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May-June 1999 University of Illinois at Urbana-Champaign

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## ACADEMIC PROGRAMS

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From the Office of Associate Dean

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# Powerful Partnerships: A Shared Responsibility for Learning

**1** Learning is fundamentally about *making and maintaining connections*. To make and maintain connections, faculty and staff collaborators design learning experiences that:

- expose students to alternative world views and culturally diverse perspectives;
- give students responsibility for solving problems and resolving conflicts;
- make explicit the relationships among parts of the curriculum and between the curriculum and other aspects of the collegiate experience; and
- deliberately personalize interventions appropriate to individual students' circumstances and needs.

**2** Learning is enhanced by *taking place in* the context of a *compelling situation* that balances challenge and opportunity. To create compelling situations, faculty and staff collaborators:

- articulate and enforce high standards of student behavior inside and outside the classroom;
- give students increasing responsibility for leadership;
- create environments and schedules that encourage intensive activity as well as opportunities for quiet deliberation; and
- establish internships, externships, service- learning, study

abroad, and workplace-based learning experiences.

**3** Learning is an *active search for meaning* by the learner—constructing knowledge rather than passively receiving it. To stimulate an active search for meaning, faculty and staff collaborators:

- expect and demand student participation in activities in and beyond the classroom;
- design projects and endeavors through which students apply their knowledge and skills; and
- build programs that feature extended and increasingly challenging opportunities for growth and development.

**4** Learning is *developmental*, a cumulative process *involving the whole person*, relating past and present, integrating the new with the old, starting from but transcending personal concerns and interests.

To create a developmental process integrating all aspects of students' lives, faculty and staff collaborators:

- design educational programs to build progressively on each experience;
- track student development through portfolios that document levels of competence achieved and intentional activities leading to personal development;
- establish arenas for student-faculty interaction in social and community settings; and
- present opportunities for discussion and reflection on the meaning of all collegiate experiences.

**5** Learning is done by *individuals* who are intrinsically *tied to others as social beings*. To relate individuals to others as social beings, faculty and staff collaborators:

- strive to develop a campus culture where students learn to help each other;
- establish peer tutoring and student and faculty mentorship programs;
- sponsor residence hall and commuting student programs that cultivate student and faculty interaction for social and educational purposes; and
- support activities that enable students from different cultural backgrounds to experience each other's traditions.

**6** Learning is strongly *affected by the educational climate* in which it takes place. To construct an effective educational climate, faculty and staff collaborators:

- build a strong sense of community among all institutional constituencies;
- organize ceremonies to honor and highlight contributions to community life and educational values;
- publicly celebrate institutional values;
- articulate how each administrative and academic unit serves the institution's mission; and
- share and use information on how units are performing in relation to this mission.

**7** Learning requires *frequent feedback* if it is to be sustained, *practice* if it is to be nourished, and *opportunities to use* what has been learned. To provide occasions to use and practice what has been learned, faculty and staff collaborators:

- recruit students with relevant academic interests as active participants and leaders in related campus life programs and activities;
- organize work opportunities to take advantage of students' developing skills and knowledge;
- collaborate with businesses and community organizations to match students to internship and externship experiences; and
- develop student research and design projects based on actual problems or cases presented by external organizations to be resolved.

**8** Much learning *takes place informally and incidentally*, beyond explicit teaching or the classroom. To facilitate informal and incidental learning, faculty and staff collaborators:

- sponsor programs for students, faculty, and staff that serve both social and educational purposes;
- organize community service and service- learning activities performed by faculty, staff, and students together;
- design campus life programs that relate directly to specific courses;
- link students with peers and with faculty, staff, and community mentors; and
- build common gathering places for students, faculty and staff.

**9** Learning is *grounded in particular contexts and individual experiences*. To transform learning *grounded in particular contexts and individual experiences* into broader understandings, faculty and staff collaborators:

- sponsor events that involve students with new people and situations;
- champion occasions for interdisciplinary discourse on salient issues;
- foster dialogues between people with disparate perspectives and backgrounds; and
- expand study abroad and cultural exchange programs.

**10** Learning involves the *ability of individuals to monitor their own learning*. To enable students to monitor their own learning, faculty and staff collaborators:

- help them delineate and articulate their learning interests, strengths, and deficiencies;
- reduce the risk to students of acknowledging their own limitations;
- help students select curricular and other educational experiences covering a broad range of learning approaches and performance evaluations; and
- create faculty and staff development activities to learn about advances in learning theory and practice.

