

MnSCU CTL Update



Minnesota State Colleges and Universities – Center for Teaching and Learning Email Newsletter
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Editor's Musings

Stereotype Threats in Education— from the AAHE Conference

I'd like to share with you just a little of what I learned at this year's American Association of Higher Education Conference in Anaheim. The theme of the conference was "To Form a More Perfect Union: Diversity and Learning" and one of the most riveting keynote speakers was Claude Steele, professor and chair of the Department of Psychology at Stanford University. Steele's research deals with an issue of concern to every educator—how is student success undermined by the presence of stereotype threats?

Steele points out that failure is an important component of learning for any student. But when you are African-American or a woman studying advanced math, your personal failure may be seen as confirming society's negative stereotypes about your group and the ability of its members to achieve. The threat of stereotypes or of being seen and treated stereotypically can, in turn, prevent such students from building the connections that make their succeeding in courses and performing well on tests more likely.

Steele's research results are striking:

A group of top male athletes, half African-American and half Caucasian, are assembled for a round of golf. The two groups are well matched with regard to athletic ability and are equally skilled in golf. When they are told that this test is

designed to measure their natural athletic ability, the African-American males performed significantly better than their Caucasian counterparts. Now, imagine the same set up with a new group of athletes, also equally matched in every way. This group is told that this is a test of their strategic intelligence. What happens? The Caucasian golfers perform significantly better than their African-American counterparts.

Here's another. Top male and female undergraduate math majors are assembled for a test. Their skills in mathematics are equal. They are asked to take a very difficult, graduate level test in mathematics. As might be expected, the two groups perform equally well. Now imagine the same set up with a new group of male and female math majors, also equally matched in every way. They are asked to take the same test but this time, at the top of the test, they are asked to fill in a blank that identifies them as male or female. Can you guess what happens? The female students perform significantly more poorly than their male counterparts.

Steele ran the test again with a new group of male and female math majors, and again asked them to fill in the blank that identifies their gender. This time the female students were told, "You may have heard that women do more poorly on math tests *but* this is not true about *this* test." What happens,

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now? The women and men perform equally well. The added instruction seemed to correct for the presence of the stereotype threat. In other test situations, Steele found that in general when students are asked to list their race or gender, female and African-American students perform more poorly. Steele points out that you need not believe in the stereotype for it to function in the classroom or in a testing situation.

As educators we need to be cognizant that negative stereotypes pose a threat to the success of our students. I'm hopeful that awareness of these situations will help us create strategies for reducing the impact of negative stereotypes and help students threatened by them to excel.

Gretchen C. Dorn, Editor
Faculty Development Coordinator
MnSCU Center for Teaching and Learning

CTL/MnSCU News

The CTL Says Farewell and Best Wishes to Karen Schwartz

As many of you already know, the MnSCU CTL's secretary, Karen Schwartz, has accepted another position (with Ernst and Young, an international accounting firm). Karen began her new job on April 24 and we are most certainly feeling the loss! She is greatly missed by all, but we also want to congratulate her on this new position that offers her exciting new opportunities (and private sector benefits!) Theresa Matzek (a temp from Jeane Thorne) has been hired to fill in until we can find a permanent replacement.

Congratulations, Service Learning Award Winners, Lois Schmidt and Susan Giguere!

Lois Schmidt, English faculty from Hibbing CC and Susan Giguere, Director of the Center for Community Based Learning at Metro State were recognized at the Minnesota Campus Compact president's meeting on April 25 for their outstanding commitment to service learning. CTL Director, Jane Miller, presented the awards.

Discipline & Program Workshops

Congratulations to the following faculty who received grants for program, discipline or interdisciplinary workshops to be held this coming fall:

Discipline: Developmental Education (MNADE)
Title: Defining Developmental Education: A Dialogue to Improve Student Learning
Date: October 5-6, 2000
Contact Person: Dr. James Wilmesmeier
wilm@stcloudstate.edu

Discipline: Chemical Dependency

Title: Alcohol and Drug Counseling Faculty Development Workshop

Date: TBA

Contact Person: William Payne
bill.payne@metrostate.edu

Discipline: Philosophy, Biology, Environmental Science

Title: Ethics and the Environment in the 21st Century: Conversations about Nature, Culture, and the Common Good

