



ATLE
 Academy for Teaching and
 Learning Excellence
 501-682-8459
atle@ualr.edu
www.ualr.edu/teachingacademy

Fall 2010
 Volume 4, Issue 1

CO-DIRECTORS

Dr. Steve Edison
 Dr. Juliana Flinn
 Dr. Carol Thompson

ATLE THE ACADEMY FOR TEACHING AND LEARNING EXCELLENCE

ATLE Welcomes a New Co-Director

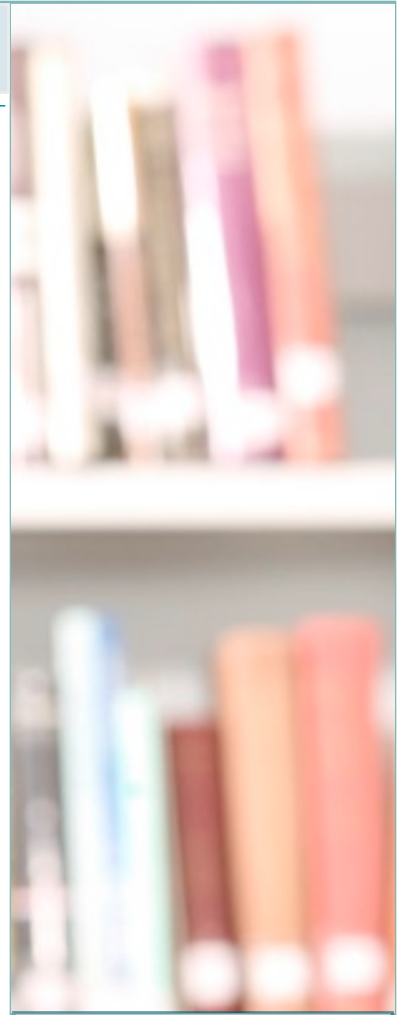


Dr. Juliana Flinn joins the Teaching Academy.

“I am honored to serve as a Co-Director of the Teaching Academy and excited about beginning my three year term with two colleagues committed to student learning and excellence in teaching”.

Over my years of teaching here at UALR, I have benefited from participating in a wide variety of teaching workshops led by some of our most talented and committed teachers, and working with the Teaching Academy helps carry on their work. I look forward to facilitating a process whereby UALR faculty can share their expertise with others, new faculty can find support and mentoring, and all of us can strengthen our ability to foster student learning and student success.

continued on page 6



IN THIS ISSUE

Teaching Demos 4-5

CALENDAR

October 29, 2010
 Dr. MaryEllen Weimer

Workshop and Discussion
 Schedule on page 8.

5 Things I Learned about Learning by Julien C. Mirivel

It's a late Friday afternoon. A brisk breeze sweeps through the golf course. The wind is right on our face, slicing the ball, and slowing its path. I take my driver out; my pride is on the line already. I place the tee to connect it to earth, and then lay the white ball honorably. I breathe in. I breathe out. A few holes later, I gaze at my friend and Chair: he's a better golfer. I speak, slightly frustrated, after a chip that led to disaster: "I hope that one day I'll play better than this." He responds calmly: "You will." Then, I learned five things about learning and teaching.

Lesson 1: Bad process can still produce desirable outcomes

We're now on the 5th hole. Close to the green. He shows me the precious, holding it between his thumb and index fingers. Seeing my struggle, he takes a few moments to show me the swing anew: "hit on top of the ball, not under the ball." This might not make sense to others, but there is a significant difference between these two ways of thinking. In the problematic version, you're purposefully trying to get the swing to come under the ball in order to make it fly. In the other, you're leaving a divot that looks like a dollar bill and you're compressing the ball at impact to give it velocity. The feeling is amazing and the sound upon impact is crisp. The difference with the driver is amazing: you move from "ding" to "schmack". Your body motion is connected to the ball for a brief instant and the club pulls through the dirt with the gentle force of a Japanese sword. According to my friend, you're now in control of the ball. Notice the difference:



