

# The Center for Teaching and Learning



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## Our Mission

Dedicated to building a learning-centered community, and to improving student learning by supporting faculty in ways that make teaching a more satisfying, and productive activity, the Center for Teaching and Learning coordinates, consolidates, enhances, and expands existing faculty development services at Western Oregon University. The Center offers:

- Individual assistance and confidential consultation to faculty.
- Campus discussion groups and workshops to promote a multidisciplinary exchange of insight.
- Practical advice on the integration of innovative pedagogies designed to improve instruction.
- Support for research, scholarship, and creative activities, as well as other related professional development activities.
- Support for joint student-faculty research and the scholarship of teaching.
- Assistance in integrating instructional technology to improve teaching.
- A collegial environment of shared purpose and mutual support to cultivate a conversation about teaching and learning on campus.

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## Celebrating Faculty Scholarship and Creative Activity

by Niki Young, Director, Center for Teaching and Learning

As we begin a new academic year I find myself reflecting on the summer. For many of us, summer is a time for rest and renewal. Robert Louis Stevenson's poem, "The summer sun shone round me," describes the warmth of the summer sun, the rustle of the grass, and the bounty of the harvest. For many academics summer is a time to focus on research, scholarship, and creative activity. These activities enrich our lives and our students.

Below is a random (though unscientific) sample of how some members of our faculty spent their summer.

**Mark Perlman** (Philosophy) conducted concerts with the Willamette Falls Symphony in Oregon, City, Oregon, and with the Sinfonia Bucharest in Bucharest, Romania. Perlman gave a lecture at the 2006 International Conference on the Arts, in Edinburgh, Scotland, UK on the Authentic Performance of Music, and was one of four Americans invited to participate in a specialist workshop on comparative philosophy at the Konrad Lorenz Institute for Evolution and Cognition Research, in Altenberg, Austria.

**Elisa Maroney** (Special Education, American Sign Language) took continuing education hours to maintain her professional standing and edited the *Conference*

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## Faculty Voices Project

Share your teaching story with faculty colleagues in this newly formed writing community. The **Faculty Voices** writing project brings together faculty from across the disciplines to reflect on their teaching and learning through autobiographical writing. Stories are magical, captivating, and powerful, taking to different worlds, different times, different places. They connect us with others and are the language of community. Stories invite reflection and introspection, stimulating us to think about who we are, what we value, and what we want to do. Stories invite discussion and are a fundamental vehicle for teaching and learning. To learn more contact Niki Young in the Center for Teaching and Learning, 503-838-8895 or [youngn@wou.edu](mailto:youngn@wou.edu). To participate please complete the Call for Participants and return to the Center for Teaching and Learning.

### *The summer sun shone round me*

*The summer sun shone round me,  
The folded valley lay  
In a stream of sun and odour,  
That sultry summer day.*

*The tall trees stood in the sunlight  
As still as still could be,  
But the deep grass sighed and rustled  
And bowed and beckoned me.*

*The deep grass moved and whispered  
And bowed and brushed my face.*

*It whispered in the sunshine:  
"The winter comes apace."*

~Robert Louis Stevenson

# The Moonrise

by John Mayer, Associate Professor,  
Theatre, CSU Stanislaus



*Editor's note: This essay is taken from Faculty Voices, an anthology of teaching narratives that I put together as Interim Director of the Faculty Center for Excellence in Teaching and Learning at California State University, Stanislaus. This year the Center for Teaching and Learning will produce a similar volume of teaching narratives written by Western Oregon University professors. I hope this essay will whet your appetite to write and share your own story with your colleagues.*

We had hiked an entire day, from sun up to sundown, gaining almost 3,000 feet in elevation, so it was a tough day. A tiring day! We stopped on an exquisite mountain plateau at about 11,000 feet with an icy cold and beautifully clear stream running directly through the center. Although tired from our day, we made camp, cooked dinner and then went our separate ways to our individual tents for a well-deserved night's sleep. There were 20 of us on this trip to Wyoming's Wind River Range. A trip sponsored by the National Outdoor Leadership School (NOLS).