Date: November 17-18, 2000

Contact Person: M.J. Abhishaker
m.abhishaker@nr.cc.mn.edu

Each year the CTL solicits proposals for system-wide, discipline and program-based workshops. These one-day events are open to all MnSCU faculty in the discipline or program. Guidelines and samples are posted on our website at <http://www.ctl.mnscu.edu/discipli.html>. The next call for proposals for discipline and program workshops will go out on August 15, 2000 with an October 1, 2000 deadline for proposal submission. These workshops will then be organized for spring of 2001. If your program or discipline has not held a workshop, please consider applying for one of these grants. We want to encourage all faculty to take advantage of the funds available for them to share best practices in teaching and learning within their program area or discipline!

Spring Campus CTL Leaders' Workshop

Each spring and fall campus CTL leaders from around the state meet to share what's new in teaching and learning. It's a time to learn from one another and to hear the latest about developments at the Center for Teaching and Learning. The most recent workshop, held this past April 6 - 7 at Ruttger's resort near Brainerd, allowed campus leaders time to review grant writing for Discipline/Program Workshops and Faculty Small Grants. We also heard the latest news about the Bush - Learning by Doing Grant, met by regions to share best practices and met by subsystems to discuss common challenges. CTL faculty development coordinators shared "Take Homes" that included using guided imagery in teaching, classroom assessment techniques, and technology & teaching. . . and a good time was had by all! Can you find your Campus CTL leader in the pictures on the next page?

Campus CTL Leaders—Reminder

Your CTL year-end report is due in May. . . O.K., it's really not due until June 15 but why not get it to us before you leave campus for the summer. We will need your report in order to release your stipend. Instructions for completing your year-end report are on page 38 of your CTL Campus Leader Manual. Thanks for taking time for this important year-end check in! We'll be looking for them.



**Kathryn Kelly with the Northwest, West Central,
and Metro Regions.
Can you find your Campus CTL Leader?**



**Brenda Lyseng with the Southwest, Southeast,
and Metro Regions.
Can you find your Campus CTL Leader?**



**Gretchen Dorn with the Northeast, East Central,
and Metro Regions.
Can you find your Campus CTL Leader?**

Apply for a Faculty Summer Internship with the CTL!

Consider applying for one of three faculty internships to work on a variety of CTL projects. Internships will run for a maximum of 6 weeks, will be flexible with regard to work times/days, and may, for certain projects, be accomplished at home or from a remote site. Pay will be consistent with your current rate of faculty pay for summer work. For more information and to apply, contact Jane Miller, CTL Director, at 651-649-5741 or jane.miller@so.mnscu.edu.

Possible project areas include:

1. Information Dissemination: Help us analyze information that we distribute from CTL (Videos, *Update*, web site). Develop a common “look” to our materials (graphics, content, etc.). Develop a video lending library where we will catalog existing videos and put together an annotated list for use by our MnSCU faculty.
2. Research: Assist Evaluation Coordinator with organizing the Learning By Doing grants data base (grants recipients, characteristics of projects, assess-

ment, etc.) and analysis of commonalities and differences among LBD projects. Create a “LBD Best Practices” publication for distribution in the Fall. Investigate examples of “excellence” in MnSCU teaching and learning.

3. Assessment/evaluation: Over the summer, we want to contact all Year 2000 LBD grant recipients to see what questions they have about implementing evaluation and assessment and to provide resources (e.g. publications) if they need them.

4. CTL Follow-up: Explore and develop a system for “follow-up” to determine how well central staff is working with campus CTL Leaders and responding to their needs.

5. CTL Models: What do other University systems do in areas of faculty training, assessment, recognition of teaching best practices, research into teaching and learning, etc. Survey and document faculty development efforts in other major state university systems.

