

William Paterson University

Th'Ink Well

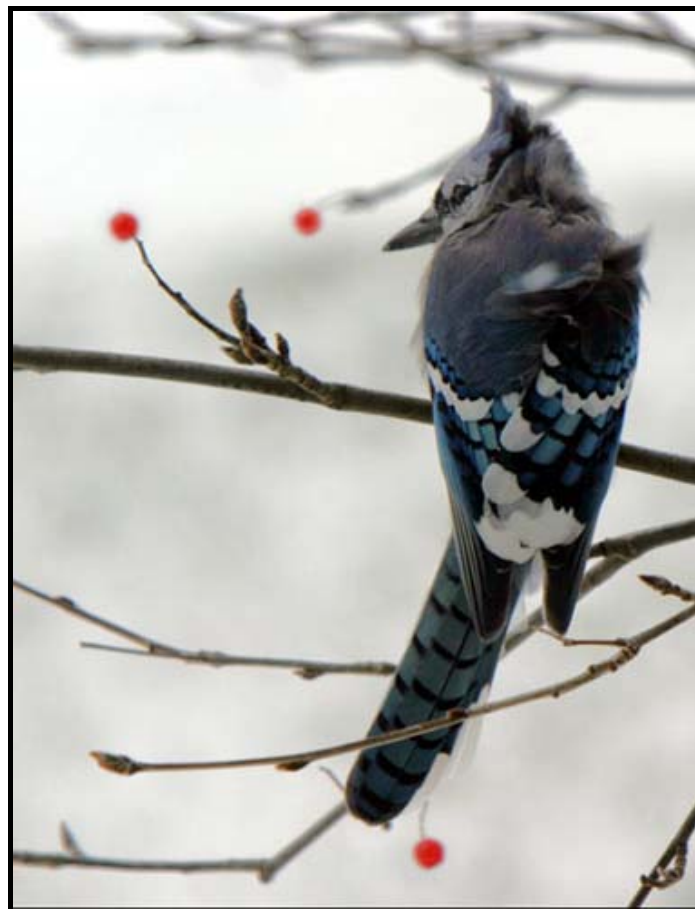
Center for Teaching Excellence

February 2007

Greetings from the Director

Welcome to our first electronic newsletter! In the spirit of the 21st century (availing of technology to promote an economy of resources) we are moving from print to electronic newsletters. We hope to take this monthly opportunity to provide you with a range of teaching-related information. I know we're all swamped with the demands of teaching, research and service, but I hope you'll find this newsletter a handy resource for updates on opportunities for professional growth and development and for information on campus events of relevance to you and your students. To succeed in this aim, we encourage your contributions. Please share with us events of interest to the teaching community, and any and all teaching-related contributions. CTE is here to serve and support faculty - and we'd like this e-newsletter to be *your* voice!

Pixy Ferris



Save the Date: CTE Seminars - Spring 2007

- March 1 - Using Assessment to Improve Learning
- March 8 - Critically Evaluating Web Information
- March 22 - Learning to Think and Thinking to Learn
- April 19 - Stress Management

Interested in a seminar but can't attend? We can send you supportive readings. Just call (x3684) or email (Ferriss@wpunj.edu or Sabatinij@student.wpunj.edu)

IRT Faculty Technology Curriculum

Interested in learning more about using MsWord for grading, updating your Blackboard skills, learning Photoshop, or creating your own Webpage? IRT offers faculty the opportunity to learn all this and more through their Faculty Technology Curriculum workshops. To see the February workshop schedule, or to register, go to <http://www.wpunj.edu/irt/rtc/>.



Use Technology to help your teaching

Professor Connie Bareford, from the Nursing Department, has been hard at work in addressing a challenge related to the assessment of Nursing students. As part of overall efforts to make the department's detailed assessments of students more accessible, Connie has been working with Dr. Kim, in IRT, to create a web-based clinical evaluation, using Cold Fusion, that will allow the Nursing Department to gather, store, and access the information they collect in more efficient ways. While development of this site remains an ongoing work in progress, it is up and running this semester, much to the benefit of the department as a whole.

UPCOMING CAMPUS EVENTS

Partner, Nurture and Guide: The Role of the Teacher - Roundtable Discussion and Workshop

Sponsored by the North American Reggio Emilia Alliance (NAREA)
 William Paterson University
 1600 Valley Road Auditorium
Saturday, February 10, 2007 , 8:30 am - 12:00 pm.

