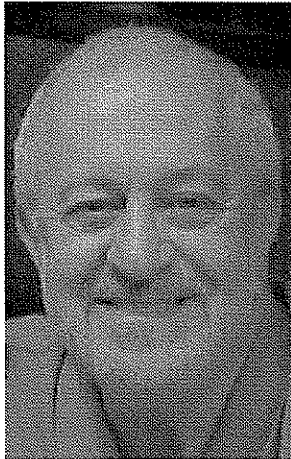




Remember When...? Some Random Thoughts And Ramblings on Teaching



By **Carlo Coppola**

Professor Emeritus of Hindi-Urdu, former Director of the Center for International Programs, and Winner of the 2005 Teaching Excellence Award

Excellent teachers—the kind who receive teaching excellence awards—are, in my opinion, those who have an up-to-date, proficient, if not masterful, command of their teaching subject and are able to convey the content of this material in an articulate, even dynamic, manner so as to engage the students' sustained interest. And this dynamism, augmented with a sense of humor, invariably results in powerful learning outcomes. Such teachers are approachable in and out of class, are able to test students fairly yet rigorously, and are flexible in adhering to the syllabus and in grading. They incorporate into classes teaching aids and technology as is appropriate and available for the subject, and use local resources—colleagues, community people, local museums and cultural events, even restaurants, etc.—to augment their teaching. Always respectful of students, excellent teachers never forget that students have lives outside the classroom, and that, sometimes, students' circumstances might entitle them to a break.

Finally, a saving grace for any teacher is to remember that at some point in life, s/he was just as unformed and uninformed as those in the class who seem to defy one's best teaching effort. All faculty ought to have a sign discreetly placed in their office reading "Remember when. . . ?" to recall those dark days of one's own callow ignorance.

Just out of grad school, I initially imitated the teaching style of my professors. Reasonably proficient at "talk-'n-chalk" lecturing, I noted that students were starting to yawn just as I had in grad school ("Remember when. . . ?"), so I changed by recognizing the value of varying the pace of the class, lecturing only part of the time, using what were then called "audio-visual" materials, and daring to encourage class discussion, even in large classes.

Recalling how I benefited from class excursions, *(continued on page 2)*

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Cathy Cheal on the 2007 Lilly North Conference in Traverse City	3



Coming Soon:

- Call for nominations for the 2007 Teaching Excellence and Excellence in Teaching Awards
- Call for proposals for the Educational Development Grants for 2007
- Teaching and Learning Luncheons, Workshops and Presentations
- John Gardner addresses the Oakland community on October 12th.

***“Excellent teachers
learn from
students...also from
colleagues”***

I regularly incorporated these into my syllabi. Such field trips fostered informal interactions between students and me, but also students themselves. Not all outings were successful, however. Once at an Indian restaurant I was stuck with a \$135 bill for some students who skipped out without paying. Or the time 28 students signed up to come to my home for an Indian meal . . . and nine showed up.

Excellent teachers learn from students. I did, most memorably from a voice student who introduced me to the song cycle “Gitanjali (Song Offerings)” by John Alden Carpenter. Gitanjali (Song Offerings) is also the name of the most famous volume of poems by India’s Nobel Prize-winning, national poet, Rabindranath Tagore.



Andragogical Studies... Huh!?

Most instructors have heard of the word “pedagogy,” the art or profession of teaching children. *Androgogy* is the art or profession of teaching adults.

The Department of Teacher Development and Educational Studies (TDES) is in the process of developing an innovative and ground-breaking cognate that has at its focus the study of adult teaching and learning, thus *Andragogical Studies*.

**Remember When...? By Carlo Coppola—
continued from page one**

The texts of these songs were, indeed, Tagore’s, and I have since pursued a 30+-year research project in which I have collected the music of over 300 western composers who have set Tagore’s lyrics to music. In addition to publishing two articles on these findings, I have presented this research at its various stages at several international conferences.

Excellent teachers also learn from colleagues. I attribute some of my teaching success to collaboration with colleagues. For example, a musical program of works by the aforementioned poet Tagore to celebrate the 50th anniversary of Indian independence in 1997. Over 70 musicians performed his songs in their original Bengali, as well as in Hindi, Gujarati, Telugu, English, French, Italian, and Polish. A *succès fou*, the SRO event drew over 500 people. This concert was my second-proudest hour in my 37 years of teaching at OU.

My proudest: Receiving the 2005 Teaching Excellence Award.



*Carlo Coppola continues
his academic endeavors
from his new home in
Southern California*

**Andragogical Studies...A New Cognate
in TEDS—by Dyanne Tracy & Christine Abbott**

This field of study is relatively new; andragogical is a word coined by Malcolm Knowles in 1978. Knowles lists the following assumptions about adults as learners ([http:// www.learn ingandteaching.info/learning/knowlesa.htm](http://www.learn-ingandteaching.info/learning/knowlesa.htm)):

* The need to know — adult learners need to know why they need to learn something before undertaking to learn it.

* Learner self-concept —adults need to be responsible for their own decisions and to be treated as capable of self-direction

* Role of learners’ experience —adult learners have a variety of experiences of life which represent the richest resource for learning. These experiences are, however, imbued with bias and presupposition.