CTL/MnSCU Conferences and Workshops—listed in order of occurrence

CTL Summer Conference 2000, August 6–9, Cragun's Resort in Brainerd—*Teaching and Learning: Where Rivers Meet*

The Summer 2000 Conference, “Teaching and Learning: Where Rivers Meet,” will celebrate our passion for teaching and ask us to explore how we bring soul to our work. In addition to this primary emphasis on self-reflection in teaching and learning, exploring diversity will be another major theme of the conference. Traditional teaching and learning themes, such as assessment, technology, and teaching techniques will also have a place at this event. Keynote speakers include David Whyte, Bill Holm, Jerrilyn Brewer, and Lee Mun Wah. The conference is free of charge for MnSCU faculty and will be limited to 300 participants. Registration has been heavy but, as of this writing, there are still a few spots left. You must register on-line at our website, www.ctl.mnscu.edu. There are still a few spots left. We are looking forward to an outstanding conference!

About our keynote speakers:

David Whyte is an internationally renowned poet and author whose life work is directed toward recognizing the need for soul in the workplace. In addition to many volumes of poetry, he is the author of the acclaimed book, *The Heart Aroused: Poetry and the Preservation of the Soul in Corporate America*, contributor to the *Soul Of Business*, and videotaped keynote speaker for organizations like AT&T, Boeing and Blue Cross, as well as educational institutions like The Center for Creative Leadership, the Covey Leadership Center, and Stanford University.

Bill Holm, who may be best known for his book, *Coming Home Crazy*, written after his teaching experience in China will talk about the metaphors that currently threaten to guide our teaching efforts into inappropriate waters. Holm will provide the opening keynote address on Sunday.

Jerrilyn Brewer is the Director of Educational Support Services at Western Technical College in Wisconsin and a frequent presenter around the state of Minnesota. In her Tuesday keynote, she will be talking about the merging rivers of vocational and academic education.

Lee Mun Wah, a nationally acclaimed lecturer and trainer and Executive Director and founder of StirFry Seminars, will provide our final keynote on Wednesday morning. Mun Wah is a Chinese American community therapist, documentary filmmaker, educator, performing poet, Asian Folkteller and author. On Tuesday night we will show his powerful film,

The Color of Fear, and you may join Mun Wah as he personally facilitates a discussion following the film. He says of the film, “There’s a lot of anger in this film...but what it’s really all about is taking responsibility for our stereotypes, seeing each other’s pain and coming together as a community of cultures.” *The Color of Fear* won the Gold Apple Award for the Best Social Studies Documentary for 1995 at the National Education Media Competition.

Daily conference breakout sessions include: *Navigation Tools* (assessment and technology), *White Waters* (classroom teaching techniques), *The River Within* (passion, soul, and diversity in teaching).

For additional information, contact Gretchen Dorn (651-649-5744 or gretchen.dorn@so.mnscu.edu), Kathryn Kelly (651-649-5745 or kathryn.kelly@so.mnscu.edu), or Brenda Lyseng (651-649-5747 or brenda.lyseng@so.mnscu.edu). We’re looking forward to seeing many of you at this exceptional August conference.

First-Ever CTL Regional Conference, November 2–4, 2000—*save the date!*

The CTL Northwest and West Regions (Bemidji State; Northland TC at Detroit Lakes, Bemidji, East Grand Forks, Moorhead, and Wadena; Alexandria TC; Fergus Falls CC; Moorhead State; and Ridgewater CTC at Wilmar and Hutchinson—whew!) invite all MnSCU faculty to our first-ever regional conference, *Getting There From Here: Our Teaching Paths and Journeys* to be held **November 2–4** at Moorhead State. Kathryn Kelly, CTL faculty development coordinator for the Northwest and West regions, reports that faculty will be arriving *By Land*—Humor in the Classroom with Stevie Ray, *By Sea*—Learning by Doing, and *By Air*—Service Learning and Case Studies. Professor Mary Lundeborg, Teacher of the year, University of Wisconsin at River Falls and author of *Case Studies* will deliver the keynote, *Where are we Going? The Role of Case Studies in our Interactive Classrooms*.

Other Assorted Conferences and Workshops—listed in order of occurrence

AAHE Assessment Conference, *Rising Expectations: Can Assessment Deliver?*—June 14–17, 2000 This American Association for Higher Education (AAHE) conference will be held at the Charlotte convention Center in North Carolina. Go to www.aahe.org for more information.

5th Annual International Institute Northwestern University—June 21–23, *What Do the Best Teachers Do?* Conference dates are June 21–23, 2000 with a registration deadline of May 15, 2000. The conference will be held in Evanston, Illinois. Go to <http://president.scfte.nwu.edu/generaldetails.htm> for more information.

