



CTL Notes

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CTL Upcoming Events

***The Case Method of Classroom Teaching:
Student-Centered Inquiry, Discovery and Learning***

Tuesday, January 25, 2011 12:00pm-1:00pm

JHN 136/137

Early in her professorial career, Dr. Jeanne Hey was trained in the case method of college teaching at Harvard University, Kennedy School of Government. The case method takes a "case" - a reading, film, play, interview, problem, public lecture, or a set of data - and uses class discussion to extract questions, answers, solutions, opinions, and other forms of learning from it. The teacher is a facilitator of student-led learning, rather than a provider of content. Jeanne will demonstrate the case method and work with participants to identify ways to integrate case teaching into their courses.

What Does It Mean to Situate Learning in the Learner's Experience?

Thursday February 3, 2011 12:00pm-1:00pm

JHN 136/137

The notion that learning must be situated in the learner's experience has become a fundamental tenet in contemporary cognitive science. The literature on learning and pedagogy focuses on understanding the knowledge that the learner brings to any learning endeavor. Thus, appreciating the context in which new problems are presented becomes an important part of the preparation for learning. Missing from this discussion, however, is an understanding of the learner's intellectual development, especially those changes that occur during the college years as described by William Perry, Robert Kegan and Marcia Baxter Magolda. In this CTL Conversation, Dr. Leonard Mark, Miami University's Interim Chair of Psychology, helps participants focus on ways the context in which learning is situated should encompass the student's epistemic beliefs about the nature of knowledge and the importance of using evidence in deciding what to believe.

Happy New Year

From

The Center for Teaching and Learning!!!!

MIDDFEST: A FEW REFLECTIONS

By Mel Cohen

While there were certainly many factors, including my inability to say “no,” the camaraderie, and the opportunity to hone my skills with a hammer and my new-found friend, the cordless drill; it really came down to one thing: education.

Shortly after arriving on campus I was asked to meet with a group of exchange students and discuss Well I wasn't told exactly what we were to discuss, but it really didn't matter. I showed up at the appointed hour and place, but the students failed to appear. That was my introduction to Middfest. Given the less than auspicious beginning, why did I continue and devote so much time and energy to Middfest in the years that followed?

The simple answer would be that I was new on the block and needed to have “service” if I wanted to remain at the university. While this may have been true, I could have done much less. Instead, I was drawn in more and more deeply, much deeper than I needed to be to simply fill the service requirement. Why did I let this happen?

While there were certainly many factors, including my inability to say “no,” the camaraderie, and the opportunity to hone my skills with a hammer and my new-found friend, the cordless drill; it really came down to one thing: education. For many of those attending Middfest or who experience the significant outreach that takes place in the weeks prior to Middfest weekend, this may be as close as they come to international travel and directly experiencing a country outside the United States. However, Middfest's educational impact is not simply among those attending, it is also about educating those who create Middfest.

Looking back (and forward) our students are among those who become educated through the Middfest experience. By helping to develop and bring to fruition an exhibit, they begin to learn about the country highlighted in any given year. However, even more importantly, they become involved in the creation of a product designed to educate others. They learn what it takes (i.e., conceptualization, research, implementation and final presentation) to develop a worthwhile educational experience for others. They also see that their input and skills are critical. Without student skills, ideas, and willingness to take risks, my work at Middfest would not have been possible. As I think

back



Middfest Con't



over the student contributions, I am both thrilled and touched by building a time machine from pieces of discarded electronics, drawing life-size figures of gauchos and cowboys, painting realistic facades for numerous street scenes, creating a Korean courtyard, and becoming Spinoza and welcoming guests to seventeenth century Netherlands. In all these cases, and countless others, students became teachers; they educated me as well as those attending Middfest.

I will never forget the experience of one student who served as an anti-Pinochet demonstrator. In some cases she was asked by those attending, in some cases Chileans themselves, “Why are you doing this (i.e., protesting against the Pinochet government)?” She needed to respond by explaining why someone would protest against the regime in 1970s and 1980s Chile. In order to respond, she needed to understand something of the context and why feelings might have run high at the time. The importance of her “protest” became clear to this student when one Chilean woman tearfully thanked her and explained that she herself had done the same when she was a young student in Chile. At that moment the student understood that Middfest was not simply a festival and that what she was doing was not simply entertaining. Education truly does take many forms.



Call for Nominations!!! Deadline February 4, 2011!!!

Introduction

The Miami University Middletown Excellence in Teaching Award is given annually to honor faculty members whose work epitomizes the University's ideals of dedication, commitment, and excellence in teaching. Awards will be presented in two categories: full-time faculty, and part-time faculty. Recipients will be the Middletown campus nominees for the Ohio Association of Two-Year Colleges Teacher of the Year and will be Miami Middletown's representatives at award ceremonies conducted by the Greater Cincinnati Consortium Of Colleges and Universities and by the Southwestern Ohio Council for Higher Education. Additionally, the Center for Teaching and Learning will award professional expense stipends of \$500 and \$250, respectively, to the full-time and part-time faculty award recipients.

Eligibility

All faculty members who have taught at Miami University for a minimum of three years are eligible to be nominated for this award. A faculty member who has previously received this award is eligible for nomination again after a period of five years from receipt of the previous award. Nominations can be made by any member of the campus community.

