question:

I equip my students with the tools to succeed.

- They have access to all of the best source material.
- They have the test questions from the first day of the course.
- They have access to me in the classroom and in my office.

HOW CAN I GET THEM TO USE THESE TOOLS?

GOALS

I entered the teaching seminar with two main goals:

1. To engage students of other personality types, especially *kinesthetic* learners for whom “knowing” is a physical and emotional experience, not just a mental one.
2. To bring more technology into my classroom, helping students to appreciate that the study of history doesn’t mean you have to be old-fashioned.

STORY

I gained enormously from the “getting curious” exercise, especially as participants in the seminar took ownership and asked our own open-ended questions. With the right guidance as well, I believe that students will be able to challenge themselves with historical questions of their own creation.

The course shell and threaded discussions also gave a model of how to move my materials online, and allow students to engage my material—and each other—outside a classroom setting.

Finally, the Zine project gives a new perspective on student work, beyond the classic semester paper. At the least, it does give a window into less conventional approaches to student work, again drawing on electronic resources and engaging different personality types.

»»»»»» MAY 3 0 2014

»»»»»» MAY 3 0 2014

Christina's PTL Over-Arching Goal: To continue to develop as an educator and obtain most contemporary best practices in teaching!

My Specific Action Plan Areas:

- 1) To order and use a new book in DANC 220. *(Which I have wanted to do for several months! It's a Team thing...)*
- 2) To encourage students to decode teaching materials and find their own connections to the content, in all classes.
- 3) To fairly use email and reminders & put protective boundaries around the use of these....so I can maintain work/life balance!
- 4) To build in better assessment standards for studio work (102 Studies) so that students feel more secure in the process of attempting the assignments.
- 5) To recognize the personality traits of others and try to find good ways to connect with others, **SINCE WE ALL** process information differently!

»»»»»» MAY 3 0 2014



Christina's Corner

Musing on the "INSIDE" of my Teaching Practice —as it relates to my personal Action Plan Areas #3 and #4: **Given that I have rather extreme yin/yang qualities within myself**, teaching others with a good balance and boundaries is sometimes a challenge. Upon True Colors assessment, I ending up numerically being a Orange/Blue, but I find myself identifying more with the Blue descriptors than the orange. **Perhaps I have strong inner tendencies toward a "Blue" and present as an "Orange" to others!**

Upon Meyers-Briggs Assessment, my personality types are: **ENFP and by a hair, I-INTP.** I want to learn to clearly communicate my expectations and standards, from deadlines to communication etiquette and stick to it!

Routine and Structure are not my strongest areas and its actually something I have to work hard to implement consistently. However, I do see the value in having routines and structure, but I personally prefer to "HAVE A PLAN, THEN WING IT" so it is a challenge for me. I have definitely learned strategies to compensate for this preference over the years and that has been successful. **ONE STRATEGY** is not to answer requests for alteration to a plan on the cuff!

I say: let me check what I published about that question and get back to you.

55



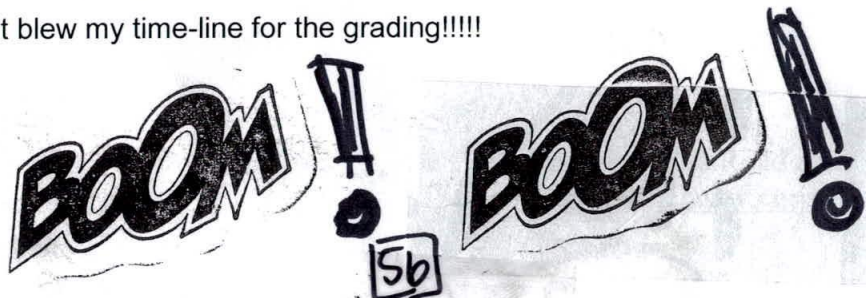
A wee little STORY ABOUT COMMUNICATION & CLARITY

I find that given my personality and communication style, perhaps I unconsciously give students mixed-messages??

Maybe because I am approachable/ laid-back/ pretty casual/ friendly, there are perhaps assumptions made about my classes being "AN EASY A." Then disappointment when it is actually NOT an easy A!?