Misconception



Proper strike

My misconception about how to strike a golf ball is preventing me from growing as a golfer (read "person"). I can thus hit very good shots with a very poor conception of what happens at impact and/or with an improper technique. This is a revelation about practicing any art: a person can have *desirable* results with a problematic, *faulty*, technique. This is the deception at its best: if I hit what I think is my perfect shot, the technique is still wrong. Event worst, the more I play, the harder it will be to change this. I think this lesson is very important for teaching and learning: Learn proper process, not outcomes.

continued on next page

Lesson 2: Sometimes, a teacher needs to say : “exactly wrong.”

After learning the new conception of the swing, including what happens at impact, I bring my colleague’s gaze to my swing. I say eagerly: “So, basically, I need to push the swing this way.” Then, I offer my swing as a visible testimony of my spirit. Immediately, and quite surprisingly, he says with a smile: “No, exactly wrong.” The motion is problematic. The best word to describe the motion is not “push,” but “pull.” The correct swing, to me, feels more like pulling a trigger. In short, and even though I thought I had properly learned the main lesson, I had enacted what I thought I saw in exactly the wrong way. This is why books and videos can’t teach you. Information never gives you feedback; people do. In fact, many teachers would let such a small mistake slide and would offer a small compliment to encourage. The message was like a date rape commercial: “No means no.” A fundamental error in the process of practicing an art must be addressed immediately. In short, learners can produce with the wrong behavior and think that they’re doing it exactly right. It takes a hell of a teacher to say “no” at the right time.

Lesson 3: If the iron’s hot, teach and learn your heart out.

Before I reached the green on number 5, I was ready to learn. I was frustrated, unhappy, but patient. After learning the new swing, we reached the 6th hole. I was not thinking about hitting the ball, I was thinking about learning. I pulled my driver out. I’m in my stance. I let the swing speak for itself. My hands move in a new motion and I can feel like a pro. He reminded me: “I told you the iron was hot.” And he poured more in: he described the fundamentals of the swing, discussed what happened at impact when the club and ball meet, as well as the misconception that prevents proper technique. On the green, we took several putts and then chipped to allow the swing to take its place: my swing and I became one. The best learning, I think, happens when the iron’s hot; if the learner is prepared, eager to learn, and adapting, seize the occasion. Do not wait. Act as if this is a matter of life and death.

Lesson 4: Learn the behavior again ad infinitum.

We’re now on the 8th hole, a par-5 that will eat you alive. Beautiful drive, amazing 3 iron in the center of the fairway, and a nice, sweet, 9 iron on the green. Two bounces to give me hope for birdie. Then, we reached the ninth hole. The drive is good, but not as sharp. Then, my iron shot toward the green is completely off. It doesn’t feel the same. Just a few micro-behaviors away from the proper technique; I know what the ideal is now. It’s been 30 minutes since i learned the new behavior: “I could perform it beautifully a few seconds ago, what the hell is happening?”. He had to explain the basics again, but this time, the iron was getting colder; I’m now thinking about why I can’t produce the same behavior I just performed a few seconds ago. This is pissing me off.

Later, a model of learning emerged. It suggests that in order to grow productively, or improve, a person must constantly learn the proper behavior ad

continued on page 6



Teaching Workshops

September 13, 2010

“Teaching As Relationship”

Julien Mirivel



“Take-Away Strategies”

- It is important to learn students names. The photos provide by the university with class lists is helpful.
- Greet students energetically.
- Meet before class and strike up conversations.
- Online: provide announcements, messages and quick responses to students queries.
- Try to “sandwich” your remarks.



Continued

September 22, 2010

“Seinfeld in Sociology”

Jeff Nash

“Take-Away” Strategies”

- Utilize television programs to illustrate goals.
- Real world v. perceived.
- Use commercials as a tool.



