

October 2011

Special points of interest:

- **Service Learning: Not as difficult as it might sound.**
- **Learn by observing through Shadow and Share.**
- **The faculty lunchroom (DSC-G)**
- **The ATLE Library**

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The Teaching Academy

This Semester at The Teaching Academy

Our semester is off to a great start! We offered our first teaching camp for new faculty this year, with 11 available workshops that culminated in a welcome reception at the Bailey Center. We have already lined up our Fall guest speaker, and our new faculty dining room is going strong!

We want to strongly encourage you to attend every event possible—we are here for you and only exist due to your continued support. As such, please email us at ATLE@UALR.EDU if there is any way we can assist you or make our programs more relevant to your needs.

Announcements:

M-F from 11:30-1pm, DSC-G has been reserved as the ATLE sponsored faculty lunchroom. You may brown bag or purchase from dining services. We hope you will utilize this as much as possible to take some time, get away, and meet fellow educators.

ATLE Library: We have quite a collection of education books available for check-out. We encourage you to come browse and borrow.

RSVP'ing to Events: We are only human, so we do request that if you wish to partake in the lunch

portion of our presentations, please RSVP to the invitation you receive in your university email. However, we always welcome last minute attendees!

In this issue, we cover the basics of service learning, reflect on Shadow and Share 2011, and more. You'll also find that the teaching award point system is clarified (hopefully!).

Enjoy!

Welcome to Our New Co-Director of The Teaching Academy!

While we will certainly miss outgoing co-director Carol Thompson, we are extremely proud to welcome our newest co-director, Dr. Mary Anne Garnett. She has already proven to be a wonderful addition to the Academy.

Mary Anne Garnett is Professor of French and Chair of the Department of International and Second Languages Studies. She holds a Ph.D. in French from the University of Wisconsin-Madison

as well as a more recent M.A. in English with specialization in English as a second language from the University of Memphis. She has taught all levels of classes in the French program at UALR as well as graduate classes such as Teaching Reading and Writing for the Masters of Second Language Education degree. Her favorite classes are Francophone Cultures and French Cinema, courses that she introduced to UALR.





“Community based learning may involve experiential education, immersion experiences, researching community needs, and service learning.”

Canisius College, 2010



Service Learning: The Nitty Gritty

Kristen MacIntyre was kind enough to give a presentation on service learning at a luncheon in September. Following are some highlights from her presentation.

There are a lot of misconceptions about service-based learning: that it might be too intensive, hard to evaluate, and difficult to implement. However, the reality is that community based learning (CBL) is very flexible: it requires little disciplinary expertise, the time commitment is easily variable, it

allows for focus and self-reflection in relation to specific course topics, and it allows for class, group, or individual participation.

Benefits to the student are huge: They are more likely to stay in school and graduate, retain course material longer, learn to see knowledge as relevant to real life, and successfully apply what they’ve learned to the ‘real’ world of work.

Reflection is a key part of CBL, and may take many forms. The students may submit journals, receive evaluations, create presentations, or do a process analysis.

For more information, contact: communication.skill.center@gmail.com

Book Review: Putting Students First

From their studies of the ten colleges, the authors recognize four key elements central to fostering holistic student development: culture, curriculum, co-curriculum, and community. In each of the colleges, these four components were shaped to primarily serve the student. Culture in-

cludes the mission and identity of the school and often embodies supporting and challenging the students. Curriculum must revolve around faculty creating safe classrooms in order to nurture student learning and development. The importance of relationships to facilitate student de-

velopment manifests itself in the co-curricular realm. Finally, students need to feel like they are part of the community in order to learn and develop.

Continued on page 3—>

Shadow and Share 2011:

This year’s shadow and share was another great success! Below, we have excerpted two reflections on the experience that we have already received. Get yours in soon to appear in the next newsletter!

“This was a very refreshing activity for me. It was nice to observe another instructor in

his discipline. Dr. Kumar appears to be a very competent and organized professor. As a professor in the college of education, I know that it is imperative that teachers are knowledgeable about their discipline and have an action plan for disseminating information to their students. The examples that Dr. Kumar pro-

vided helped the students to develop a deeper understanding for the new information that was presented.”

(continued on page 3—>

Book Review, continued...

These '4Cs', as the authors term them, constitute the basis for holistic student development and must be looked at carefully at each institution to determine how to shape them to best fit the students. Additionally, throughout the book, the authors emphasize the importance of integrating the administration and the faculty: each should both support and challenge students to spur

them to find purpose. Putting Students First has done exactly that: it has demonstrated the essence of holistic student development and exemplified how to successfully implement it on the college campus.

-Excerpted from
(*Searle Center for Teaching Excellence Newsletter*, Northwestern University, June

2006)

This book is now available for check-out from the ATLE office.



Shadow and Share 2011, continued...

"I strongly believe that when teachers provide examples, students are able to grasp the information and associate it to something familiar to them. "

-Dr. Katina Leland
(partnered with Dr. Guarav Kumar)

"Ultimately, the take away from this experience is really how she got the students engaged in an activity (i.e., The jigsaw) at the beginning of class instead of a lecture/discussion. This really set a nice tone for the class and was very productive. I could see using this when I teach a learning theories classes. I have always had discussion first then an activity but I can

see how getting students to engage with their material prior to discussion can lead to a richer dialog during the class period."

Dr. Michael McCreery (partnered with Dr. Erin Finzer)

*"I am so excited
and so proud!"*

-Bronwyn

*MacFarlane on
winning the new
faculty teaching
award*

A Reminder of the Teaching Award Point System

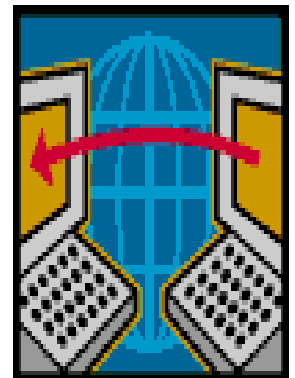
As you know, we have three teaching awards available for you to earn. They are: the Distinguished Teaching Fellow Medallion (100 points), the New Faculty Teaching Commendation (150 points over two years), and the Teaching Academy Professional Development Certificate (attendance at six ATLE

events + sharing a reflection at a department faculty meeting). *See Back

Since part of the mission of ATLE is to build a stronger community among teachers and learners, to earn points for scholarly articles and other non-ATLE events (e.g. workshops, conference presenta-

tion) please provide a "take-away point" or "tip" to improve teaching and student learning at UALR through one of the following:

- ATLE poster session
- ATLE Success Short
- ATLE newsletter
- ATLE panel discussion





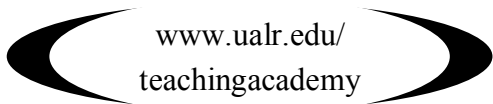
The Teaching Academy

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Notes:

Please remember to RSVP to any event you plan to attend. All **RSVP's should be sent to the email address at left.**

If you wish to be added to the Success Shorts list (sent out weekly by Dr. Flinn) please send an email to atle@ualr.edu

***More information on the Teaching Award schedule of points is available on our website or by handout. We can also email it to you.**

Fall Event Schedule DSC-G



***10/20/2011 11:45am** "Violence in the Classroom"

***11/3/2011 Fall Speaker Workshops**

9-11am

11:45am-1:30pm

3-5pm

11/14/2011 3-5pm Hot Topic

***11/17/2011 11:45am** Workshop

*While lunch is served at 11:45, the event will not begin until 12:15. All events are in DSC-G unless otherwise noted.