***&%^*^%\$#^%\$^%* &(*) (*)_&^%\$\$##**

Specific Example: Last term I had a few students miss deadlines and/or submit work in INCORRECT formats than what I assigned. I graded zero points for these posts, then found out where the students had dropped them after the fact!! A small issue turned into a big one, as I then decided to re-grade that component of the assignment and accepted all work, whether it was in the wrong place or not! It created a clerical hassle, not to mention, it blew my time-line for the grading!!!!



STORY, CONT><



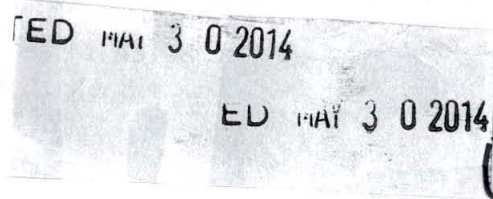
and ended up compromising my integrity in a small but real way!!! I'm not clear on what the best solution was in this case, even now!! And why was their work incorrectly posted in the first place??? They assume it "will just be OK" despite the format for submission being clearly dictated and I'm not very good at just giving zeros.

so I did "just give zeros" but then ended up feeling badly for the majority of the students who put their work in the wrong electronic basket, and ultimately softened on my decision and gave extra points after the fact. One would think that this kind of action would have a favorable result. But it doesn't end up that way!

Seeing that I have been flexible in the past, it leaves the door open to debate.

I'm going to work on being myself yet, closing doors and fences firmly. Being an "outward orange" must have benefits, but they aren't clear to me at this point. I do see that:

I HAVE LOTS AND LOTS OF ENERGY!



CREATED MAY 3 0 2014

CREATED MAY 3 0 2014

MY Teaching Philosophy

Christina's Corner

What I bring to Eastern Michigan University students is informed by my current research and artistic practice. It is also informed by my personality and personal qualities. I am trying (since this Seminar) to see these as enrichments and capacities of VALUE. This philosophy includes three dominant strands:

- **Passion and Complete Subject Mastery**

- **Embodiment and the value of embodied knowing**

- **Relevancy or contextualization for the student group and for individuals.**

● **Passion** is a key component, whether the class is a lecture, participation or fusion of different approaches, the key is to inspire the student to engaged scholarship and discovery of her/his own passion for the topic. The passionate learning experience is a deeper and more connected learning experience.

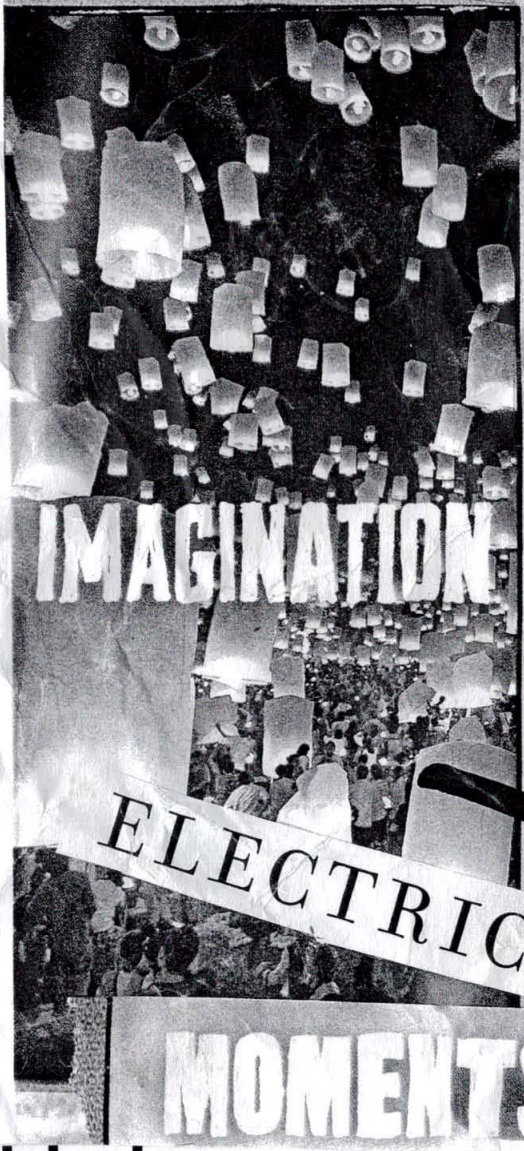


Christina's Corner, cont.

Embodiment refers to my belief that all human beings possess deep, oftentimes untapped knowledge of his/her own motion, bodily processes and innate kinesthetic intelligence. While some students definitely are gifted in this area, and some challenged, teaching with a value on embodiment looks, feels and imparts differently than a purely intellectual approach.