Lilly Conferences—June 21-24, 2000

Choose from one of three topics: *Improving a College/University Teaching Evaluation System* (Richlin), *Developing and Implementing Faculty Learning Communities* (Cox, Stevens, Cottell), or *Teaching and Learning Styles* (Grasha). The conference will be held in Ashland, Oregon with an application deadline of March 1, 2000. Go to <http://www.iats.com> for more information.

This event, *Critical Thinking Development and Diversity Issues-Workshops* will be held in San Antonio, Texas at Trinity University on July 28-29, 2000. The registration deadline is April 21, 200 and the deadline to submit proposals is Proposals Due: March 1, 2000 Go to <http://www.iats.com> for more information.

8th National Conference of the Council on Undergraduate Research—June 22–24, 2000

The Many Facets of Undergraduate Research will be held at The College of Wooster in Wooster, Ohio. Faculty development, doing research with undergraduates, inquiry-based and hands-on learning, collaborations, facilities for undergraduate research, and interdisciplinary research will be some of the workshops offered at this conference. For details go to the “meetings” link at www.cur.org

Higher Education for a New Century: Partnerships, Productivity, Performance—June 29–July 1, 2000

Participants in this conference will examine facets of institutional leadership and change that will strengthen postsecondary education. The deadline for proposal submission is April 10, 2000. The conference will be held in Los Angeles, California at the University of Southern California. Go to <http://www.usc.edu/dept/chepa/newcentury> for more information.

Best Practices in Faculty Development—July 8–12

This conference will be held July 8-12, 2000 in Newark, Delaware at the University of Delaware. This institute is designed for newcomers and those aspiring to faculty development positions in two- or four-year colleges or universities. Topic areas include: investigating faculty development, designing, promoting and evaluating programs, multi-cultural considerations, instructional technologies, integrating research, faculty consulting, faculty evaluation, and reflective practice. Go to www.udel.edu/cte/fdi.html or contact gabriele@udel.edu, jgreene@udel.edu for more information.

AAHE Summer Academy, Organizing for Learning—

July 19–23, 2000 This American Association for Higher Education (AAHE) conference will be held in Snowbird, Utah. Go to www.aahe.org for more information.

Professional & Organizational Development Network in Higher Education (POD), Brave New Millennium—November 8–12, 2000

This conference will be held at the Bayshore Westin Hotel in Vancouver, British Columbia. POD supports a network of nearly 1,200 members in the U.S., Canada, and 13 other countries. POD areas of emphasis include faculty development, instructional development, and organizational development. The conference theme, “Brave New Millennium,” implies a question for reflection, “what does it take courage to do or be?” Participants will examine their own courageous stances toward being different, initiating change, and accepting the bravery that leads to action. For more information about this conference, go to <http://www.podnetwork.org/main.html>

The Collaboration for the advancement of college teaching & learning, Building The New Learning Communities—November 17–18, 2000

This conference will be held in Minneapolis at the Double Tree Park Place Hotel this next fall. Participants will explore learning communities in their various forms, with emphasis on how these ways of structuring the learning experience can foster student learning. More information about this conference is available at <http://www.collab.org>

The Kellogg

On April 14 and 15, 2000, the Kellogg Fellows and a small contingency of MnSCU deans and faculty chairs/program coordinators, met with Dr. Ann Lucas, Consultant, Professor of Organization Development at Fairleigh Dickinson University, and author of the books: *Strengthening Departmental Leadership* (1994) and more recently, *Leading Academic Change* (2000). Dr. Lucas provided many helpful and insightful perspectives in her presentation of “Leadership at the Institutional Level.”

The Bush

Congratulations to 49 Learning-by-Doing Grant Recipients!

We received 90 proposals representing over \$1 million in requests. The 49 grants that were awarded were 29% individual, 47% team, and 24% institutional with approximately \$575,000 awarded. All institutional types are represented at every funding level.