To register, contact Cindy Gennarelli, Director of Child Development Center
 973- 720-2529

Free Event! - Registration closes February 1, 2007

Digital Storytelling

In February, Milda Yildiz will be hosting two workshops on digital storytelling (co-sponsored by TAC and CTE) in which participants will learn to explore and create a video using powerpoints and movie maker and post it on youtube. Dates and times are being decided, but if you are interested, email CTE (Ferriss@wpunj.edu) and we'll inform you of date, time, and place.

Spoken Word Artists

If your class has a performance or intercultural component, you and your students may be interested in a unique event held as part of African Heritage month. On February 7, 2007 at 8 pm in Shea Center, WPUNJ hosts an evening of performance poetry by the Last Poets. With a low admission fee (\$5 for faculty, and \$3 for students) this is quite an opportunity to hear poets from the Harlem Movement: Umar Bin Hassan and Abiodun Oyewole and drummer Don "Babtunde" Eaton.

Teaching Tips Corner

Teaching Students to take Better Notes: Notes on Notetaking

Adapted from <http://www.unl.edu/gradstudies/gsapd/instructional/notetaking.shtml>

Studies find that notetaking helps students' focus attention, promotes more thorough elaboration of ideas, and encourages efforts to relate ideas and organize materials.

There are a number of things the instructor can do to help students take and use their notes more effectively. Here are some tips:

Outline Your Lecture – First, be overt in the organization of your lecture. For example, provide a written outline on the board or as a handout. Second, be discriminating in your use of the board or transparencies as studies show that students will record what the instructor has written. Third, refer to your outline to highlight shifts in topic. Last, use signaling phrases and transition statements such as “these differ in three important ways” or “next...”

Use a Framework – Most information can be organized into a sequence or classification framework. For example, if you're presenting information that illustrates time, space, or a process, it's most likely a sequence. On the other hand, if the information consists of types, parts, characteristics, components, or elements, you can classify it and present the information as a hierarchy. Both patterns can help students contrast and compare the material for similarities and differences.

Tell Students What to Record – Provide explicit instructions, at least in the first few classes, about what to include in class notes.

Challenge Students to Think – Ask the students to paraphrase their notes. Urge them to use their own words. Suggest that they explain their notes to a student seated nearby. To get students to elaborate and extend their notes, ask them to write endings to sentences: “Another example of this might be...”. Such prompts encourage students to connect new material to what they already know, another step toward understanding and retention.

Train Students to Take Better Notes – Give student's feedback on their notes. Occasionally, provide them with your version of lecture notes after class, for comparison. Ask struggling students to show you their lecture notes. Poor notes may be one source of the problem. Recommend that students in trouble re-copy their notes, and in the process organize them, fill in gaps using text, and ferret out the points not completely understood.

Make Time for Notetaking Activities in Class - Use notetaking as a vehicle for encouraging students to think more deeply about the lecture content. By showing concern for notetaking, you exhibit your interest in helping students “learn to learn.” And you may increase the likelihood that your students learn what you teach them.

The Center for Teaching Excellence is a resource for YOU. Our programs are faculty designed to support faculty engaged in the teaching and learning process, and to that end we offer a wide range of service which include:

Instructional development and refinement

Instructional resources

Teaching enhancement activities

Classroom assessment

Teaching portfolio development

Video (or audio) taped observations

Peer teaching observations

Master teacher-led discussion

Student learning assessment

The scholarship of teaching and learning

Technology and teaching

Workshops and seminars

Teaching Excellence Grants

Teaching Fellows Program

Other services, customized to fit individual needs

The Center for Teaching had a full schedule of offerings in the fall semester. From workshops, both public and customized, to participation in a number of campus initiatives. We began with customized workshops in September, (offering one-on-one, or in groups) in the fundamentals of effective syllabus construction, and moved on to personalized Mid-Course Adjustments in October and early November. CTE also successfully offered a series of monthly workshops: "Oars for Rowing Across the Curriculum" in

Don't see what you want? We can work with you to develop what you need, or customize available services to meet your individual needs. And we maintain the strictest confidentiality for all our programs and services.

September, "A Conversation with Master Teachers" in October, and "Energizing teaching by learning from students" in November. The spring semester is even fuller, with an equally attractive series of workshops and seminars.