

The St. Edward's University

Teaching Showcase 2011: A Conference on College Teaching

Thursday, 25 August 2011

Fleck Hall

BREAKFAST (8:30 – 9 am)

Served in Fleck 305

PLENARY SESSION (9 – 10:30 am)

Why Do We Have College?

Current Debates about Higher Education and What They Mean for Our Teaching

Fleck 305 plenary session

This year's plenary features a panel of St. Edward's faculty discussing a question of growing import in current public debates: *What is the purpose and value of a college education? Or, put another way, Why do we have college? And is it worth the cost?* These questions are becoming more urgent due to the ever-rising costs of college, fears that America is declining in global competitiveness, calls that universities be more accountable to the public, and the growing push to send a greater percentage of the U. S. population to college. Universities such as St. Edward's, which offer both the traditional liberal arts and many professional programs, must ask related questions: *What is the purpose and value of a liberal arts education? And to what extent, and in what ways, do we fulfill students', parents' and the public's expectations that college will prepare students for careers and fuel a competitive national economy?*

To discuss these questions, we have gathered a panel of faculty from diverse disciplines and positions within the university. We have asked them to read two articles that summarize the current debates on the topic. (See below). Each has prepared a brief response to the preceding questions. The panel will end with ample time for the audience to add their voices to the discussion. We encourage you to read the articles, too, and join the debate!

- Louis Menand. "Live and Learn: Why We Need College." *The New Yorker*. 6 June 2011.
www.newyorker.com/arts/critics/atlarge/2011/06/06/110606crat_atlarge_menand?currentPage=all
- Daniel B. Smith, "The University Has No Clothes," *New York Magazine*, 1 May 2011.
<http://nymag.com/news/features/college-education-2011-5/>

Panelists:

- Mark Cherry, Philosophy
- Helene Caudill, Management, and Interim Dean, New College
- Edward Early, Mathematics
- Russell Frohardt, Psychology, and American Council of Education (ACE) Fellow
- Todd Onderdonk, University Programs
- Kathleen Wilburn, Business Management
- Mary Rist, English Writing and Rhetoric

40-Minute CONCURRENT SESSIONS (10:40 – 11:20 am)

How to Help Students to Write Better Papers in Non-Writing Courses While Conserving Class Time and Instructors' Energy

Fleck 204 concurrent session

— Kelly Willis Mendiola, English Writing & Rhetoric

This workshop will inform non-writing instructors about the writing skills they should expect their students to have learned in Rhetoric and Composition I and II. It will also offer instructors strategies for eliciting better writing from their students without spending class time focusing on writing or spending time outside of class responding to drafts. Some of these strategies will include writing more effective assignments, facilitating peer review, and having students write revision memos.

Living, Learning, and Teaching Away from Home

Fleck 206 concurrent session

—Christie Sample Wilson, History

—Catherine Smith MacDermott, Business Communication

This session will address the opportunities and challenges of living, learning, and teaching abroad. Two faculty who participated in the Angers, France program will talk about realities of being in France and address considerations for preparing to live and teach away from home. Practical and curricular aspects will be shared along with a discussion about how to integrate Austin-based students, student organizations, and classes to connect with the SEU global community.

“To Be or Not to Be”: Using a Mini-model for Controversy / Dilemma Essays

Fleck 207 concurrent session

—Susan Gayle Todd, Freshman Studies, Rhetoric & Composition, and Cultural Foundations

This engaging strategy helps students to clarify key points of a controversy/dilemma-based research paper and to develop/articulate a normative research question and thesis. Using a familiar model, such as Shakespeare’s “To Be or Not to Be” speech, students create poems and conceptual maps of their own, which become powerful tools for structuring their essays. My approach combines elements of several pedagogical methods, including breakdown of a familiar model; appropriation of form; conceptual mapping; poster sessions; and inquiry-based seminars.

40-minute CONCURRENT SESSIONS (11:30 am – 12:10 pm)

Stimulating Class Engagement through Visuals: Tufte vs. Duarte

Fleck 204 concurrent session

—Shannan Butler, Communication

—Corinne Weisgerber, Communication

This session focuses on developing classroom visuals to engage students in creative ways. We accept Harvard professor Howard Tufte’s critique of PowerPoint as a medium that offers thin evidence, low resolution, single path structures, a fragmented narrative, and privileges form over content. We explore as a possible corrective the style of presentation design as espoused by Nancy Duarte, information designer and coach for Al Gore as he created the presentation for An Inconvenient Truth. We believe that Duarte’s recommendations for a well-developed narrative and visual style leads to interactive and engaging classrooms.

