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Reminder: Register for Learning Communities Institute

You are encouraged to attend the eleventh annual Learning Communities Institute, which will be held on Monday, May 11, 8 a.m.-4 p.m. in the Scheman Building, Iowa State Center. Faculty and staff are welcome to attend all or part of the day.

Registration information can be found on the Learning Communities website at <http://www.lc.iastate.edu/institute.html>

Teaching at ISU

Volume 21, Issue 2

Spring 2009

Everything I Know about Teaching...

You may have heard about Robert Fulghum, the Unitarian minister and artist whose 1986 book, *All I Really Need to Know I Learned in Kindergarten*, became a best seller. His simple ideas, such as "Share everything," "Play fair," and "Don't hit people," have kept the book in print for more than twenty years and have given rise to dozens of imitations (as well as parodies). But where do teachers learn all they need to know? Here, several ISU teachers detail where and how they learned about the craft of teaching.

...I Learned on CyRide

by Susan Yager



This statement may not be strictly accurate. I had been teaching for several years before I set foot on a CyRide bus, and was a regular rider for quite a while before I noticed how CyRide trains its drivers.

But when I became a member of the CELT staff, I naturally grew more curious about this kind of teaching. So now I tend to sit up front and listen in whenever training sessions take place. And so, I stand by the *essential* rightness of this claim: you can learn all you need to know about teaching on CyRide. Here's what CyRide's trainers do:

Teach the individual. If someone in uniform is holding a clipboard and sitting up front on the bus, it's likely that training is underway. In-service training is a one-on-one situation, with the trainer giving his or her entire attention to the driver. Some trainers keep up a steady stream of comments and advice,

while others are more taciturn. These different styles work, just as with classroom teachers, because the instructor's focus is always on the student's learning.

Spend time on task. "Are you Blue?" asks a would-be rider. The driver in training might be startled, but this is not a question about mood; the rider wants to know which bus it is. "I'm Green, but I'm turning Red," an experienced driver may answer, like a human traffic signal. It takes time to learn the lingo, time during which the trainer coaches the student driver. Drivers in training move on only when they are comfortable taking the next step. After some 35 hours of training, student drivers then practice another 70 to 80 hours on the road, according to CyRide Transit Trainer George Smith.

Respect the learner, and provide feedback. No matter how rough the student driver's turns or how sudden the stops, I have never seen a CyRide trainer in anything but an amiable mood. There are a thousand things to learn: Where the transfer points are, how to give transfers, and what to do about dollar bills in the coin box. The trainers have seen it all, and convey their confidence to the rookies. "That's just right," I have heard more than once. "Perfect."

Encourage active learning. Student drivers generally complete their route or take it as far as a relief point, although the trainers stand ready to take over the driving if necessary. As they drive, students learn to judge distances, maintain their speed, and keep an eye on other drivers and on pedestrians. They open the traffic gates, remember where the stops are, pause until they are in sync with the schedule. (I have also seen experienced drivers teach a *different* group of students,

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Professors Relate “Everything I Know about Teaching...”

(continued from page 1)

those new to mass transit or to the U.S. “You don’t have to race across the street. I see you and I will wait for you,” I heard one driver explain to new riders.)

CyRide’s drivers take their responsibilities seriously, making their way through the roughest weather while riders read, do homework, or chat. When I see a young driver – wasn’t she in my first-year comp class a few years ago? – guiding a 15-ton bus as if it were no big deal, I know that CyRide has taught her as well as, or better than, I ever could.

Susan Yager, an Associate Professor of English, is stepping down this spring from the position of Associate Director of CELL.

...I Learned from Playing Soccer

by Doug Jacobson



In the game of soccer, if you pass the ball your team has a better chance to score. In the classroom, if you let the students become involved, they have a better chance to learn.

Sometimes a soccer player needs to pass the ball back to the keeper and start over again. In teaching also, if something doesn’t work right the first time, don’t give up – just start over

again.

The goalkeeper in a soccer game should encourage the players when they make a good play, and should help them see where the play is developing. It’s the same in teaching: the instructor should guide and motivate the students to learn.

Mastering the fundamentals, like throw-ins and headers, is critical to success on the soccer field, just as having students master the fundamentals is crucially important to their success in class.

In a soccer game, when your opponent scores a goal it is sometimes the defense that needs to be adjusted and not the goalkeeper. In the classroom, when students are not learning it might be the instructor who needs to adjust how or what is being taught.

The soccer team will play better and more strongly when we

offer praise to our teammates when they make a good play, just like in teaching: we should tell students when they do a good job or ask a good question.

All eleven players on the field have something to contribute to the game, not just the forwards who score the goals. In the classroom also, all students have something to contribute.

Many people think that a soccer game in which the final score is often 1 to 0 is boring, but once you start playing, even watching the game is exciting. Again, that’s just like in the classroom: if you get the students involved, you can turn the dulllest of subjects into a field of excitement.

Doug Jacobson is Director of the Iowa State University Information Assurance Center and University Professor of Electrical and Computer Engineering.