From a Joint Report of the American Association for Higher Education, the American College Personnel Association, and the National Association of Student Personnel Administration, 1998.

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## For Your Summer Reading

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I attended a workshop on faculty evaluation and received a book entitled **Techniques for Evaluating and Improving Instruction**, edited by Lawrence M. Aleamoni. The editor is professor of psychology and director of the Office of Instructional Research and Development at The University of Arizona. The book is part of the "New Directions for Teaching and Learning" series from Josey-Bass, Inc. First published in 1987, the book includes 11 chapters written by different authors on topics related to instructional evaluation for teaching improvement (as opposed to performance assessment). I recommend it for your summer reading list.

— Kirby Barrick

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## **Seminars for 99-00**

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**What instructional needs do you want to see addressed in Spice Box Seminars during the 1999- 2000 academic year? Any topic that would help enhance teaching and learning in ACES is a potential seminar. And not all seminars have to be in the Spice Box (see article about CD-ROM). Seminars are generally an hour long, with additional time for questions (and perhaps refreshments!).**

**The goal for the teaching enhancement seminars next year is to address specific statements on the campus ICES form. The purpose of student ratings is to help improve teaching, so seminars will be designed to target those ICES items where instructors (and their students) have identified a need.**

**Be sure to send your thoughts to Kirby Barrick, 101 Mumford Hall, so they can be included in planning for next year. A form is included in this issue of Academic Programs**

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## **CD-ROM as an Alternative in Distance Delivery**

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**Professor Michael Hutjens (Animal Sciences) and his development team presented an enlightening teaching enhancement seminar on the use of CD-ROM as part of a distance-delivered course in Animal Sciences. Hutjens uses the CD technology to deliver "lectures" to the students, which they watch on their own time. The class also meets once a week "live" using internet technology. Although there are students actually in the teaching classroom for the live presentation, most are connected from remote sites in various locations within and outside Illinois. Hutjens reported that the new approach has been well-received, but also admitted to some intense start-up time in getting the lectures "taped" and pressed onto the CD as well as the need for an assistant in the teaching room to help monitor student input that is received electronically (there is no two-way audio at this time). Participants at the seminar also discussed the eventual use of streaming video when remote users have better access and the addition of two-way audio. You might want to check out this different approach with Mike, and be sure to take a look at Turner W-223 if you are not familiar with this high-tech classroom.**

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## **ACES and UIUC Awards for Teaching and Advising**

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**Congratulations to ACES faculty and graduate students who have been selected for the teaching and advising awards of the College and UIUC for 1998-99. They continue to uphold the tradition of excellence in serving the undergraduate and graduate student population of the College and University. Awards were presented during the ACES Paul A. Funk banquet, the Campus Instructional Awards banquet, and the Honors program recognition.**

**ACES Senior Faculty Award for Excellence in Teaching**

**Philip Buriak, Agricultural Engineering**

**ACES College Faculty Award for Excellence in Teaching**

**Jasna D. Jovanovic, Human and Community Development**

**Karl E. Gardner Outstanding Undergraduate Adviser Award**

**Thomas W. Fermanian, Natural Resources and Environmental Sciences**

**John Clyde and Henrietta Downey Spitler Teaching Award**

**William C. Sullivan III, Natural Resources and Environmental Sciences**

**Campus Award for Excellence in Undergraduate Teaching**

**Philip Buriak, Agricultural Engineering**

**Broadrick-Allen Award for Excellence in Honors Teaching**

**Michael J. Plewa, Crop Sciences**

**Campus Award for Excellence in Extramural Teaching**

**Frederick E. Below, Crop Sciences**

**Graduate College Award for Outstanding Mentoring of Graduate Students**

**Joseph H. Pleck, Human and Community Development**

**Honorable Mention, Campus Award for Excellence in Guiding Undergraduate Research**

**Michael J. Plewa, Crop Sciences**

**Honorable Mention, Campus Award for Excellence in Undergraduate Teaching - Teaching Assistants**

**James S. Javenkoski, Food Science and Human Nutrition**

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**Graduate Students Complete Program**

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**Five graduate students in the College of ACES completed a year-long program designed to document teaching and teaching development and assessment experiences. The program is designed to assist in the improvement of teaching and the preparation of graduate students for future roles as professors.**