Gameful Learning – Using Games and Game Strategies to Engage Learners

Fleck 206 concurrent session

—Jason Rosenblum, *Emerging Technologies*

Gameful course design strategies can help students build agency and confidence, inspire critical evaluation of the world in which they live, and challenge them to “change the world in meaningful ways” (McGonigal, 2011). Participants will learn about different ways in which games can be used to support a “gameful” approach to course design, and explore how educational games—with or without technology—might be adopted in ways to support inquiry, experiential learning and engagement.

Strategic Plan for Educating K-12 Teachers: Delivering a High-Quality Teacher Workforce

Fleck 207 concurrent session

—Grant Simpson, *Education*

—Fred Estrello, *Education*

Come learn how you can help St. Edward’s prepare the next generation of K-12 teachers. The School of Education, along with six Texas universities, has participated in a year-long strategic planning process focused on delivering a high quality teacher workforce. A university-wide planning committee met throughout the year to gather data and formulate goals and objectives. The product includes internal recruitment activities with specific growth targets in math, science, and bilingual certifications; identification of department liaisons; training for SEU faculty on differentiating instruction; and delineation of content knowledge assessment.

LUNCH (12:15 -1:30 pm) Served in Fleck 305

LUNCHTIME ROUNDTABLE SESSIONS (12:15 - 1:30 pm)

During lunch, we will be holding (optional) roundtable discussions in several nearby rooms. Feel free to join the discussion!

General Education in the Global Century: The SEU Project Team

Fleck 314 Lunchtime roundtable

—Mity Myhr, *History*

—David Blair, *Assessment Office*

—Christie Sample Wilson, *History*

—Jason Callahan, *Mathematics*

—Richard Kopec, *Natural Sciences*

—Alex Barron, *University Programs*

—Teri Varner, *Communication*

—Richard Bautch, *Religious Studies*

This session is led by a St. Edward’s team participating in “Shared Futures: General Education for a Global Century” — a curriculum and faculty development project under the auspices of the Association of American Colleges & Universities (AAC&U). While our focus is General Education, the team has been tasked with studying the university’s entire curriculum. Our goal is to communicate the proposed changes to the general education curriculum to better ensure that each student engages in global learning in curricular and co-curricular settings, in particular, by better publicizing the Global Learning Certificate. We also plan to improve communication across the campus about global learning events and activities to improve faculty and staff cooperation and create new opportunities for collaboration.

Organizing and Leading Study Abroad Programs

Fleck 306 Lunchtime roundtable

—William Nichols, Global Studies

With the University's ongoing focus on globalization and the internationalization of the curriculum, study abroad in general and particularly the faculty-led summer and semester study-abroad programs are more and more becoming an important element of the University's strategic goals. Topics to be discussed include writing a successful faculty-led study-abroad proposal, comparing the virtues of the various program models, undertaking faculty development to enhance the teaching-abroad experience, incorporating overseas opportunities into course content, and tackling the challenges of teaching students abroad.

Research Work with Students During Study Abroad

Fleck 309 Lunchtime roundtable

—Kay Firth-Butterfield (Burrough), Communication & Global Studies

—Collin Phillips, student

In this roundtable session we will discuss and encourage faculty/student collaboration in research. Although we will look at work which can be done together on campus, the focus will be producing research in a different society and culture during a study-abroad program. The co-presenters have just undertaken research together around the outcomes for street children in South Africa whilst on a study-abroad program there.

FIGS: The Faculty Institute on Globalization and Society

Fleck 305 Lunchtime roundtable

—Sue Currey, Organizational Communication

Imagine three days of stimulating discussion among twelve SEU colleagues at the beautiful Inn of Salado. This amazing professional development opportunity occurs every year in June and focuses on selected readings about globalization. The Faculty Institute on Globalization and Society (fondly called FIGS) is fully funded by St. Edward's University. Come to this session to hear more about what occurs at FIGS and how to apply. You won't want to miss knowing more about the sixth annual FIGS in June of 2012.