Barbara Bassett, South Central Technical College—Mankato
Faculty Service Learning

Jim Bergquist, Fergus Falls Community College
Combining lab experiments with computer simulations and other learning tools in a Calculus-based Physics Course

Katherine Bougalis, Hibbing Community College
Meaningful Links between the Theoretical and Clinical Components
of Nursing Practice

Richard Bynum, Moorhead State University
Engaging the interplay between theory and practice: Developing
service learning as a pedagogical approach on the MSU campus

Dan Chick, Minnesota State College – Southeast Technical
Impacting Transfer of Training for Industrial Safety

Patrick Coppens, Moorhead State University
A Hands-on Graduate Seminar on Speech-Language Therapy
with Alzheimer's Disease Patients

Ginny Coyle, Century College
Integrating Vocational Education Curriculum with a
Student-directed Research Project

Gill Creel, Minneapolis Community & Technical College
Developing a Field Experience to Pair with
"Working with Youth" Course

Geoff Cunfer, Southwest State University
Using GIS Technology to foster collaborative
active learning

Kevin Dobbe, Rochester Community & Technical College
Learning By Doing: Student-Created CD ROM College
Catalog and Program Planning, Development, and Creation

Rhonda Ficek, Moorhead State University
Service Learning: Online Database Development for a
Non-Profit Organization

Jane Giedt, Moorhead State University
Interactive Internet Courses for RN to BSN

EducationDebra Gold, St. Cloud State University
Biocultural Approaches to Issues of Race and Racism: An
Active Learning Visiting Scholars Program
in Anthropology

Lynne Groves, South Central Technical College
Active Learning Readiness Project

Patrick Guilfoile, Bemidji State University
Reinventing a microbiology course: Enhancing Active
Learning with advance laboratories and the inclusion of case
studies.

Mark Hansel, Moorhead State University
Active Learning of Basic Statistics Linking Disciplinary
Content to Empirical Evidence

Ryan Harden, Central Lake College – Brainerd
Radon and the Community

Patricia Hauslein, St. Cloud State University
Investigating the Principles of Biology

Steve Henslin, Minnesota West CTC
MnWEB Enterprising

Judy Hovelson, Winona State University
WSU and Community Educational Partnership

Peggy Karsten, Ridgewater CTC
The Art of the Book

Michele Keane, Lake Superior College
Learning Community Initiative

Timothy Kroeger, Bemidji State University
A Field-Orientated Study Site for Undergraduate and Graduate
Students of Hydrogeology

Mary Kuldaneck, Rainy River Community College
Electronic Portfolios: Interactively Documenting Students
Academic Achievement

Alan Linda, Northwest Technical College
Learning by Doing

Colleen Livingston, Bemidji State University
Statistical Experiments in the Natural Sciences

Leo Lukas, Vermilion Community College
Wilderness Summer Institute

Marc Markell, St. Cloud University
Electronic Portfolio: An Authentic Tool for Professional Develop-
ment & Technological Proficiency

Mary Martin, Metropolitan State University
Racial/Ethnic Identity Exploration

Patrick Mathias, Itasca Community College
Class Act Business Experiential Lab

Anthony Miltich, Fergus Falls Community College
Learning Connections: A Student Project(ion)

Paul Nelson, Northwest Technical College – Bemidji
Learning by Doing

Thomas O'Connell, Metropolitan State University
Community-Based Research

Christine Olson, Southwest State University
Cross-Cultural Psychology Course: Instruction in Use of Narrative
Interview as Understanding Cultural Identity
of Self and Others

Patricia Parsons, Riverland Community College
Physical Assessment of a Community Member

Kathleen Peak, Rochester Community & Technical College
Development of Alternative Mathematics Program for Basic
Mathematics

Loretta Petrie, Northland Community & Technical College
The Use of Student Graduation Portfolios to Measure Skills
Acquisition in Supervised Service Learning Settings and the
Benefits of Multidisciplinary Groups

Bruce Poburka, Minnesota State University, Mankato
Building Competence: A Clinical Skills Portfolios and
Alternate Plan Paper Option

Deborah Proctor, Pine Technical College
Establishing Best Practices in Faculty Training—
“Smart Teachers in Smart Classrooms”

Margaret Pryately, St. Cloud State University
Cultural Impact on Direct Sales Creative Memories Inc.
and Intercultural Communication

Wayne Quirk, Minnesota State University, Mankato
The Undergraduate Research Conference

Mike Radmanovich, Pine Technical College
Team Learning in Manufacturing Technology