...I Learned from Horses

by Amanda Fales-Williams

Horses are amazing educators. I taught in partnership with school horses that could safely cart a young child around the lesson ring while half-asleep. These same horses, when paired with an intermediate or advanced rider, would refuse to perform tasks unless asked in exactly the right way. Horses appear to have an unapologetic grasp of educational assessment.



I have learned the following truths from horses.

Rule 1: Consistent communication builds trust, an essential requirement to bridge the thousand-pound gap between horse and human. I have known shaggy, more or less sound horses to jump any obstacle for an adored rider. I have witnessed spectacular meltdowns of sleek, athletic horses that lacked faith in their riders.

Rule 2: Expectations must be clear and positive responses encouraged immediately. Wayward efforts must be immediately re-directed. A horse without boundaries is a frightened horse; this is a non-productive and dangerous situation.

Rule 3: If you want your instruction to make sense, you must consider the frame of reference for your audience. Self-preservation trumps good intentions in the face of confusion.

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Q&A with Preparing Future Faculty Alumnus Dusan Palic

Dusan Palic, who holds D.V.M. and Ph.D. degrees from Belgrade and Iowa State University, was a Preparing Future Faculty Scholar and is now an assistant professor in Biomedical Sciences in ISU's College of Veterinary Medicine. Here he answers some questions on the value of PFF in his career.

What do you teach at ISU?

My primary teaching responsibilities lie with Veterinary Anatomy (Principles of Morphology 1) that I team-teach to first year students in Clinical Veterinary Medicine at ISU. This course provides students with a knowledge base of the anatomy of the dog that they apply throughout their veterinary curriculum. I've also taught Introductory Aquatic Animal Medicine since 2003. I taught an honors seminar on Aquatic Ecosystem Health for two years and, in Spring 2006, got involved in teaching Marine Biology of the Caribbean with Don Sakaguchi (the next field trip to the Bay Islands of Honduras is in 2010). I delivered lectures in several courses on topics related to fish veterinary medicine, parasitology, aquatic toxicology, and comparative immunology.

How did the Preparing Future Faculty program help you as a graduate student?

I enrolled in PFF in 2002 when my major professor, Bruce Menzel, suggested that it might be a good program for me to get exposure to how the U.S. higher education system works. I enjoyed a number of discussions in the first two PFF seminars, but an added advantage was that I became much more comfortable with the resources within the departmental, college and university systems, and I learned how to use them. During those two semesters, I had two wonderful mentors, Edwin Powell, who shared his passion for advising students and teaching, and Claire Andreasen, who guided me through the hoops of research and publication processes.

Did PFF help you find an academic job?

In PFF we had interactions with administrators at different levels. I found those interactions provided abundant information that proved very helpful during my job search, application preparation, and interview process. I knew where to look for resources, and what is that extra something that most selection committees, chairs, and deans look for in a candidate. Most of all, I felt confident that I was doing things the right way, and that I was well prepared for the search process and interactions.

Has PFF helped you on your job? Were your first years on the job easier because of PFF?

I believe they were. Subtle things popped up – faculty mentoring, lab organization, and preparation work, as well as time management and focus. All those “little things” are extremely valuable for a new faculty member, and if I didn't hear them during PFF seminars, I would have had a tougher time sort-



Dusan Palic (far right, with sunglasses) and students practice marine biology in the Bay Islands of Honduras.

ing through all the information made available to new faculty. I knew what questions to ask and where to look for helpful advice from my official mentors and department chair. Most importantly, the information I have gained through PFF gave me a head start so that I could hit the ground running in my new job.

Civility in the Classroom

Kathy Obear, president of Alliance for Change and founding faculty member of The Social Justice Training Institute, will speak on “Civility in the Classroom” on Thursday, February 5, at 7 p.m. in the Memorial Union Sun Room. CELT is helping to support this presentation, which concerns ways to improve communication skills among students when different viewpoints are presented in class. In addition, Obear will participate on Friday, February 6, in the Social Justice Summit, time and place to be announced. The Summit is being coordinated by the Student Activities Center.

CELT Program Review

CELT will receive its second-ever program review this semester, when a team of faculty and staff from four universities visit campus this April. With experience and expertise in technology in teaching and learning, preparing future faculty programs, and faculty development, the review team is expected to assess CELT's current status and make recommendations for future improvements. The recent needs assessment survey sent to ISU teaching faculty is part of the preparations for this review.

Faculty Explain “Everything I Know about Teaching...”

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An overwhelmed horse will quit reasoning and bolt for safety. Conversely, a confident and trusting horse will try anything that you ask of him, so be fair.

Rule 4: Enthusiasm goes a long way. Why should your horse try something new if it means nothing to you?

Rule 5: Ride what you've got. Your plucky quarter horse may not step like a saddle-bred or soar over steeplechase fences, but he's got his own set of talents.