Criteria

In evaluating excellence the Committee will be looking for evidence of teaching that

- Is creative and innovative.
- Engages students with other learners.
- Stimulates students to think critically.
- Promotes understanding of contexts.
- Inspires and encourages student learning.

Annual Process

1. The Call for Nominations will be distributed by the Center for Teaching and Learning (CTL) by Wednesday, December 1, 2010. Nominations should be made using the attached form and submitted no later than Friday, February 4, 2011. Nominations may be submitted by email to mumctl@muohio.edu or by delivering a completed form to [Dr. Susan Marine](#) in Room 11 Johnston Hall or 216 Levey Hall.
2. Nominees will be notified with an invitational letter to meet with their coordinator/chair for assistance in documenting the criteria outlined above. (Nominees who choose not to participate in the award process should notify the CTL as soon as possible at 7-3464 or by email at mumctl@muohio.edu.) Please send the candidate materials to [Dr. Susan Marine](#). The deadline for submission of candidate materials is Friday, February 25, 2011.
3. The Teaching Awards Committee will be announced at the annual MUM Awards Ceremony in April.

Award Committee

The committee is composed of the award recipients of the Miami University Middletown Excellence in Teaching Award from the past two years plus one member of the CTL Leadership Collaborative. Each award winner will become a member of the committee in the years subsequently to receipt of their award and serve on the committee for two years. ***Nominations should be delivered to [Dr. Susan Marine](#) 216 LVH or 11JHN no later than Friday, February 4, 2011. Nominations may also be submitted via email to mumctl@muohio.edu or mariness@muohio.edu***

Teaching and Learning Books @ Miami University Libraries, 2010

By Beth Tumbleson



In winter, plants go dormant and some animals hibernate. What about those who make their living teaching and learning? These cold, dark days of winter are ideal conditions for reading a new library book to improve your 21st century skills and expand your thinking on how you to connect with students to deepen their learning. See the five book titles published in 2010 and consider checking one out from Miami University Libraries. The links connect to the detailed bibliographic record in the online catalog. Compiled by Beth Tumbleson

JAN 2011

[Assessment in special and inclusive education / John Salvia, James E. Ysseldyke, Sara Bolt. 2010](#)

[Breaking the mold of school instruction and organization : innovative and successful practices for the twenty-first century / edited by Andrea Honigsfeld and Audrey Cohan](#)

[Cultivating curious and creative minds : the role of teachers and teacher educators / edited by Cheryl J. Craig and Louise F. Deretchin](#)

[Learner-centered instruction : building relationships for student success / Jeffrey H.D. Cornelius-White, Adam P. Harbaugh. 2010](#)

[The new science of teaching and learning : using the best of mind, brain, and education science in the classroom / Tracey Tokuhama-Espinosa ; foreword by Pat Wolfe](#)

FEB 2011

[The heart of higher education : a call to renewal : transforming the academy through collegial conversations / Parker J. Palmer and Arthur Zajonc, with Megan Scribner ; foreword by Mark Nepo](#)

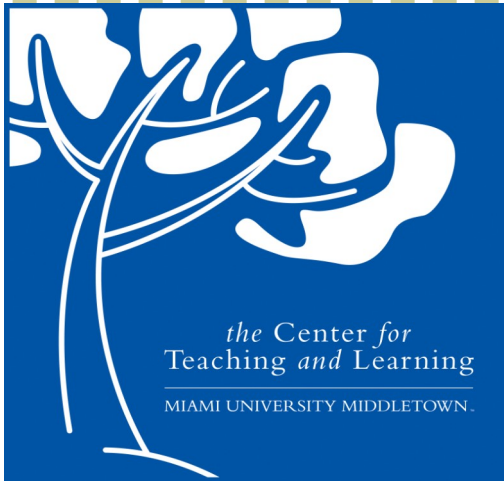
.....
[Integral education : new directions for higher learning / edited by Sean Esbjörn-Hargens, Jonathan Reams, Olen Gunnlaugson](#)

[Preparing students with disabilities for college success : a practical guide to transition planning / edited by Stan F. Shaw, Joseph W. Madaus, and Lyman L. Dukes, III](#)

.....
[Twentieth-century higher education : elite to mass to universal / Martin Trow ; edited by Michael Burrage](#)

.....
[Understanding the international student ex- perience / Catherine Montgomery](#)





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CTL Office Hours

Each member of the CTL Leadership Collaborative staffs the office at least two hours during the week. Often a member works on CTL-related projects. Staff also welcomes faculty, staff, and students who want to discuss issues related to teaching and learning or browse the library of books, journals, and handouts.

CTL Office Spring 2010 Schedule

Monday 12:30 pm- 1:45 pm CTL Meeting

3:30 pm- 5:00 pm Jennifer

4:00 pm - 6:00 pm John

Tuesday 8:00 am- 11:00 am Jennifer

10:00 am - 12:00 noon Beth

12:30 pm- 5:30 pm Jennifer

Wednesday 9:15 am - 11:45 am Ellenmarie

12:30 pm- 2:30 pm Eric

3:30 pm- 5:30 pm Jennifer

Thursday 8:00 am- 11:00 am Jennifer

10:00 am- 12:30 pm Lizz

2:15 pm-4:15 pm Susan

4:00 pm - 5:00 pm Jennifer

Friday 8:00am -12:00pm Jennifer