

PAES Instructional Enhancement Initiative

College of Education & Human Ecology
The Ohio State University

Important Dates for Spring

April 4—Proposals due to Darcy for the PAES Collaboration in Instruction Award

April 18—Spring Workshop: Faculty Teaching Tips

May 18—Deadline for Spring issue of the Newsletter

June 2 — Eggheads & Eggrolls

Don't forget the PAES Diversity Statement in your Spring Syllabi

The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Spring Workshop: Faculty Teaching Tips—Set for April 18

It's time to start thinking about the Spring Faculty Teaching Tips Workshop. It's an opportunity to share ideas and learn from your colleagues. Each presenter will have 10 minutes to give a brief overview of a "teaching tip" and entertain some questions and dialogue. Please think about sharing one of your teaching tips. Many of the members of the PAES Winter Quarter book club are excited to share ideas that they have tried in the classroom.

Some items already on the agenda: A overview of the project by the winners of the 2008 PAES Collaboration in Instruction Award (to be announced); tips learned at the Lilly Conference on Teaching & Learning; and enhancing critical thinking in the classroom using ideas learned in book club. But, there's still room for more! Hope you'll share your ideas—and put the date on your calendar now!



Spring Workshop

Friday, April 18

12:00-2:00

Location: 4th floor

Lunch will be provided

PAES Certificate of Professional Development in College Teaching

The faculty in PAES have a strong commitment to teaching, and we want to share our energy and excitement about teaching with our students. Don't forget that PAES offers a certificate of professional development in college teaching to students in our graduate programs. Students who complete a list of requirements and receive endorsement from their advisors are eligible to receive this recognition. It is an opportunity for our graduate students to demonstrate to potential future employers that they have taken the time to really learn about effective instruction and have paid attention to their own development as teachers. To earn the certificate, students engage in a variety of activities, including attendance at FTAD workshops, completion of a graduate level course on college teaching, observation of teaching, development of a teaching philosophy, or co-teaching a course with a PAES faculty member. For more information on the requirements for the certificate, see the PAES Instructional Enhancement Website.

Proposals due April 4 for PAES Collaboration in Instruction Award

The Fourth Annual PAES "Collaboration in Instruction Award" will be given during the spring quarter to members of the PAES faculty who demonstrate a collaborative effort in instruction (e.g., several faculty members, a program, a section). Attention will be given to how this collaborative effort enhances the academic plan and/or the mission of the college and school. The winners will receive \$1200 to purchase items to further enhance their instructional plans and will be asked to highlight their efforts in instruction at the PAES Spring Instructional Enhancement Workshop. Submissions are due April 4—and should include a 3-5 page summary of the proposed project, including (a) an overview and description; (b) goals; (c) a description of how the project meets one or more components of the academic plan; (d) a plan for project evaluation, (e) a description of how the money will be spent, and (f) appendices as necessary to support the proposal. [Resubmissions are encouraged.](#)

PAES Winter Quarter Book Club—An Engaging Book leads to Engaging Discussions!



Participants in the 2008 PAES Winter Quarter Book Club:

Back Row (L-R): Professors Poretta, Granello, Li, Malone, Dollarhide, Miranda, Haye, & Goodway
 Front Row (L-R): Professors Haag Granello, Chris Manion (Writing Across the Curriculum), Hessler, & Conrad
 Not Pictured: Kathryn Plank (FTAD)
 Reading the book but not attending book club: Professors Fields, Petosa, Stein, & Turner

On the last day of book club, participants were asked to give a short response to the following question: What is something that you learned from book club, a teaching tip that you will take away from the book or the discussions, or some overall impression of the experience that you want to share with your PAES colleagues? Here are the responses:

The Teaching Initiative experience has given me a chance to reflect on the way I teach research skills. I am excited about the idea of teaching the process of creating a research paper – topic, key words, abstract from sources, outline, full paper – that will result in better thinking and better skills in my students. I also plan to rethinking my reading load for each class – reducing the amount of reading to be more intentional in shaping their learning.