The warmth of the waiting sleeping bag and the subsequent sleep were the compelling desires on everyone's mind, that is, except for me. I was determined to stay up as late as it would take to see something I had never seen before – a moonrise. I had always been a big fan of Ansel Adams, so loving the picture "Moonrise, Hernandez, New Mexico, 1941," I wanted to witness the real deal. A true moonrise! Alive and In person.

A moonrise has to be one of the rarest and most beautiful instances of natural phenomenon. I knew this night on the plateau was to be a full moon, so I decided that nothing was going to stop me from making it to the grand payoff time. I had heard myths that Indian tribal leaders often hid their treasures when the moonbeams hit. I had listened to Cat Stevens singing about being followed by a *Moonshadow*, but I had never personally experienced either. But, on this night, I was not to be deterred!

I waited alone for what seemed like hours, and then decided in an inspiration that I would wake up the others in the group who were fast and long asleep. I could see the light of the moon emanating from behind a mountain ridge that featured at its center a V-shaped emblazoned silhouette. The highlighted mountains hid what was clearly going to be an astonishing sight.

Somewhat sadly I was able to rouse only one fellow camper. Only one of out twenty!

We began a short hike to a vantage point on a landing that would give us the best possible perspective of the advancing moon. ... few moments in my life have held the intensity of that sense of heightened anticipation.

We had positioned ourselves perfectly. We were flooded in white light. It was as though an enormous flashlight had been turned on and pointed directly at us by some giant above.

Never, before or since, have I felt more alive, or more aware. We were in the moment, loving the moment, and

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## Students Focus of Adjuncts Program

The Center for Teaching and Learning hosted 35 new and returning faculty from both colleges at its 2<sup>nd</sup> annual professional development program held September 19, 2006 in Hamersly Library. This event brings together faculty from across the university to share ideas, exchange information, and form community. The program this year focused on the theme of student centered teaching. David McDonald, Dean of Admissions, Retention and Enrollment Management, gave participants a peak at the class of 2010 and a panel of students offered their perspective on what helps them learn. Participants commented they learned "more about WOU than they knew before," "about our incoming class and how WOU's population is changing," "new teaching tips," and "how much everyone here values teaching." Participants appreciated the quick pace and upbeat tone of the meeting, the resources provided, hearing from students, hearing from other faculty, and "meeting people from other departments for cross-discipline talks." They recommended, "Let's do more!" "Include tenured faculty" and "Everyone should attend."

## Debi Duren Receives Award for Excellence

Debi Duren (Special Education, American Sign Language Interpreting) received \$1,500 with the newly inaugurated Provost's Award for Excellence in Teaching by an Adjunct Faculty member. She has taught at Western Oregon University for the past 18 years. Her passionate teaching, commitment to students and dedication to continuous improvement are recognized as outstanding by both students and peers.



The second place finalist, Warren Allen (Health and Physical Education), was recognized for his excellent teaching, thoughtful reflection on his practice, and creative collaborations with faculty across the disciplines. Gordon Lee (Music), the third place finalist was recognized for his valuable contributions to the university through his teaching and community outreach through the Mel Brown summer Jazz camp.

## Donna Beegle Addresses Faculty and Staff

Dr. Donna Beegle, author of *See Poverty... Be the Difference!* spoke to faculty and staff as part of the Welcome Back event on Monday, September 19, 2006. Beegle shared her own experiences in generational poverty and discussed how poverty functions as a barrier. Participants called Donna, "incredible, awesome, inspiring." They appreciated her passion and her insights into the culture of poverty. They gained a "whole new perspective" and learned "to try and be more compassionate and helpful," and to "really think about stereotypes." Copies of Donna's book are due to arrive any day and will be available for checkout through the Center for Teaching and Learning and purchase through the bookstore.



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*Proceedings* for the Conference of Interpreter Trainers Convention that will take place in San Diego, California, October 18-21. Produced by the WOU Print shop, the *Proceedings* will spread Western's name all over the country.

In addition to teaching a computer music seminar, **Joe Harchanko** (Music) spent two weeks as a clinician at the Summer Strings program at Sprague High School. Joe worked with the advanced cello sectionals and performed with the orchestra. Plan to attend the premier performance of Joe's works for live interactive computer interface during the Spectrum Concerts just before finals week.