SEINOLOGY

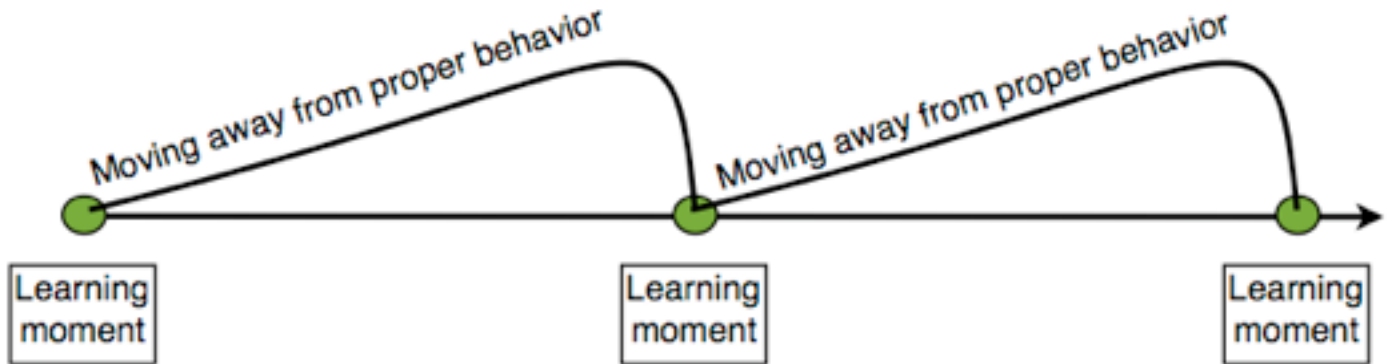


continued from page 3

“5 Things...”

infinitum and reduce the time that elapses between key learning moments so as to reduce the learner’s tendency to move away from the proper behavior. Said differently, teachers will need to constantly address the most vital points as frequently as possible.

Most golfers, for example, take a golf lesson once in a great while, most often because when they have a problem or need help. Their learning looks like this:



This model assumes that the learner is taught well. Imagine what happens to the behavior with poor teaching. Ideally, our model of learning would be like this:



To better get at a skill or an art, a person must practice it everyday forever. However, the practitioner also needs a good teacher around to enable them to grow. This leads to my final lesson.

Lesson 5: Good learning is Interpersonal.

In order to learn, a person needs a good mentor and teacher. The road ahead is too treacherous. We are too easily victims of our making, enemies of our best selves. Learning, thus, cannot possibly happen alone; there is no one there to correct you when you’re making mistakes, alter your perception and misconceptions, or keep you noble. One more important reason is that if you fail to improve your game, at least you have been cultivating a friend all along.

**High Involvement Learning:
STATEMENT OF TEACHING PHILOSOPHY
Gary L. Geissler, Ph.D.
Professor of Marketing and Advertising**

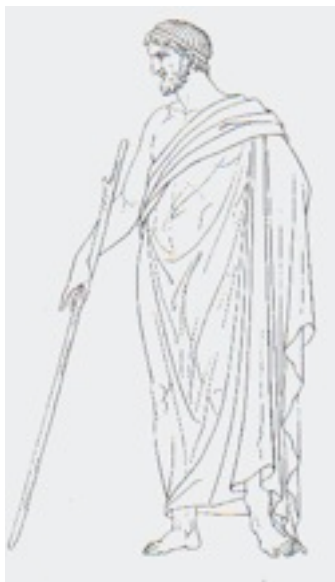
My teaching philosophy focuses on the importance of truly preparing students for an increasingly competitive and global marketplace and a rapidly changing economy. I accomplish this by routinely exposing my students to real business situations, problems, and environments via client-based projects, cases, facility tours, business meeting/presentation attendance, guest speakers, role playing, and other “hands-on” experiences. In essence, I have primarily devoted my academic career to better preparing students for business careers by teaching and modeling attitudes, behaviors, and skills that are valued by employers. An overall framework that I have developed and used successfully over the years is my “Five A’s Teaching Model,” which concerns developing students’ accountability, attitude, activeness, application, and adaptability.