* Readiness to learn —adults are ready to learn those things they need to know in order to cope effectively with life situations. *(cont’d on page 4)*

* Orientation to learning —adults are

Lilly North 2006— by Cathy Cheal, Assistant Vice President of E-learning and Instructional Support



Eleven Oakland University faculty members and administrators, including Susan Awbrey (Professor and Vice Provost of Undergraduate Education), Cathy Cheal (Assistant Vice President of e-Learning and Instructional Support), Chris Clason (Associate Professor of German & Chair of DMLL), Scott Crabill (Director of General Studies), Jennifer Heisler (Assistant Professor of Communication), Alice Horning

(Professor of Rhetoric and Linguistics), Mariah Malec (Assistant Professor of Dance), Beth Talbert (Special Instructor in Communication), Dyanne Tracy (Professor of Education and Chair of TDES), Barbara Harrison (Assistant Professor of Nursing), and Robert Anderson (Associate Professor of English), attended the Fall 2006 Lilly North Conference in Traverse City from Sept. 13-17.

This teaching and learning conference functions as a forum for faculty to teach each other about the teaching methods that have been successful in their classes. This year's tracks included Teaching with Technology, Adult Learning and Nontraditional Formats, Service Learning and Volunteerism, and Possibilities in Learning.

Oakland University was well-represented by conference presenters. Alice Horning discussed a book review assignment that has changed the dynamics in her classes in a markedly positive way. I offered a talk on the instructional theory of social learning and presented ideas for creating community in an online course, including discussion board assignments, chat discussion groups, personalized welcome videos and student images, email listservs, blogs and journals, and jointly-edited student wikis. Susan Awbrey, Beth Talbert, Scott Crabill, Jennifer Heisler and Chris Clason presented a poster session on the goals and activities of our Foundations of Excellence First Year Student Engagement program. Beth Talbert also gave a talk on the use of groups as a positive teaching methodology.

Cathy Cheal has been facilitating the creation of online courses and programs at OU since 2004. Her book chapter entitled "A Taxonomy Showing Relationships between Digital Learning Objects and Instructional Design" will be published in Winter 2007.



Mariah Malec, Jennifer Heisler, Susan Awbrey and Beth Talbert at the Lilly North Conference.

The Teaching & Learning Committee

Henry Aigbedo (Business Administration): 2006-2008 (on sabbatical, Fall 2006)

Susan Awbrey (Vice Provost for Undergraduate Education

Charles Clark (Director, Academic Skills Center)

Elyce Cron (Education): 2005-2007

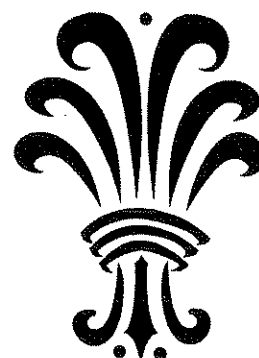
Jennifer Heisler (RCJ) 2005-2007

Melodie Kondratak (Health Sciences): 2006-2008

Joan Love (Assistant Director, Office of Admissions & Orientation): 2006-2008

Ánne Mitchell (Nursing): 2006-08

Chris Clason (DMLL/German; chair): 2005-2007



**The Senate Teaching
and Learning
Committee**

Charge of the Senate Teaching and Learning Committee: "To promote the teaching function and the learning process by sponsoring incentives for good teaching and by publicizing within the University significant ideas and approaches to teaching and learning; and to provide for a more structured outlet for reflection on both the teaching and learning process and the aspirations and accomplishments of the teaching profession."

New TDES Cognate — by Dyanne Tracy & Christine Abbott (continued from page 2)

motivated to learn to the extent that they perceive that it will help them perform tasks they confront in their life situations.

We believe the nature of the student body at Oakland University may fall into one or more of the above assumptions, depending on their chronological age, their emotional maturity, variety of life experience, level of completed academic degrees, not excluding other considerations.

Historically, there have been few formal programs to prepare professors to teach adults in university classrooms. Over the last thirty years a growing body of schol-

arship has emerged related to adult teaching and learning which has different implications from the traditional pedagogical models for children and adolescent teaching and learning.

Our proposed cognate, in its formative stages, embraces the assumptions of effective adult teaching and learning within a 20 credit hour sequence of study. The scope of topics in the Andragogical Studies Cognate is framed in five courses:

EST701 Theory and Practice in Adult Development and Learning (4 cr)

EST702 Professional Seminar: Field Experiences in Post-Secondary Cam-

pus (2 cr)

EST703 Post-secondary Instructional Design and Assessment (4 cr)

EST704 Professional Seminar: Pre-Internship Experience (2 cr)

EST705 Post-Secondary Co-Teaching Internship (8 cr)

The beauty of this proposed cognate is that it can "stand alone" as an individual course of study or a professional development experience; we hope that the cognate in Andragogical Studies could serve as a minor within various doctoral degree programs at Oakland University for candidates who are planning on teaching at the university level.

The Committee invites you to a campus-wide lecture and discussion with Dr. John Gardner, Director of the Policy Center on the First Year of College. He will be speaking on October 12th at 10:00 AM in the banquet rooms of the Oakland Center.

Please watch for the announcement of calls for nominations for the 2007 Teaching Excellence and Excellence in Teaching Awards

Comments or suggestions to Chris Clason — (248) 370-2063 — clason@oakland.edu