Relevancy is fueled by a desire for my remarks, intellectual hypotheses and processes, combinations of movement, audio-visual selections of supporting material, approach, aesthetic, direct feedback whether written or verbal, etc.

The best impact and import, and ultimate result will be achieved when I am able to employ my own empathetic response and thoughtful engagement with the students vis a vis, contextualization. This is a sophisticated dance, and the progress of my efforts to appropriately contextualize the course materials can only be measured over time, not through a single class visit or a short-term measurement.



ALL TOGETHER NOW!

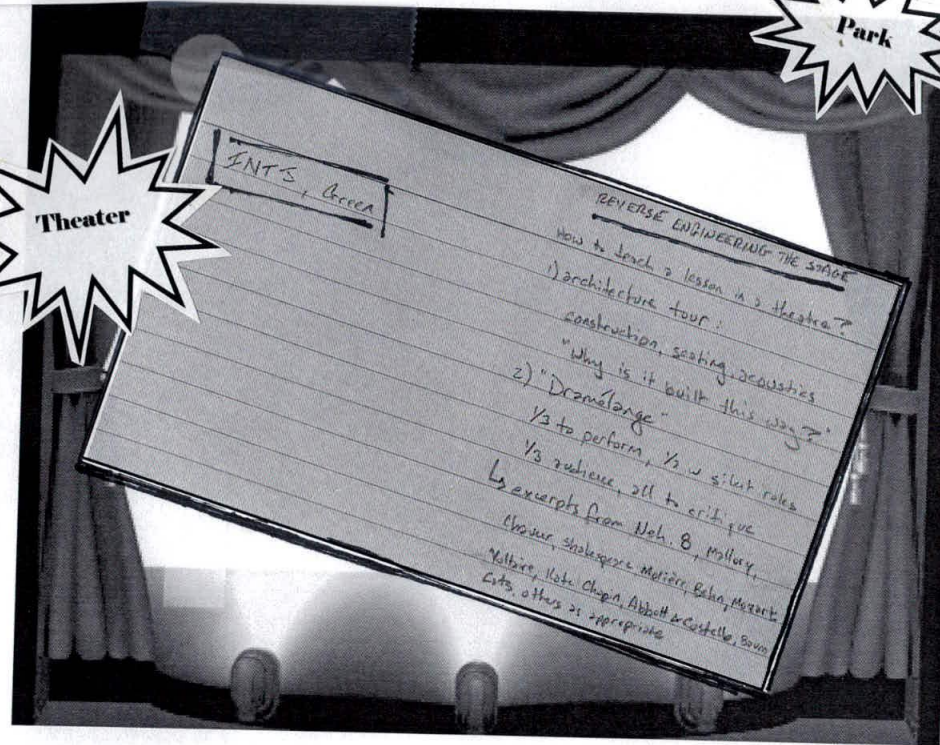
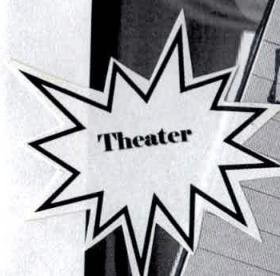
Check the Syllabus!



GET CURIOUS!

ACTIVITY No4

Knowing your personality type (True Colors, Myers Briggs) how would you teach a lesson in the location you were randomly assigned?



Name: Dr. Kathryn A. Ziegler

Department: *Women's and Gender Studies*

Courses: *Introduction to Gender and Sexuality Studies, Gender in a Transnational World, Inside/Out Prison Exchange Program, Introduction to Women's Studies*

Years of teaching: *10 years fall 2014*

Goal: I plan to structure my courses with sequenced activities and assignments that leads to advanced thinking and offers students tools not only to navigate contemporary social gender conventions but also change them.

Rationale: I want a more cohesive course from which students come away with a knapsack of important instruments for navigating, enjoying and changing the world as they see fit and fair. I want students to be confident adventurers confronting gender injustices, creating paths of fairness and opportunity for all who come after them.

