



What We're Reading

Patrick Brown, CTE Fellow

As I reflect on my Student Assessments of Instruction from the previous semester, I note that in the section where students can give advice to someone taking the course in the future, so many encourage practice. That led to me looking at ways to incorporate more opportunities for practice into my course and I came across a wonderful resource in retrievalpractice.org. This website is an online companion to the book *Powerful Teaching: Unleash the Science of Learning* by Pooja K. Agarwal and Patrice Bain. The website contains several very approachable guides to implementing retrieval practice into our courses and these free guides are available as downloadable PDF files. The guide *How to use Retrieval Practice to Improve Learning* begins with this question: "What if you could raise students' grades from a C to an A? The solution isn't technology. It's not more money. It's not more class time. Curious?" If you are curious about how to incorporate more practice and therefore more and deeper learning, you should browse the resources available at retrievalpractice.org.

Phil Smith, CTE Assistant Director

Have you read William Perry? You may not know the name but you have likely encountered his ideas on the cognitive development of college students. His original monograph is still worth leafing through. Set in Harvard in the 1960s, *Forms of Intellectual and Ethical Development in the College Years: A Scheme* (1970) offers a lot of slice-of-life excerpts from endearing, sometimes awkward interviews with undergraduates (who, given the setting, are all white and male) as they navigate their undergraduate years and reflect on how their views on learning and knowledge evolve over time. At the same time, you see Perry constructing his theory from the ground up based on these interviews. Since then, the theory itself has evolved and diversified and been taken up by other researchers such that it has entered the bloodstream of what we now call the Scholarship of Teaching and Learning (SoTL). My own take on the scheme is that students start with a dualistic, "right/wrong" mindset, which grows into a position of multiplicity where everything is relative and there is no absolute right or wrong to a position. Here, they are able to hold various perspectives in mind and commit to keeping an open mind while being aware of their own limitations and biases. You can hear how this sounds in this fun little student dialogue from Felder (see QR code). Or just search your library for "William Perry and intellectual development" to see more variations and applications of the theory.



Alison Barton, CTE Director

I'm always trying to figure out how to get on top of my to-do list, so it was with interest that I picked up *Four Thousand Weeks: Time Management for Mortals*, by Oliver Burkeman. Rather than giving another set of strategies to do more during each day, however, this book primarily focuses on helping you change your mindset about how you view time and tasks. Spoiler alert: You'll never complete your to-do list, and you only have about 4000 weeks to live. So make good choices!

Find all kinds of teaching books for check-out in our CTE Teaching Collection—Room 441 Sherrod Library!



Spring, 2023

THE TEACHING INQUIRER

Issue 1

Print Edition*

NEW! Online "Flash Mentoring" Sessions



The CTE is excited to announce a new, easy-access offering beginning this Spring: **Flash Mentoring** sessions!

Get quick advice from mentor-colleagues, who will partner up to offer 30-minute Zoom sessions on targeted topics. They will begin the session by sharing their tips, then leave the rest of the time for questions or additional idea-sharing.

Speedy help in just a little time—what we all need!

Many session topics this term are geared toward SAI items and what we might do to strengthen our positive feedback on these items.

Find a list of all sessions and **registration** on our website (a Zoom link will come with your Outlook confirmation); below are some of the already-scheduled sessions of the semester, with more to come. Sessions with the same topic are led by different mentors, so you'll get a different session each time!



- 1/23 11:30-12:00 **How to Let Students Know You're Interested in Their Learning**
- 2/1 12:00-12:30 **Helping Students Feel Heard**
- 2/8 11:00-11:30 **Making Course Expectations Clear**
- 2/23 2:00-2:30 **How to Let Students Know You're Interested in Their Learning**
- 3/21 12:00-12:30 **Breaking Up Lectures with Other Activities**

* See your email inbox for the digital edition (with active links), or contact us to get on our emailing list: teaching@etsu.edu



UPCOMING EVENTS

- 1/20 12:00-1:00 **TED Talk Lunch & Learn: Lunch!**
- 1/23 2:00-2:30 **Community-Engaged Learning: The What and Why (ONLINE)**
- 1/25 2:00-3:30 **Grading for Fairness & Accuracy (ONLINE)**
- 1/26 2:30-4:00 **Community of Learners (ONLINE)**
- 2/3 11:30-12:00 **Community-Engaged Learning: The What and Why (ONLINE)**
- 2/7 10:00-12:00 **UDL & Disability Services (@ Culp)**
- 2/8 8:30-9:00 **Community-Engaged Learning: The What and Why (ONLINE)**
- 2/16 2:00-2:30 **Community-Engaged Learning: The What and Why (ONLINE)**
- 2/16 2:30-4:00 **Respect for Students (ONLINE)**
- 2/20 2:00-3:30 **Study Skills for Students**
- 2/24 12:00-1:00 **TED Talk Lunch & Learn: Lunch!**
- 3/7 10:00-12:00 **OER Honors Reception & Information (@ Sherrod 309)**
- 3/7 2:30-4:00 **Item-Writing for Multiple-Choice Assessments**
- 3/8 3:00-4:30 **Keeping Them On the Hook (ONLINE)**

All on-ground workshops, unless otherwise noted, held in Room 433 Sherrod Library

Learn more, register, and see additional upcoming Spring events at <https://www.etsu.edu/teaching/>



Meet Our CEL Faculty Fellow!