SOURCE: Encouraging Undergraduate Research

Fleck 305 Lunchtime roundtable

—Lisa Goering, Biology

—Mary Brantl, Art History

—Amy Nathan Wright, University Programs

*The Symposium on Undergraduate Research & Creative Expression (SOURCE) showcases undergraduate research in all disciplines. This one-day event allows students to present their work in oral or poster format and is accompanied by *j_source*, the faculty-edited research journal of the annual symposium. At this roundtable we offer an overview of SOURCE and *j_source*, the benefits to students, how to be an effective research mentor, and how to prepare students to present at SOURCE and publish in the journal.*

Wikis as Pedagogical Tools

Fleck 313 Lunchtime roundtable

—James McGuffee, Computer Science

—Corinne Weisgerber, Communication

The goal of this roundtable session is to discuss why a teacher would use a wiki as part of a course. The session will begin with the two roundtable leaders briefly explaining why they chose to use wikis as part of the courses they teach and how successful the use of these tools were in the classroom. The majority of the session will be an open discussion among all participants.

Bridging Academic & Student Affairs Through Living-Learning Communities

Fleck 305 Lunchtime roundtable

—Steven Rodenborn, *Religious Studies*
—Dave Rozeboom, *Residence Life*
—Christy Brown, *Residence Life*

Living-learning communities (LLCs) are an excellent way to bridge in-class discussion with out-of-class experience. Since 2007, faculty members at St. Edward's University have collaborated with the Office of Residence Life to offer undergraduates the chance to more thoroughly explore a theme, ranging from global understanding to social justice to business. Come learn more about this great opportunity to connect with students as the LLC program at St. Edward's continues to expand.

Welcome, New Faculty!

Fleck 305 Lunchtime roundtable

—Emma Lou Linn, *Psychology*
—Chad Long, *Political Science*
—Jennifer Veninga, *Religious Studies*

We invite new faculty to join us for lunch, get to know one another, and learn more about St. Edward's University. This discussion will be informally facilitated by three faculty with a range of experience at SEU. Emma Lou Linn has taught at St. Edward's for four decades. Jennifer Veninga and Chad Long arrived within the last two years. We will share a few of our own experiences, answer questions, and chat with you about getting off to a good start at St. Edward's.

Faculty Sabbaticals: Planning Early to Make It Happen

Fleck 315 Lunchtime roundtable

—Kris Sloan, *Education*
—Peter Beck, *Environmental Science & Policy*

In this lunchtime roundtable session, Peter Beck and Kris Sloan will facilitate a conversation / Q&A about faculty sabbaticals. University policy will be shared concerning eligibility, compensation, external support, application procedures, and expectations. An emphasis will be placed on developing sabbatical proposals that target individual professor's professional development as well as the university's 2015 Plan.

BOOK & VIDEO FAIR (1 - 2:30 pm)

Original Scholarly and Creative Works by St. Edward's Faculty Members

From 1-2:30pm in the Fleck 3rd floor lobby, we will feature the scholarly and creative work of St. Edward's faculty. Take a look!

BOOKS

- **Texas Dance Halls, A Two-Step Circuit**

—Gail Folkins, *Master of Liberal Arts program*

This creative nonfiction book explores 18 dance halls through musicians, owners, and patrons, with photographs by J. Marcus Weekley illustrating their narratives. Published by Texas Tech University Press (2007), *Texas Dance Halls* was a popular culture finalist in *ForeWord Magazine's* 2008 awards. Reviewer Craig Hillis comments that "Folkins and Weekley highlight several important elements of dance hall culture—gender, race, and ethnicity—which have been largely overlooked in other ethnographies." (*The Journal of Texas Music History*, 2008).

- ***Burn Lake*** —Carrie Fountain, English

Set in southern New Mexico, where her family's multicultural history is deeply rooted, the poems in Carrie Fountain's first collection explore issues of progress, history, violence, sexuality, and the self. *Burn Lake* weaves together the experience of life in the rapidly changing American Southwest with the peculiar journey of Don Juan de Oñate, who was dispatched from Mexico City in the late sixteenth-century by Spanish royalty to settle the so-called New Mexico Province, of which little was known. A letter that was sent to Oñate by the Viceroy of New Spain, asking that should he come upon the North Sea in New Mexico, he should give a detailed report of "the configuration of the coast and the capacity of each harbor" becomes the inspiration for many of the poems in this artfully composed debut. *Burn Lake* was selected for the 2009 National Poetry Series Award.
- ***Drawing Structure: Conceptual & Observational Techniques*** —Hollis Hammonds, Art