Here, I would like to describe my “High-Involvement Learning Approach” that further illustrates my teaching philosophy. In many of my marketing courses, I extensively use “business partners” and “business labs.” I firmly believe and teach my students that the basic principles of marketing can and should apply to virtually any business, government agency or non-profit organization. During the past twelve years, I have directed client-based projects benefiting well over a thousand students and 120 local businesses, government agencies, and non-profit organizations. This diverse group of clients includes high-profile organizations, such as the FBI, U.S. Navy, and various sports organizations (e.g., a college football bowl game, professional arena football, professional hockey), as well as several restaurants, local educators (e.g., tutoring services, a preschool, a Catholic High School, and a university), numerous new product and service ventures, Web-based companies, various services (e.g., financial planning, real estate, insurance, tourism, pet care, etc.), high-tech products, non-profit organizations (e.g., an art museum and a ballet company), and many others.

I also believe that a “laboratory” setting for studying business and marketing phenomena is just as useful in many marketing courses as it is in natural science and computer courses. My teaching approach is innovative due to: a) its frequent application across a wide variety of marketing courses; b) the importance and associated grading weight placed on this type of learning; c) the level of required, frequent interaction between students and their business partner or client. This approach has stood the test of time.

An innovative by-product of this learning approach involves teaching students valuable job interviewing and networking skills, further facilitating the often traumatic transition from college to career. Numerous parallels can be drawn between interacting with clients and interviewing and networking with potential employers. For example, in meetings with clients, students are instructed to dress professionally, be on time, smile and make eye contact when shaking hands, thank the client for their time, do their homework in researching the company, and ask intelligent questions. Also, students are instructed to thoroughly research and carefully consider difficult problems (presented by the client or an interviewer) and to not offer quick solutions.

In summary, my teaching philosophy and innovative methods result in more adaptive students who are better prepared for the realities of the dynamic business world.



Continued from page 1

“Welcome Dr. Flinn”

My first teaching experiences were with the Peace Corp in Micronesia before beginning my graduate work in anthropology at Stanford University, where I received my Ph.D. in 1982. my research interests focus primarily on Micronesia and issues of cultural identity, kinship, gender, migration, and dance. i have looked for ways to incorporate this research in my teaching. in addition to using case examples from Micronesia in the classroom, I have created a number of data analysis activities for students based on some of my data. Other classroom activities allow students to experience some of the excitement of fieldwork and the challenge of figuring out a new set of cultural rules.

In addition to teaching at UALR, I have had the opportunity to teach at a community college in Micronesia and in rural Alaska. And as a Fulbright Scholar, I taught for a year at Grodno State University in Grodno, Belarus. During my last period of fieldwork in Micronesia, I also volunteered to teach English in the local elementary school. In each case, I had the chance to work with students of a cultural and linguistic background markedly different from my own; what more could a cultural anthropologist ask

Future Event Dates are as follows:

October 7th, 2010 Workshop “The Scholarship of Teaching”

DSC Room A, 11:30 am - 1:00 pm

October 12th, 2010 Workshop

DSC Room G, from 11:30 am - 1:00 pm

October 18th, 2010 Hot Topic

DSC Room D, from 4:00 pm - 6:00 pm

October 29th, 2010 Dr. Mary Ellen Weimer

DSC Room D, from 9:00 am - 5:00 pm

November 9th, 2010 Workshop

DSC Room G, from 11:30 am - 1:00 pm

November 15th, 2010 Panel Discussion

DSC Room D, from 4:00 pm - 6:00 pm

November 22nd, 2010 Shadow & Share Lunch

DSC Room G, from 12:15 pm - 1:30 pm