**Hank Bersani** (Special Education) became President of the American Association on Intellectual and Developmental Disabilities (formerly the American Association on Mental Retardation) this summer. He also presented 3 papers and gave the closing plenary address (with simultaneous translation) to 1200 people from 46 countries at an international conference in Montreal, Canada. Bersani also was an invited speaker at state-wide conferences in Little Rock, Arkansas and Baton Rouge, Louisiana.

**Karen Brown** (Earth/Physical Science) took a graduate course with **Steve Taylor** (Earth/Physical Science) and completed a project revising and updating the basic Earth Science curriculum to reference models and materials from the National Science Foundation.

**Jeff Myers** (Earth/Physical Science) gave a keynote address to the Oregon PaleoFest, did research at the Museum of Paleontology, University of California at Berkeley, and led a field trip in the Sierras for the Botanical Society of America.

**Gwenda Rice** (Teacher Education) traveled to Botswana this summer with a group of educators, including five Western Oregon University alumni, through the Fulbright-Hays program. Administered by the U.S. Department of Education, the Fulbright-Hays program supports the internationalization of the nation's educational infrastructure by providing critical, advanced overseas study and research opportunities for area and language experts and faculty-in-training, and by offering experiences and resources enabling educators to strengthen their international teaching.

Continuing WOU's leadership in the area, **Del Schalock** (Teaching Research Institute) and members of the **College of Education** gathered with leaders in education from across the country including **Lee Shulman**, President of the Carnegie Foundation for the Advancement of Teaching, at a conference to *Extend the Culture of Evidence through Teacher Work Sample Methodology*.

This is merely a sample. The dedication and talent of our faculty is an incredible resource and asset at Western and you all deserve recognition for your amazing work.

However you spent your summer, whether in reading, relaxation, gardening, remodeling, camping, hiking, biking, traveling, visiting family, or engaged in research, scholarship and creative activity, know that doing something different from your usual routine is time well spent. Recently I heard a story on National Public Radio that reminded me that we need to take leisure time seriously. The commentator shared a story about Southwest Airlines. The airline wanted to improve turn around time at the gate and increase efficiency. They first looked at their competitors but found little in the way of innovation. An

employee who was a NASCAR racing fan came up with the new approach, drawing from the lessons of the pit crews and applying them to airplanes. The commentator noted if the employee hadn't interests outside of work he wouldn't have come up with this innovative idea. The story is an important reminder of the importance of having a variety of interests, for these interests can enrich our lives and the lives of our students in many important and unexpected ways.

For more refreshment, I hope you enjoy the essay, "The Moonrise," by John Mayer, and I invite you to join in the learning communities, writing groups, and reading groups that are forming this fall.

*Welcome back!*

## Upcoming CTL Events

- *Legal Issues in Academic Advising.* Staying informed about current issues in higher education is important. **Ryan Hagemann**, Associate Deputy Chancellor for Legal Affairs and General Counsel for the Oregon University System will share the latest information on legal issues in academic advising. Co-sponsored by the Center for Teaching and Learning and Academic Advising and Learning Center.
- *Designs for Learning x 2: Crafting Course Learning Objectives & Lessening the Paperweight of Grading.* Are you interested in creating or revising learning objectives for a course? Would you like to design a writing assignment that clearly articulates your expectations and increases the quality of papers that you receive? And how does a more manageable, efficient, and equitable grading method for the writing assignment sound?

With the goal of making your life a bit easier, Drs. Niki Young and Katherine Schmidt are offering a one-stop pedagogy shop, which sets you up for success as you begin to prepare for your winter term courses. Seating is limited. Contact Niki x88895/[youngn@wou.edu](mailto:youngn@wou.edu) and/or Katherine x88234/[schmidtk@wou.edu](mailto:schmidtk@wou.edu) by 1 November, and please provide us with your times of availability during the week of 4-8 December: finding a day and time that works for you is our highest priority.

- *Critical Pedagogy.* Drawing from the work of Paulo Freire and others in the critical pedagogy movement, **Dean Braa** (Sociology) will share the approach he and **Peter Callero** (Sociology) have developed in their classes: "Critical Pedagogy and Classroom Praxis." Braa and Callero have written an article on their approach in the journal *Teaching Sociology*.