This drawing textbook was designed specifically for the foundation level Drawing classes at St. Edward's University. Published by Kendall Hunt, this text is filled with over 300 illustrations, 130 of which were created by the author, Hollis Hammonds. This text approaches drawing fundamentals from an analytical perspective. With a strong basis in linear perspective and conceptual volumes, this book aims to provide the foundation skills needed for anyone to learn how to draw.
- ***A Practical Course in Business Communication*** —Lorelei Ortiz, Business Communication

An academic textbook designed for undergraduate business communication courses. This textbook takes a practical approach to teaching *written and oral* business communication and includes an emphasis on the connection between persuasion and business communication and also emphasizes knowledge transfer. This is a text that is ideal for business communication courses taught in computer classrooms or other business communication courses that follow active and applied learning.

VIDEOS / PERFORMANCES

- ***One Venus Hour*** —Sheila Gordon, Theater

Sheila Gordon will exhibit her original, multi-character one-woman show entitled *One Venus Hour*. This exhibit will include video excerpts of her performance at the Blue Theatre (January, 2011), a printed synopsis of the plot, and interactive questionnaires regarding the thematic issues of aging and isolation in American society. *One Venus Hour* has received rave reviews from Austin area critics and was awarded a development grant from ScriptWorks in October, 2010.
- ***Authentic Videos for Language Learning*** —Kerstin Somerholter, Modern Languages

The project compiles video interviews and recordings of native speakers of French and makes them available on a web site suitable for beginning to advanced levels of learners. Materials are based on authentic situations which students encounter in a study-abroad context. Technological aspects of this video bank can be replicated for any language. My presentation is a platform to share and attract co-authors, for example faculty in Angers, faculty in other language areas, and anyone with an interest in language learning and living abroad. This project is also relevant for the OIE staff and for people with an interest and experience in film editing.

RESOURCE FAIR (1 - 2:30 pm)

From 1-2:30pm in the Fleck 3rd floor lobby, we will feature the resources for St. Edward's faculty. Take a look!

- **How the Writing Center Can Help You and Your Students** —Drew Loewe, Director of Writing Center

We encounter a lot of confusion about the Writing Center, from both students and professors. Writing Center consultants work one-on-one with students to help them learn ways to improve their writing practice, as well as their written work. This presentation will introduce you to some new features offered by the Writing Center, as well as reacquaint you with the services provided by our consultants.
- **The Library Does What?!? Unexpected Services from Bookworms Gone Digital** —Scarborough Phillips Library

When asked to draw a librarian, nearly every student in an intro-level freshman class of 100 students drew the same caricature: a bookworm hunched over a keyboard at the desk. Does this image resonate with you? You might be surprised to hear about the new resources and services offered by the Scarborough-Phillips Library this semester. A new eBook collection with over 29,000 titles, a sound-proof audio booth for recording voice or music, and a robust streaming video collection are just some of the new resources at your disposal. In addition, we can provide consultation in conducting eResearch and eReading; for example, we can demonstrate how to read and annotate works and manage your citations and files in an all-digital environment. Come learn about the exciting new developments at your library!
- **The 2011 Freshman Studies Common Text: AD: New Orleans After the Deluge**

Take a look at the text all freshmen will read for 2011-12—a stunning graphic novel that makes plain the undeniable horrors and humanity triggered by Hurricane Katrina in the true stories of six New Orleanians who survived the storm. *A.D.* follows each of the six from the hours before Katrina struck to its horrific aftermath. Here is Denise, a sixth-generation New Orleanian who will experience the chaos of the Superdome; the Doctor, whose unscathed French Quarter home becomes a refuge for those not so lucky; Abbas and his friend Mansell, who face the storm from the roof of Abbas's family-run market; Kwame, a pastor's son whose young life will remain wildly unsettled well into the future; and Leo, a comic-book fan, and his girlfriend, Michelle, who will lose everything but each other. We watch as they make the wrenching decision between staying and evacuating. And we see them coping not only with the outcome of their own decisions but also with those made by politicians, police, and others like themselves.
- **Capstone Information for Advisors and Prospective Instructors** — Cory Lock, Capstone Director

Come learn about teaching Capstone and advising students who are preparing to take Capstone. You will have the chance to speak with the Capstone director, learn about teaching Capstone, and learn about a new resource for Capstone instructors – the Mission Course Resource Center (which specializes in tutoring for students in American Dilemmas and Capstone).
- **Instructional Technology Support at the Faculty Resource Center** —Angel Tazzer, Cousett Ruelas, Eric Trimble

Come and learn about the Faculty Resource Center (FRC) services. The FRC works with you to make your course effective and engaging, whether you want to work with Blackboard, create a website, develop an online course, implement a distance learning strategy, stream videos, conduct a web-conference, consult with our instructional designers, or simply explore technologies.