Philosophy: *Teaching is creating confident adventurers to confront gender injustices, create paths of fairness and opportunity for all who come after them.*

Knapsack of Instruments:



Compass for confidence in navigating their way



Hatchet for breaking gender norms



Bandage for wrapping their wounds

162

Trailmix for nourishing themselves in the wilderness



Torch for lighting their way through the dim days and for being seen by other adventurers

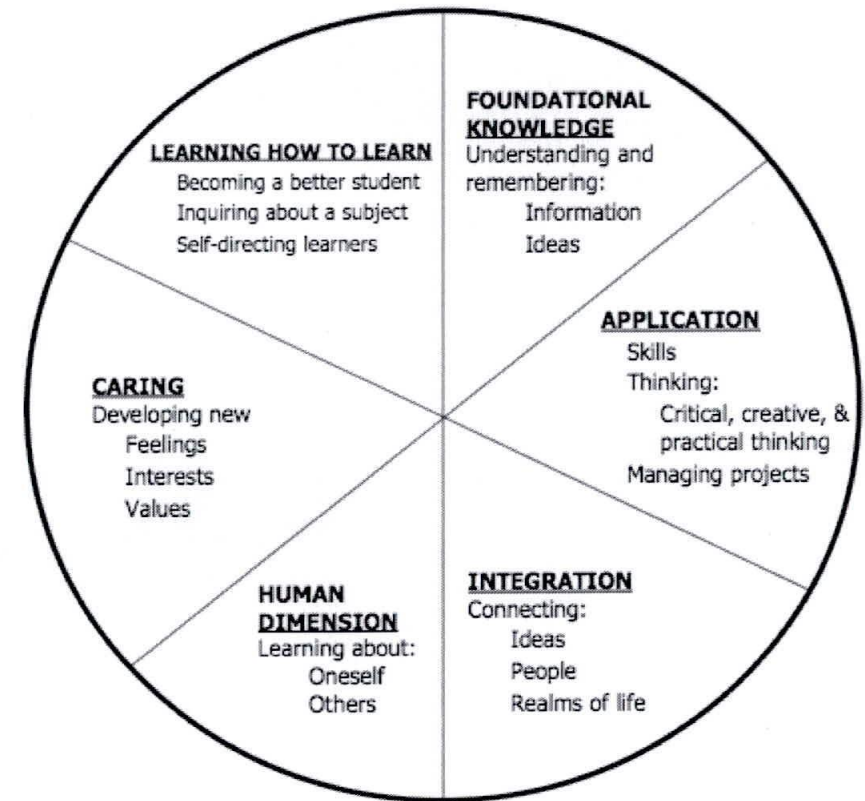
Plan: My plan to achieve my goal comes largely from L. Dee Fink's pamphlet titled "A Self-Directed Guide To Design Courses For Significant Learning." My goal comes from reflecting on my own experiences as a teacher of women's, gender and sexuality courses for ten years. I love teaching these courses. I have designed many courses and have adapted to changes in gender and sexuality over time. I involve my students in "real world" issues and "real world" problems so that they can make "real world" changes, whatever that means. What strikes me most about Fink's writing is the suggestion to sequence assignments and learning activities in such a way as to build on each other, relate to each other, and address higher order of learning throughout the course. This makes beautiful sense to me and in so many ways I have developed a syllabus that does this. For example, I do an activity on the first day of class that literally calls out, labels and points to colors, objects and actions that students identify and that US social norms gender code and expect of people with a "certain" sex, whatever that means. This activity first makes visible what has largely gone invisible and even "natural," whatever that means, in students's lives as they work to become the kind of young women and men society and families seem to expect of them. This activity, moreover, explains the binary system of gender

163

as well as the sex-gender confluence kerfuffle practiced by US societies. I then have students call out a third category that describes themselves as a somehow-comfortable, and not often equal, balance of feminine characteristics and masculine. This introduces the concept of a third gender that exists beyond the binary and is part of socially constructed gender ideology. On the first day I have not only introduced three major concepts in the field, but also thrown back the veil from their faces so that they can suddenly see the gender system of oppression and the ways this impacts their lives as androgynous third gender individuals expected to conform to a binary system based solely on the anatomy of their sex, which I call in turn "the accident of birth," "society's concern with what is or is not between their legs," "vagina owners and penis owners and those with ambiguous genitalia." With the realizations of this activity tucked into their knapsacks, I send them off to the wilderness of everyday life to observe "gender happening" in everyday ways, which they then write in an action-oriented essay reflecting on what they think all these gendered actions, colors and smells might mean to gender constructions and pressures to conform. These first day activities and reflective assignments provide the basic instruments of the course and students will use them for rest of the course as they do the discussions, assignments and research. Their success in these serve as mile markers and students proceed on their gender journey through the wildernesses that is their work lives, home lives, love lives in US societies and global societies.

