

Faculty Exchange for Teaching Excellence
SWAP SESSION NEWSLETTER

Topic: "Wakonse Conference on College Teaching"

Presented by the

2003 Wakonse Fellows

Jana Fallin, Music; Pedro Leite, Engineering Technology; Deborah J.C. Meyer, Apparel, Textiles, and Interior Design; Jimmy Splichal, Aviation; Steve Stockham, Diagnostic Medicine/Pathobiology

Friday, October 17, 2003

Flint Hills Room, K-State Union

3:30 to 5:00 PM

No. 38

Oct. 17, 2003

Sponsored by the Faculty Exchange for Teaching Excellence

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"Wakonse Conference on College Teaching"

GOALS:

1. Observe & Discuss Teaching Methods & Strategies in Formal & Informal Situations
2. Provide an Environment for Faculty Renewal to Excellent Teaching
3. Promote Communication Among Teaching Faculty of 19 Universities and Colleges and Among KSU Faculty Attendees
4. Focus on the Balance of Living & Working in Academe
5. Focus on the Balance of Long & Productive Careers in Academia
6. Focus on Building Relationships Between Students and Faculty
7. Promote Excellence in Learning & Teaching
8. Focus on Faculty Development
9. Provide Time for Reflection on Personal Goals
10. Provide Time for Reflection on Professional Goals

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Wakonse Conference on College Teaching uses the brainstorming technique as a creative strategy to generate new thought on the traditional, persistent goals of the Academy!

Brainstorming is an excellent technique to use if the objective is to generate a great quantity of ideas without regard for the quality of the ideas!!

As the number of ideas increases and become more bizarre, the creativity of the group is unleashed. It is then the creativity of the group increases that new and quite valuable ideas start to appear. The fact that many inappropriate ideas are generated, and part way through the process the chaos rather than structure becomes visible is probably the main reason brainstorming is not used more widely!!

The Process

1. Each member of the group offers 1 possible cause of a problem, 1 possible solution, or 1 possible suggestion for quality improvement.
2. The recorder records the idea, preferably on a flip chart.
3. **There must be no value judgments**, but one could ask for clarification.
4. After going around the group once, the recorder goes around again to get more ideas.
5. The recorder continues going around the group until no new ideas are offered.
6. List is pared down to the "vital few". THEN:
 - Vote (single or multi-voting)
 - Discussion
 - Sub-group Workshop
7. Each of the "vital few" could be brainstormed in terms of causes, solutions or additional improvements.



“TEACHER’S GAMES”

Students view this stage as “stuff you use to get a grade”. If the teacher requires it, these students can state the comparisons and evidence for selecting “better” from “worse” although there is a tendency to learn it cynically. They may insist on telling you what they think without having to believe it themselves.

How Do You EXPLICITLY Help Students Connect (or Compare and Contrast) The Fundamental Questions, Values AND Games of Your Field To Those Of Other Fields?

KEY TASK: Show how decisions in our fields *combine* analysis and values.

Do this by:

- 1) **Emphasizing the central roles of context and values within your field.**
- 2) **Making direct comparisons among fields.**



“OWNED GAMES”

At this stage, students are critically committed to using a discipline in the areas where it is most appropriate and in ways consistent with their own values.

This stage has these characteristics: limited tolerance, the context matters, notions of approximations and trade-offs, and a sense of mission.

How Do You Help Students So They Can Play For Real?

KEY TASK: Check to see that the student is able to know how to make two or more interpretations and then take a stand for which one you should use when.

SUMMARY OF COGNITIVE DEVELOPMENT

- “SGT. FRIDAY”: No Grounds For Intellectual Empathy or Tolerance.
- “BASKIN ROBBINS”: Unlimited Tolerance. Still NO Intellectual Empathy.
- “TEACHER’S GAMES”: Now Have Basis for Empathy. Still Have Unlimited Tolerance.
- “OWNED GAMES”: Here I Stand—Despite The Uncertainty and Complexity.

Resources

- Belenky, Mary F., et al. 1986. **Women's Ways of Knowing**. Basic Books.
- King, Patricia M., & Kitchner, Karen S. 1994. **Developing Reflexive Judgment: Understanding and Promoting Intellectual Growth and Critical Thinking in Adolescents and Adults**. Jossey-Bass.
- Craig E. Nelson. 2000. How To Find Out More About College Teaching and Its Scholarship: A Not Too Brief, Very Selective Hyperlinked list. <http://php.indiana.edu/~nelson1/TCHNGBKS.html>
- 1999. "On the Persistence of Unicorns: The Tradeoff Between Content and Critical Thinking Revisited." In B.A. Pescosolido and R. Aminzade, Eds. **The Social Worlds of Higher Education: Handbook for Teaching in a New Century**. Pine Forge Press.
- 1996. "Student Diversity Requires Different Approaches to College Teaching, Even in Math and Science" **American Behavioral Scientist**. 40(2):165-175
- 1994. "Collaborative Learning and Critical Thinking." In: K. Bosworth and S. Hamilton, Eds.: **Collaborative Learning and College Teaching**, Jossey-Bass.
- Perry, William. 1970. **Forms of Intellectual and Ethical Development in the College Years**. Holt, Rinehart and Winston.

"Teaching in ways where no students are stressed and you keep them all happily in "Sgt. Friday" harms the entire country. I regard the public dialogue in Washington as a higher education's collective final examination. When we refuse to teach students to think critically, we produce some of the damndest public policies you can imagine."

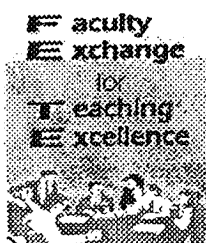
--Dr. Craig Nelson

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Note the "one" in the e-mail address

This website has additional information you may find helpful:

<http://ezinfo.ucs.indiana.edu/~nelson1/>



ANNOUNCEMENTS:

Watch for the Swap Sessions
in Fall '01 and Spring '02.