40-Minute CONCURRENT SESSIONS (1:30 – 2:10 pm)

“Gun Control” is Not a Research Question: Achieving Information Literacy Through Class Assignments

Fleck 206 concurrent session

— Anna Stewart, Library
— Dianne Brownlee, Library
— Connie Cabezas, Library

Explore ways classroom faculty and librarians can collaborate to integrate information literacy outcomes into class assignments. Building on the framework of the five standards of information literacy, ideas and suggestions for developing effective assignments will be presented and discussed. Examples of well designed assignments along with a rubric for research guidance will be offered in print and online.

Accommodating Disabilities: Faculty Share Effective Strategies

Fleck 207 concurrent session

— 3-4 faculty panelists from various disciplines
— Kendall Swanson, Student Disability Services

This session will provide guidance and clarification concerning 504 accommodations. A panel of faculty members from several disciplines will tell their stories. Each has faced challenging accommodation concerns and, eventually, developed successful strategies for accommodating disabilities within their courses. After each instructor presents, participants can ask questions and discuss each scenario. There will be time at the end for general questions regarding working with students with disabilities. Student Disability Services will be available to answer any questions directed to a disability counselor. Participants will leave with the tools and information they need to feel better equipped to work with students with disabilities.

40-Minute CONCURRENT SESSIONS (2:20 – 3:00 pm)

Improving and Evaluating Students’ Oral Presentations

Fleck 206 concurrent session

— Teri Varner, Communication
— Kay Firth-Butterfield (Burrough), Communication & Global Studies

Building on last year’s presentation we will demonstrate how to write rubrics for oral presentations, how to use those rubrics and weight the grading for parts of the oral presentation. We will also demonstrate a game which will help to reduce the students’ anxiety around presentational speaking in class.

Using Humor as a Pedagogical Tool to Address Controversial Issues

Fleck 207 concurrent session

— Amy Nathan Wright, University Programs
— Laura Hernandez-Ehrisman, University Programs

This interactive panel will discuss the role of humor to address the controversial issues addressed in many different courses. While humor can be a useful way to engage students in the classroom, there are also particular challenges to using humor for culturally sensitive topics. Effective humor, though, can be a way to encourage student engagement and agency. Panelists will discuss recent scholarship on humor as a pedagogical tool, and discuss their own teaching experiences.

20-Minute CONCURRENT SESSIONS (3:10 – 3:30 pm)

Films on Demand: Using Streaming Video in the Classroom

Fleck 206 concurrent session

— Kady Ferris, Library

The library now has access to Films on Demand, a streaming video database that can be accessed by anyone, from anywhere, at any time. You are no longer tied to a physical item so you don't have to worry about the video being checked out. This is an ideal tool to incorporate in the emerging "digital classroom." I will give an overview of the content of the resource, how to navigate it and how to provide access to specific videos to your students.

Measuring Rope: How Open Should Open-Ended Projects Be?

Fleck 207 concurrent session

—Jason Callahan, Mathematics

After a short discussion of possible objectives (from both students' and instructors' perspectives) for assigning projects in general and open-ended projects in particular, I will present examples of projects I have assigned that were too open-ended and how to revise them to achieve the aforementioned objectives. Participants will be invited to share their own objectives, experiences, and suggestions for assigning projects, both open-ended and not. For the purposes of this session, an "open-ended" project is one in which not every student's project will be the same and for which students may need to do some outside research and creative thinking to complete the project.

2011 Teaching Showcase Planning Committee

The Planning Committee is composed of full-time and adjunct faculty members from a wide variety of disciplines. The Committee creates the call for proposals, reviews proposals, selects the plenary session topic, and evaluates the conference.

Tony Alvarado — Entrepreneurship
Mary Brantl — Art History
Michael Disch — Psychology
Edward Early — Mathematics
Val Episcopo — Sociology
Matt Clements — Economics
Laura Issen — University Programs
Delia Kothman Paskos — Psychology
Charles Porter — University Programs, History
Catherine Rainwater — English Literature
Paul Walter — Natural Sciences

Non-Voting Facilitator:

Julie Sievers — Center for Teaching Excellence