Sharon Rice Vaughn, Metropolitan State University
Campus-wide Violence Prevention Project

Carol Rikke, Minnesota West Community & Technical
College Automation Technician

Ann Rotto, Fergus Falls Community College
Expanding Service Learning/Ethic and Civic
Responsibility Active Learning Options at FFC

Susan Sobelson, Minneapolis Community & Technical
College—Developing a Field Experience to Pair with
“Working with Youth” Course

Ron Ulseth, Itasca Community College
Calculus and Physics in the IL - An Engineering Design,
Project-Based Learning Approach

William Wagner, Minnesota State University, Mankato
Active Learning in Social Science Research

Mark Wagstaff, St. Cloud State University
Husky Challenge Course Program

James Weber, St. Cloud State University
Involving Students in the Scholarships of Discovery,
Integration and Teaching in Developing Areas Within
Information Systems

Linda Wimmer, Southwest State University
Somalia in African History and in Diaspora: A Case Study

Professional Development Resources

2000-2001 U.S. Professors of the Year Program is underwritten by The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education. Salute extraordinary undergraduate teaching by honoring the educational leaders at your institution who inspire and motivate others. Awards are in four categories:

- Baccalaureate Colleges
- Community or Technical Colleges
- Master's Universities and Colleges
- Research and Doctoral Universities

Each of the four category winners will receive a \$5,000 cash award and a framed citation from the Carnegie Foundation. In addition, the winners will receive national recognition in a variety of ways. **Entry materials are due to CASE no later than Friday, May 12, 2000.** You can print out the complete entry form and guidelines from the associated web site, <http://www.case.org/awards>, or call (202) 478-5646 (brown@case.org) to speak with Malia Brown, CASE's senior communications program coordinator.

“Faculty Development: Who Needs It?” a video produced by Lynn Sorenson, Associate Director of the Faculty Center at Brigham Young University, is an introduction to faculty development in higher education. The film uses vignettes to dramatize difficulties and aspirations of a new faculty member, a department chair, and a dean who raise issues about faculty career support, learning communities, and teaching & research. The issues this film address include instructional, faculty, and organizational development. It asks questions such as how can these endeavors support faculty administrators, and ultimately students? How do they intersect? What Campus needs are addressed through development efforts?

Jane Miller, CTL Director, has previewed this video and would be happy to speak with you about it. (651-649-5741, jane.miller@so.mnscu.edu) She says of this video, “I think this will be a wonderful discussion-starter. . . It really helped to unpack many of the myths about faculty development (e.g. that it's **not** rigorous or based on research; that it's fluffy; that it's not about organizational development) . . . plus, it's *funny*.”

The video runs 20 minutes. You can order the video at <http://creativeworks.byu.edu/catalog/> You will need to type in “faculty” in the white “search space.”

Want to spice up your online courses? Take a look at the article that appeared in *The Chronicle of Higher Education* (<http://chronicle.com>) about the adventures of Community College instructor, Libby Roeger, who works hard to put student appeal into her online courses. Solving mysteries, going on scavenger hunts, and doing battle in “the punctuation wars” are all part of Roeger's online English courses. She believes the “gimmicks” help to keep things interesting and also

help to build close relationships. “The students are getting as much brain exchange as they would if they were with me in the classroom,” Roeger says. Subscribers can read this story on the Web at this address: <http://chronicle.com/free/2000/02/2000020101u.htm>

Three Books on Teaching as Acting

Here are three resources that look at the similarities between teaching and acting.

Barry, J. *Gentleman Under The Elms*. Providence: Brown University, 1982.

Burns, M., & Woods, P. *Teacher as Actor*. Dubuque, IA: Kendall/hunt Publishing, 1992.
(mburns@vines.colostate.edu)

Highet, G. *The Art of Teaching*. New York: Vintage Press, 1950.

Cyber Resources: LINKS

<http://csf.colorado.edu/sl/> Service-Learning The Home of Service-Learning on the World Wide Web. The purpose of this site is to serve as a virtual guide to, and library of, service-learning. It's primary focus is service-learning in higher education. CTL Director, Jane Miller, loves this site; it is packed with resources!