We are pleased to welcome Dr. Scott Jenkinson as our new Community -Engaged Learning (CEL) Faculty Fellow, who will be working through the CTE, in coordination with Dr. Susan McCracken, in service to our institution's Quality Enhancement Plan. Dr. Jenkinson, an assistant professor in Educational Foundations and Special Education (Clemmer College), has experience teaching with community-engaged learning tactics, as well as a solid understanding of the theory and research that underpin this instructional approach's success.

Dr. Jenkinson shares: "I am excited to engage with the wide range of staff and faculty who are committed to connecting ETSU's programs with the community. It is my hope that as the Community-Engaged Learning Faculty Fellow I can work to develop opportunities for our students to grow as active citizens that seek out ways to encourage our community to be more empathetic and kind."

Watch for new development opportunities, led by Dr. Jenkinson, that help us all to learn more about Community-Engaged Learning.

Welcome, Dr. Jenkinson!

IMPORTANT REMINDER

As you set class attendance policies, please remember that students who miss class for ETSU-sponsored events, military service, religious observance, and death of an immediate family member **MUST** be allowed a reasonable opportunity to make up the work. These absences must not be counted against their attendance or participation grades.

Student Voices

Our invaluable intern, Senior Lecturer Brittany Butler (Dept. Chemistry), has been engaging our Student Advisory Board in a series of deep questions. Their responses are most informative! Below are some takeaway points about what students are looking for, obtained from meetings last Fall, with more to come this Spring:

- ◆ Students want to be seen as a whole person and have their time valued
- ◆ Instructors should make course expectations clear up front—and be available when students start to struggle
- ◆ Students may not have as much prior knowledge as instructors think! (e.g., navigating D2L)
- ◆ Resources and opportunities for help need to be shared more frequently and more effectively
- ◆ Instruction needs to be varied and not feel stale

It's also worth paying attention to some of the responses to this stem:

"I don't feel included when ____"

- [Instructors] just talk *at* me
- [Instructors] schedule things outside of (official) class time that I can't go to because of ... other obligations
- [Instructors] cut me off or ignore what I've said

What Did You Try?

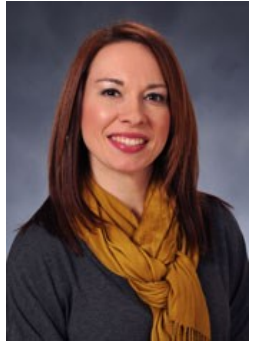
Instructors Who Came to Our Events

Senior Lecturer Jennifer Hunt (Dept. of Health Services Management and Policy) attended our "Turn Students Into Their Own Teachers" workshop last Fall, and perhaps set a record for how quickly she took an idea from our workshop, adapted it to her course's purposes, and deployed it ... later that afternoon!

She sent us communications about the trial and its outcomes:

"I just wanted to let you know that the Chalk Talk was a major success! I made a few modifications in the moment, but the students really enjoyed it. ... It really was super fun—and it was a great and different way for the class to interact with each other and for me to interact with them! Bonus: EVERYONE had to participate -no one could really hide behind the opinions of others and my more dominant personalities could not, in fact, dominate this activity. ... Thanks for the idea!"

Ms. Hunt graciously shares more about what she did in her class, and how her students responded, in a video she is happy to share with our teaching community (click QR code for this short video).



We are so happy to know that the ideas we share are ones that can be used in the classroom and received with interest and engagement by students! Thanks to Ms. Hunt for her generosity in taking the time to share her experiences with others here at ETSU.

Have YOU tried something from our workshops in your classes?

Let us know how it worked! - barton@etsu.edu.

Want to know about Chalk Talks and other strategies for getting students to engage more with one another in class?

See our Spring Schedule for another offering of our "Turn Students Into Their Own Teachers" workshop, and its partner workshop, "Keeping Them On the Hook."

+1 Teaching

Small Changes, Big Impact , by Phil Smith

A recent model echoing William Perry's work comes from Susan Wolcott and Cindy Lynch. In their work, student developmental stages are cast into catchy role titles: Confused Fact-Finder, Biased-Jumper, Perpetual Analyzer, Pragmatic Performer, Strategic Re-Visioner. What distinguishes individuals in these roles is the approach they take toward solving problems. Where the "confused fact-finder" proceeds as if the goal is to find the single "correct" answer in isolated facts based on what feels right, "pragmatic performers" and "strategic revisioners" are more concerned with gathering all the information they can, considering the context, and objectively comparing alternatives in order to make decisions. Wolcott suggests some great learning activities to help scaffold students to the next level of performance. Students at lower levels need more help exploring other perspectives and identifying their own biases. Students at higher levels need guidance on evaluating multiple perspectives and creating their own knowledge to solve problems. Check out the educator resources on their website for models, activities, rubrics, and other resources: <https://wolcottlynch.com/>