# The Technology Resource Center

IT204 | 838-8965 | [www.wou.edu/trc](http://www.wou.edu/trc) | [trc@wou.edu](mailto:trc@wou.edu)

A unit of the Center for Teaching and Learning, the *Technology Resource Center* is a teaching and technology support lab located in IT204. Our mission is to provide technology support and resources to faculty, staff, and students. No appointment is necessary. Our equipment can be used on a drop-in basis. Some of the services we provide include:

- Consultation on instructional technology and information resources
- Individual tutoring or small group classes on various software packages
- Assistance in developing web pages and online classes
- Collaboration in the production of multimedia solutions

## Staff

**Scott Carter, Instructional Technologist**  
503-838-8848 | [carters@wou.edu](mailto:carters@wou.edu)

- Web and WebCT support and training
- Software and technology assistance

**Sue Payton, Coordinator of Productions**  
503-838-8967 | [paytons@wou.edu](mailto:paytons@wou.edu)

- Graphic, Web and desktop design
- Software and technology assistance

## Resources

- Specialized software for doing graphics work, Web design, and digital video editing
- Flatbed, slide, 35mm film, and 11 x 17 flatbed scanners
- Digital cameras, camcorders, drawing tablets, laptops, LCD projectors, and audio recorders for checkout
- Color printing up to 42 inches wide
- CD & DVD duplication
- Lamination, die-cuts, paper cutters, markers, paint and other tools for creating two-dimensional artwork
- Video taping rooms equipped with mini DV cameras, VCRs, and audio recorders
- VHS tape to tape duplication station
- 35mm slides from electronic files
- Color overheads
- Central campus fax
- VHS, mini DV, CD, DVD, and mini disc tape sales
- Construction paper, butcher paper, and posterboard sales

## Services

- Training on a variety of software products (Dreamweaver, Excel, Photoshop, etc.)
- Academic Web design, support, and instruction
- Desktop and graphics design of academic projects (posters, presentations, etc.)
- WebCT and distance education support
- Collaboration in the production of multimedia solutions

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appreciating the rarity of the moment all at the same time. We were naïve children in a new-found paradise.

I have often thought back to the freedom and unfettered discovery that I experienced on that chilly, crystal clear mountain landing and the fact that there were 18 other people on that trip who could have shared in our extraordinary journey and chose not to.

At Second City in Chicago, where I received my training in improvisational theatre, one of the catch phrases is “take the open door to action.” The cardinal rule of improvisational theatre is “always say yes, never say no.” The lesson for the actor is to be ready to be open to all impulse that might come your way.

For me, life and education are about opening ourselves and our students up to the myriad impulses that life puts forth. It is through these learning journeys that we gather each of the lessons that help to shape us into the people we become.

Our job as teachers is to open our students to the potential for experience that surrounds them. *We must say yes!* We must make the moonrises possible, because after they witness the sublime, how can their lives ever be the same again?

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## Upcoming TRC Workshops

**October 16: An Orientation to the Technology Resource Center.** Come find out what the TRC has to offer -- an overview of our lab and our services. Time: Noon to 12:30 p.m. Location: IT204. *Instructor: Sue Payton.*

**October 23: The Basics of Creating a Personal Web Page at WOU.** Learn to use Dreamweaver to create and update Web pages located in your “public\_html” folder. Time: Noon to 1pm. Location: HL108. *Instructor: Scott Carter.*

**November 6: Creating Your First Gradebook with Microsoft Excel.** Use Excel to create an electronic gradebook. Learn how to use formulas to automate the more tedious tasks. Time: Noon to 1pm. Location: HL108. *Instructor: Scott Carter.*

**November 13: How to Make Your PowerPoint Presentations Not Look Like PowerPoint Presentations.** So you’ve mastered the basics of PowerPoint. Discover tips and techniques that will help you get the most out of this powerful tool. Time: Noon to 1pm. Location: HL108. *Instructor: Scott Carter.*

All group workshops, which are open to faculty and staff, take place in Hamersly Library 108 from 12pm until 1pm. However, individual training sessions of 45 minutes can be scheduled at any time. Please reserve a session by calling the Technology Resource Center at 838-8965.