<http://www.southwest.msus/mninstruc> MN.INSTRUCT newsletter, *MINT* (MN.INSTRUCT'S Newsletter of Technology) can be found at this URL—click on the newsletter link. *MINT* is published monthly during the academic year. Recent articles include *The Digital divide: Real or Virtual?*—What is the digital divide? How does it affect Higher Education?

<http://jaie.asu.edu> *The Journal of American Indian Education* constitutes an invaluable record of the policy and thinking that have covered the development of the educational system for American Indians in the last half of the 20th Century. Over 1,000 articles were scanned and converted to html scanning the forty-year history of this unique scholarly journal. The First thirty years of this journal are available at the URL listed above.

<http://www.computerbob.com> ComputerBob “Making geek-speak chic.” Computer Bob is no stranger to faculty at Inver Hills Community College in Inver Grove Heights. We've decided it's time to share a good thing! Besides his course syllabi and policies, ComputerBob's site contains many articles he's written on computer topics, hundreds of links to other sites, and over 100 pieces of useful freeware/shareware. He also publishes his own free email newsletter, covering computer and technology topics.

<http://www.mnVU.org/> MnVU provides a list of all online courses offered throughout Minnesota. This resource includes not only all MnSCU courses but courses offered at the U of M and private colleges as well.

CTL Teaching Tip

Teaching Ideas—Science Labs

Brenda Lyseng, CTL Faculty Development Coordinator

This is the time of year when we can reflect back and evaluate our courses and classroom activities. Keep in mind the process of course development: goals, curriculum (content), instruction (activities), and assessment.

If you teach in the sciences, you probably have a goal for the course that includes understanding the scientific method. Labs are the natural place for students to experience the skills involved in the scientific method. I'd like to encourage you to think about how “open” the lab experience is for your students. Is the door locked? In this scenario, students are given procedures to follow, lab sheets have data tables laid out for them and blanks to fill in. website: www.accessexcellence.org/ Find the reference to the abstract for Science Laboratory Instruction: Summary of Findings and Implications from Four Companion Studies by Priestley, Priestley, and Schmuckler, and Hilosky, Sutman and Wang at www.accessexcellence.org/21st/SER/JA/scienceLABs_1.html

The level of thinking required is Knowledge according to Bloom's Taxonomy. Perhaps the door is way open: students develop a problem to solve, develop their own procedures and draw their own conclusions, and assessment activities require creativity and independent thinking. Synthesis/Evaluation levels of thinking are required. You may want to consider planning for your next course to start with the door locked or tightly closed if necessary, and slowly open the door until it is way open. By doing this students gain skills and confidence to make the transition to independent thinking. My experience has been that once students and faculty start opening the door, you'll have a hard time going closing the door.

CTL Cafe

Chet's Taverna in St. Paul— The Official Restaurant of the MnSCU CTL

As every campus CTL leader will testify, food, glorious food is central to successful faculty development activities! So how's the food in your corner of the state? We'd love to hear about your favorite restaurant! Call or email Gretchen Dorn with your culinary pick—651-649-5744 or gretchen.dorn@so.mnscu.edu and we'll include it in our newsletter. Duluth? Mankato? Faribault? St. Cloud? Alexandria? Winona? We could eat our way around this state!

So here's a little about our St. Paul favorite, Chet's Taverna. Chet's is located at 791 Raymond Ave. in St. Paul (651-646-2655). It's a storefront sort of place, the kind that if you blink you might miss it. Ambiance? Not much but the food is superb and slightly Mediterranean. Try an appetizer of bruschetta with roasted

eggplant caponata (\$4.50) or maybe a salad of warmed green beans with hazelnuts, pancetta and balsamic vinaigrette (\$5.00). Entrees include penne pasta with duck confit, dried figs and fava beans (\$9.50), lamb shank with braised turnip and carrots with a golden raisin cous cous (\$17.00), or, if you're truly adventurous, a pizza topped with salt cod, sliced potato, capers, thyme and fontina cheese (\$9.00)—hmmm, haven't tried the cod pizza, maybe not.

Chet's is closed on Monday but open 11–9, Tuesday through Saturday, and 5–8 on Sunday. They take reservations only on Friday and Saturday nights.

From all of us at the MnSCU CTL in St. Paul--Bon Appetite!
Send us the culinary picks from your neck of the woods!