64

A TAXONOMY OF SIGNIFICANT LEARNING



65

While I am quite happy with the ways most of the course assignments are integrated and play out the course goals and objectives, I do have some concepts, some assignments that are not well connected; rather, they stand alone addressing course objectives. What's more, I would like more group activities and for these to lead to more meaningful epiphanies for students. Ultimately, in addition, I would like better ways of assessing what students are "getting" in their "knowledge knapsack," when they are "picking these up" and how they might use these instruments on their journeys after the class ends. I wonder, what more could I provide to those students that have basic instruments already in their knapsack? What more could I provide the interested and ready students in terms of more complex, even queer, instruments for their efforts to make a more just society? And, how can I know which students and when might they be interested in complex instruments? So, I think what I'd like to plan into my syllabus as I spend this summer 2014 working on it, is Issue Debates in which groups use course readings and individual opinions to take a stand on an issue. This meets many of Fink's significant learning dimensions as well as my goal of providing "real world" and complex navigational instruments. These Debates would involve three sides at least, rather than the conventional two, debating social problems and creative (queer as in beyond the conventional and binary) solutions, and hopefully leading to discussion on ways to implement these solutions in the real world. Debates such as these meets my goal of providing both the basic and advanced instruments that enable students to adventure confidently and make the changes they want in the wildernesses that they decide to explore.

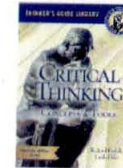
- Dr. K. Ziegler

lele

RECOMMENDED READING



The Art of Asking Essential Questions by Dr. Linda Elder and Dr. Richard Paul



Critical Thinking: Concepts & Tools by Richard Paul and Linda Elder



Creating Significant Learning Experiences by L. Dee Fink



Designing Courses for Significant Learning: Voices of Experience by L. Dee Fink, Arletta Knight Fink

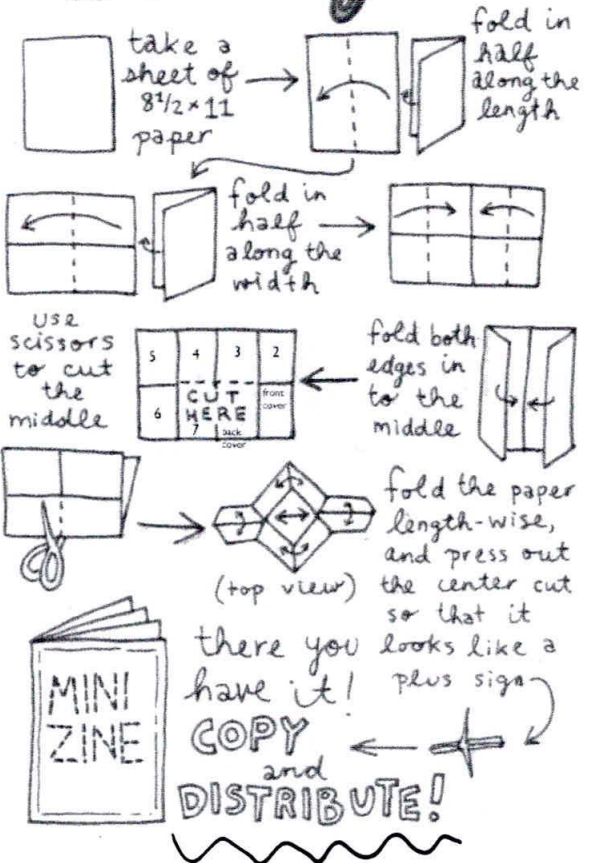


Teaching Strategies & Techniques for Adjunct Faculty, 5th ed., by Donald Greive

67

AND IF YOU WANT TO MAKE YOUR OWN ZINE:

how to make a mini zine



↑ this part is really important!

Wondering about your own True Colors personality type and how it may influence your teaching and interactions with students?

<https://truecolorsintl.com/>

Myers Briggs can be found here (but you can probably find a free version on the Internet!)

<http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>

Special thanks to Colleen in the FDC for helping us put our zine together!





FACULTY DEV. CENTER
www.emich.edu/facdev
734.487.2530
109 HALL

POJ