**Requirements for the Graduate Teacher Certificate include actual classroom teaching experience, participation in instructional improvement activities, classroom videotaping and consultative feedback, and student feedback, evaluation and self-assessment of teaching. The Advanced Graduate Teacher Certificate program consists of eight competencies, from classroom teaching to developing a teaching portfolio.**

**The Advanced Graduate Teacher Certificate was awarded to only five graduate students in the university. The recipients include James Javenkoski, FSHN.**

**The Graduate Teacher Certificate was awarded to: Linda Garrow, FSHN; Edward Landera, Animal Sciences; Margaret R. Loftus, HCD; and Tammy**

**Kurtenbach Miller, ACE. Congratulations to all for completing this program.**

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### **MANRRS Chapter Best in Nation**

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**The UIUC Chapter of Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) was named National Chapter of the Year during the organization's annual conference in Roanoke, Virginia. In addition, eight members received national awards including Keli Christopher (Ag Education) for first place in Graduate Poster Competition and Kenrett Jefferson (ACE) for first place in Graduate Research Presentation. Allison Gordon (NRES) and Greg Payne (ACE) were elected vice-presidents of the organization for 1999-2000.**

**Assistant Dean Jesse Thompson was awarded Honorary Membership in MANRRS. He has twice served as national president and has given leadership to numerous regional and national activities.**

**The University of Illinois and Purdue University will host the 2001 national conference in Washington, D.C. USDA/CSREES will also serve as a co-host of the conference.**

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### **Three Win NACTA Awards**

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**ACES will be well-represented at the annual conference of NACTA, the National Association of Colleges and Teachers of Agriculture. Cleo D'Arcy, Crop Sciences, and Darrel Kesler, Animal Sciences, will receive the Teacher Fellow Award from NACTA during the conference in Blacksburg, Virginia, in June. Gary Laumann, doctoral student in Human and Community Development, will receive the Graduate Student Teaching Award from NACTA. Wayne Banwart, Academic Programs, serves as Historian for the organization.**

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**ACES Fall Teaching Symposium will be held Friday, August 20, 1999, at the Levis Faculty Center. The theme will be teaching for higher levels of cognition. The program will begin at 8:30 a.m. and conclude with lunch. Watch for registration materials in August. Ideas for Teaching Enhancement Seminars**

**Student ratings of courses and instructors should serve as one source of evidence in determining areas where we can improve. The ACES teaching enhancement seminars in 1999-2000 will address ICES questionnaire items that receive relatively lower "scores" from students. The following is a partial list of ICES items that are frequently used in ACES. Please mark those items (or many as you want) that receive lower scores or that you would like some assistance in making improvements. There is also room to make additional suggestions for teaching enhancement seminar topics.**

**Once you have completed the survey form, fold it so that the return address is**

**visible and drop it in campus mail. Thanks for your assistance.**

**1. Was the progression of the course logical and coherent from beginning to end?**

**2. Clarity of objectives and purposes of the course.**

**3. Instructor's classroom performance**

**Daily preparation: excellent/poor**

**Vocal delivery: excellent/poor**

**Clarity of presentation: excellent/poor**

**Ability to answer questions: excellent/poor**

**Enthusiasm for teaching the subject: excellent/poor**

**Ability to arouse interest and stimulate study: excellent/poor**

**Explanation of subject matter: excellent/poor**

**Apparent knowledge of the subject: excellent/poor**

**Organizational skills: excellent/poor**

**Availability to students: excellent/poor**

**Fairness in grading exams: excellent/poor**

**4. The main points of lectures were clearly understood.**

**5. Instructional materials**

**Text: useful and helpful/useless**

**Homework: useful and helpful/useless**

**Use of blackboard/overhead transparency: useful and helpful/useless**

**6. Laboratory Assignments content and/or length**

**7. How helpful did you find the Labs/Discussion instruction?**

**8. Were Labs/Discussion coordinated with class work? and important to learning in this course?**

**9. Did this course improve your understanding of concepts and principles in this field?**

**10. Quizzes and Exams**

**Length: too short/too short**

**Difficulty: too difficult/too easy**

**Fairness: very fair content/unfair content**

**Grading: fairly graded/unfairly graded**

- 11. Workload for the course credit given: too much work/too little work.**
- 12. Appropriateness of exams relative to course content.**
- 13. Amount of work required for the credit earned.**
- 14. The grading procedures for the course were: very fair/very unfair.**

**Other suggested topics**

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