One thing I will begin to incorporate into my lecture-based courses is an opportunity for students to do short, in-class writing assignments that will allow them to bring their ideas into the lecture. This may provide them with the opportunity to both write and take more ownership of their learning in the course.

I have decided to replace the assessment report assignment in my undergraduate assessment course with a couple alternative writing assignments. In the “real world,” special education teachers rarely write full reports, so I want to give them assignments that will be more meaningful. First, students will write an e-mail response to a scenario (i.e., after an initial placement meeting for a student, a parent e-mails

you because she is confused about what happened at the meeting. Respond to this parent in a concise e-mail explaining the assessment process, the results of the assessment, and the implications for this student). In addition, rather than having students write only one IEP, they will write several over the quarter. I will have freed up some of my grading time by removing the report requirement, so I will be able to give more feedback on their other assignments and their critical thinking.

The last four weeks have yielded stimulating, funny, thought-provoking, conversations with wonderful colleagues. The book was absolutely phenomenal. It was practical to the extent that I was able to use things I read immediately in my classes. I would encourage every faculty member to read this book if you are interested in improving your teaching and your students’ learning in the classroom.
 ~Antoinette Miranda

As I prepare for a spring graduate class that I have taught for several quarters, I’m finding many useful suggestions from this year’s book club. Chapter 8, *Helping Students Read Difficult Texts* will be most useful as instead of using a textbook, I’m using primary sources, including research articles. In addition, I ended up learning lots of helpful teaching tips from the ensuing conversation and discussion. [editor’s note: Chapter 8 of the book was so universally appreciated by the faculty in book club, that the chapter will be photocopied and mailed to all PAES faculty members in the spring].

Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking & Active Learning In the Classroom

The book club this quarter allowed me to read an excellent book, “*Engaging Ideas*,” and also gave me the opportunity to discuss the book with my colleagues. I learned a number of helpful writing tips to immediately apply in both my undergraduate and graduate courses.

The best part of book club is the opportunity to have a set time to talk with colleagues about teaching. The exchange of information is great, but the social contact is an even more beneficial part of the experience. ~Paul Granello

Through reading the book and discussing issues related to teaching, I have learned a variety of teaching strategies, which will definitely help me become an effective teacher. The strategies that I will implement into my teaching include: be explicit about my expectations, use a weekly journal-format reflection paper to check students’ understanding, provide more coaching, employ a professionalism rubric, etc. ~Weidong Li

Book club was a great experience for me, and I would highly recommend it to other faculty. I learned several valuable teaching strategies from both the reading and the group. It was very helpful to learn that there are some things I am doing well and to learn ideas for improving my assignments! As a result of my experience, I feel less anxious about the process of developing assignments and activities for class. Overall, this was a very enriching experience. ~Kisha Haye

As always, book club was a terrific time to catch up with my faculty colleagues and learn from them. It reminds me how much we have in common and how important it is to take time to have these types of discussions. We all became professors because we wanted to help impart the knowledge of our field to others—book club puts me back into that frame and reminds me what is important. I have a list of ideas to incorporate into my classes. Perhaps the most immediately useful tips were those that gave me specific tools to help my students understand difficult material. But I also enjoyed just engaging in the discussion—I found it clarifying and meaningful—whether it challenged my thinking or confirmed my current practices—it’s all good!

The book club was excellent, as it always is. I learned new information and tips that were functional for my current classes. But equally as important, I learned about those things I do as a teacher that are good. One of my main frustrations in our undergraduate program has been the area of professional behaviors in the classroom and in the school context. In the column to the right is a rubric that I developed as a result of prior book club discussions. ~Jackie Goodway

PROFESSIONAL BEHAVIORS RUBRIC

Please reflect carefully on the five professional behaviors identified below and the extent to which you demonstrated them during and in preparation for this class period. I will review your self-evaluation and evaluate you on your professional performance. My evaluation is final.

