

The Faculty Colloquium on Excellence in Teaching (FACET)  
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## ***FACET's Roles in Addressing the Expanding Crises in Teaching***

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*When I began teaching (shortly after St. Augustine died), information was difficult to acquire and much of teaching was transmission of information that was only available to experts and was relatively stable. Further, critical thinking and valuing were mostly really much simpler than they have become. Currently, we are still struggling to switch to course-level, assessed, major outcomes and to teaching that represents current best practices and is both evidence-based and framed by learning theories. Even deeper challenges are coming from the need for a post-information vision and for deep and systematic curricular integration. Partly because we as faculty have been so slow to change systematically, these challenges are embedded in a more difficult societal framework. What can FACET do to help us make these transitions more effectively?*

***1. What are three really important things that you have gained by being a member of FACET?***

***2. What are three things you should now do to further improve your students' learning?***

***Critical Thinking: Then and now*** [R. Kegan. 1994. *In Over Our Heads: The Mental Demands of Modern Life.*]

1. Movie or Novel: Isolated Perceptions of One Character, Event or Etc
2. Movie or Novel: Unbroken Narrative Line. History: Facts & Story-Line
3. Movie: Can Be "About" Some Theme [Can Analyze A Story for Theme]  
History: Author's Perspective, Themes & Values in A Historical Narrative
4. *Individual Interpretations Now Subject to [Disciplinary] Analysis*  
May Begin in Late Teens. It *stretches MANY students* in Higher Education  
***Largely An Invention Of Last Half Of 20th Century. [Perry On Harvard Finals.]***
5. *Individual Disciplines [Paradigms] Now Subject to Analysis wrt Some Critical Theory*  
Not [often] Predominant [Spontaneous] In Self Until After 40 [If Then]  
Stretches MOST Undergraduates & MANY Graduates [and some faculty—cn].  
***Largely an Invention Of Recent Decades.***
6. *Can Compare Alternative Frameworks for Combining and Evaluating Disciplines and Paradigms*  
Implicit in Kegan's Analysis  
***[Currently being developed*** by some faculty in some fields. Stretches Many Faculty?]

[Perry, Not Kegan:] Nelson, C. E. 1999. On the persistence of unicorns: The tradeoff between content and critical thinking revisited. In B. A. Pescosolido & R. Aminzade, Editors. *The Social Worlds of Higher Education: Handbook for Teaching in a New Century*. Pp. 168-184. Thousand Oaks, CA: Pine Forge Press. [http://mypage.iu.edu/~nelson1/99\\_PersistenceUnic.pdf](http://mypage.iu.edu/~nelson1/99_PersistenceUnic.pdf)

***Information Then: Access difficult. Experts had near monopoly. Expertise ~ Information***

IU Biology 1200+ Journals; ILL Slow; Reprints essential; Xeroxes Expensive;  
Slide-rule (10" circular); Mechanical calculators; Punch-cards and FORTRAN

***Teaching Then: Information as focus. Critical Thinking, Communication Etc NOT Issues***

Textbooks smaller; rarely updated; little or no color.

Faculty Made Slide Collections; Required access to expensive books etc.

Often augmented by exchange with other researchers whom one knew personally. Video??

***Alternative delivery systems*** could not match quality of tenure track faculty (however bad)

Lecturers and part-time faculty and other non-tenure track appointments fairly rare.

No “University of Phoenix” and Few CCs or under-resourced state campuses

**3. *Teaching Now: Which of These Do You Now Do Well?***

*“Backwards Course Design”: Outcomes drive content choices and pedagogy?*

*Major Outcomes Well Assessed At Course Level?*

*Know and Use Evidence-Based, Well-Researched “Best Practices”?*

*Understand and Apply At Least Three Different Learning Theories to Understand Difficulties?*

**4. *Teaching Planned: Which Have You Begun Well?***

*Post-Information Focus: Minimal Transmission; Focus On Evaluation, Application Etc*

*Deep-Curricular Integration: Stepwise Development of Competencies*

**5. *The Expanding Crises in Teaching: Key Aspects: [Apologize for overgeneralizations]***

*Information Now Universal Access: Removes One Core Faculty Role*

*High Quality Information & Organization Now Universal Access:*

*[Wikipedia; MIT Open Courseware, ALL Courses]Parallels Another Core Faculty Role*

*Video and Images Now Universal Access: Removes Another Core Faculty Role*

*Faculty Resisted Assessment and Vertical Integration: “Academic Freedom”*

*Can’t Demonstrate How Well [or Poorly] We Are Doing*

*Faculty Refused to Take Responsibility for Maximizing Real Student Success*

*“Dysfunctional Illusion of Rigor”*

*Results Clearly NEEDLESSLY Biased Against SS From Underpowered Backgrounds*

*Tenure-Track Faculty Increasingly Replaced by Non-TT, Some with PhDs, Some MA/MS*

**6. *What Changes Do We Need to Make?***

***What can FACET do to help us make these transitions more effectively?***

**Three key summaries of important research [for all faculty].**

- Lion F. Gardiner. 1994. Redesigning higher education: Producing dramatic gains in student learning. ASHE Higher Education Report. (All the fundamentals in 200 p.)
- Marcia Baxter Magolda. 2001. Making their own way: Narratives for transforming higher education to promote self-development. Sterling, VA: Stylus. [Fundamental to understanding liberal education.]
- Marcia Mentkowski and Associates 1999. Learning that lasts. San Francisco: Jossey-Bass.

**Use one of these (or an equivalent) in designing or revising a course:**

- Bean J. 1996. Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom. San Francisco: Jossey-Bass.
- Fink LD. 2003. Creating significant learning experiences: An integrated approach to designing college courses. San Francisco: Jossey-Bass.
- Wiggins G, McTighe J. 2005. Understanding by design. Expanded 2<sup>nd</sup> Edition. Prentice Hall.

**Use one of these (or an equivalent) in designing or revising student evaluation and grading:**

- Walvoord BEF, Anderson VJ. 1998. Effective grading: a tool for learning and assessment. San Fran.: Jossey-Bass.
- Dannelle D. Stevens, Antonia J. Levi. 2004. Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning. Sterling, VA: Stylus.

**Some ways to get started on assessment:**

- Angelo TA, Cross KP. 1993. *Classroom Assessment Techniques [CATs]*. 2nd edit. San Francisco: Jossey-Bass.  
See also for online examples: <http://www.siu.edu/%7Ededer/assess/catmain.html>
- *Assessment Resources*, National Resource Center on the First-Year Experience and Students in Transition, University of South Carolina. Includes a searchable database of assessment instruments and much more  
<http://www.sc.edu/fye/resources/index.html>
- Bernstein D et al. 2006. Making Teaching and Learning Visible: *Course Portfolios* and the Peer Review. Anker.
- Chism, Nancy Van Note. 2007. *Peer Review of Teaching: A Sourcebook*. Jossey-Bass.
- Hutchings P. Ed. 1998. *The Course Portfolio: How Faculty Can Examine Their Teaching To Advance Practice And Improve Student Learning*. Sterling, VA: Stylus.
- Palomba, Catherine A., Banta, Trudy W. 1999. *Assessment Essentials: Planning, Implementing, Improving*. Jossey- Bass
- Walvoord Barbara E. 2004. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. Jossey-Bass.