Preparation and Planning – Arrives in enough time to be prepared for the beginning of class; brings all relevant instructional materials to class; has read assignments; has fulfilled group responsibilities for group work; is prepared for leading physical activities.

Respect – Is dressed professionally and appropriately, speaks clearly and professionally in front of groups; recognizes and honors multiple perspectives when communicating with others; uses gender neutral language; politely checks for understanding when necessary; treats other individuals with dignity and respect; uses resources and equipment appropriately; can graciously agree to disagree in times of conflict; and projects a professional image when interacting with peers in class.

Engagement – Actively participates in class discussions and activities without prompting; assists the instructor in setting up the learning environment; consistently contributes in ways that help support the objectives of the course; collaborates with other members of the class during group work; stays on task during student-directed activities; and promotes a class climate that is conducive to learning.

Commitment – Demonstrates eagerness for the information presented in class; has completed the weekly quiz on time; turns in all assigned work on the assigned due date and in a professional format; seeks continual improvement in teaching behavior; responds positively to instructor feedback; makes changes based on instructor feedback; encourages others to take an active role in group discussions or activities; and demonstrates a passion towards the profession.

Responsibility – Follows instructors directions; follows peers instructions; takes responsibility for own actions without blame on others or outside circumstances; is attentive during class; demonstrates ability to work well with others; does not hold side conversations while other individuals are talking, and; does not interrupt class and/or use cell phone.

0=Demonstrated few of the behaviors across the class period or was inconsistent in demonstrating a number of behaviors.

1=Demonstrated some, but not all, areas of the professional behavior across the class period or demonstrated all behaviors but not consistently across the class period.

2=Consistently demonstrated all areas of the professional behavior across the entire class period.

GOING BEYOND: Each week the Teacher Candidates may earn up to 1 bonus point for “going above and beyond” the stated expectations and providing leadership in promoting professional behaviors and a conducive instructional environment. Teacher Candidates must provide strong evidence of how they provided exceptional professional behaviors and leadership during class.

To become more involved in the initiative,
contact:

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PAES TEACHING INITIATIVE WEBSITE:
HTTP://EHE.OSU.EDU/PAES/
THEN, FACULTY & STAFF: "INSTRUCTIONAL ENHANCEMENT"

Diversity Update: Diversity Quiz—Surprising Facts & Findings

By Ebony Merchant
Student in School Psychology

1. Based upon an individual's skin color, people can always determine

- race/ethnicity
- athletic capabilities
- the continent a person resides in
- social class
- there is nothing one can determine based on skin color

2. According to this quick-service industry, has the largest minority & women owned franchises

- Taco Bell
- Burger King
- Chipotle
- McDonald's
- Wendy's

3. What percentage of the above company's franchise owners makes up the minority & women population?

- 50 %
- 33 %
- 41%
- 70 %

4. Two out of 5 people with a disability live in what region of the U.S.??*

- Northeast
- South
- Midwest
- West

5. Minority women make up 42 % of all minority business owners:

- True
- False

6. What is the ratio of women owned businesses in the United States?

- 1/5
- 2/3
- 3/4
- 1/3
- 3/5

7. What percentage of the U.S. population has a physical, mental, or emotional disability leading to difficulty in learning, remembering, and/or concentrating?

- 32 %
- 5 %
- 25%
- 10 %
- 15%

8. The National Center for Educational Statistics estimates that in 2007 women will make up 52 % of first-professional degrees (e.g. law and medical)

- True
- False

9. According to the 2008 US Census Press Release, African Americans make up the largest minority group in how many states within the US?

- 15
- 34
- 22
- 50
- 10

10. Nearly 1 in 8 of US households has at least one Spanish speaking resident according to the latest census report

- True
- False

Answers to Diversity Quiz

1-D; 2-D; 3-C; 4-B; 5-A; 6-A; 7-B; 8-A; 9-C; 10-A

* Source: 2000 U.S. Census Data