Teaching success is found in the relationship, not necessarily the sum of the team's talents. Watch the magnificent partnerships in any equestrian discipline; the non-verbal communication, the showmanship (underestimate the ego of an equine performer at your peril), the joint satisfaction of horse and human. This is the product of many educational relationships, hardly any of them unidirectional.

Amanda Fales-Williams is an Assistant Professor in the Department of Veterinary Pathology.

...I Learned the Hard Way

by Michael Martin



I think about this every time I begin a new class, and am reminded of it again and again. My first great awakening was: **I can't assume that students learn best the way I learn best.** I'm completely “visual”; show me pictures, the more the better.

You want me to understand a historic landscape? Give me maps, diagrams, illustrations, drawings, paintings...20 better than 10, 50 even better than 20. So

I load up two projectors, side-by-side, and think I'm doing my students a favor. Then I find half of them staring blankly by the time I reach the 27th image of Villa Lante. And my midterm evaluations indicate an overwhelming consensus that I show way too many pictures. Turns out I was numbing them with my image-onslaught.

This principle also applies more generally: more is not necessarily better. Assigning one really good reading might be more effective than five readings with multiple perspectives. Describing ten examples of 16th-century Italian villas may be less effective than explaining three key examples in depth. Students worry about remembering which of the ten was which, when what I really wanted was to convey essential

design principles.

My second great awakening: **I must establish not only my personal credibility but also the value of what I am trying to teach.** I teach mostly undergraduates, and began teaching immediately following graduate school. So I approached students as if they were graduates, rather than people a few years out of high school. I had come to graduate school after years in practice with a perspective on the value of learning about things that are not “obviously” essential or even important as steps on the path to a career. My students didn't share that perspective – how could they? They are naturally naïve, but also skeptical, which is a good thing. “Why is history important?...I just want to be a landscape architect. What does this have to do with that goal?” At first I didn't assume this value needed to be addressed throughout a course. I found it was actually a good thing to articulate and re-articulate *why* something is worth learning.

The third great awakening: **Teaching/learning is a transaction.** It's not *purely* delivery from me to them. After doing some community theater and performing music in public, I realized that a performance depends on the audience's engagement, and it's a feedback loop: Audience response elevates performance, and elevated performance enhances the audience experience.

As an audience member at a good concert or play I feel a part of something, not simply a witness to it. For teaching, all this implies not only the need to have good “material,” but also the need for a type of empathy – to be constantly aware of how things look and feel from the back of the room. There are many ways to encourage participation (in-class exercises, etc.), but beyond that, there are ways to make the classroom an interesting place.

As compelling as my topic might seem (to me), I never just lecture for the entire class anymore. I've learned to vary the pace, switch to an alternative medium, take breaks, do unexpected things, even change venues when possible. All this makes the class experience less about what the “performer” is doing, and more about how students are engaged.

As a final point: **All these things connect.** If more is not necessarily better, then I have time for things I used to think I had to leave out. If I teach someone with a learning style markedly different from mine, I often learn something new about a familiar topic in the process, having been forced out of my familiar rut. All this accumulates, and lessons I learn in one class lead to more effective teaching in others.

Michael David Martin is an Associate Professor and Associate Chair, Department of Landscape Architecture.

...I Learned in Ballet Class

by Dana Schumacher



I knew what active learning was long before the term came into the higher ed lexicon. There's no other kind of learning in ballet. You can't learn by reading about it or watching it. You have to do it – over and over, for years upon years. Serious students of dance engage in the ritual of “class” at least 90 minutes a day, six days a week, for as long as they are active. It's a regimen that offers plenty of time to

ponder objectives and outcomes. Here are a few things I figured out while hanging out at a barre.

It's the journey, not the destination. One does the same basic movements every day, albeit in increasingly complex ways. The goal is to do them better than you did them yesterday. It's understood that perfection is unattainable. But near perfection... well, with real vigilance, you might have a chance at that. A semester is made of 30-plus individual performances. They all matter.

We're all in this together. Everyone is responsible for generating as much time to dance as possible. When it's time to move the barres used at the beginning of class out of the way, the students move them. When the teacher asks for groups of three to perform a step, students organize themselves into groups. It's the instructor's job to teach, but it's everyone's job to make it a good class. Things go better when everyone has a part in making an event successful.

There's a lot more to learn than the material. Perseverance pays off. There is such a thing as friendly competition. There are different kinds of pain; some are bad, but others help you grow. There is respect for oneself, for others, and for a field of endeavor. And – as if that weren't enough – there's European history, music appreciation, basic physics, and a lot of French verbs. Don't overlook the experience of what and how people learn in a rush to cover the syllabus.

Manners count. Ballet classes employ a structure and etiquette evolved from the courts of 17th century France. One arrives dressed appropriately and on time; to do otherwise is disrespectful of the teacher and the art, as well as potentially injurious. You listen and watch, do as you are asked, and accept criticism as an indication not that you've done something wrong, but that you have the potential to improve. At the end of class, students bow to and applaud their teacher. The teacher applauds the students to thank them for their attention and

effort. Everybody claps for the person at the piano. It's very nice.

In *Homegrown Democrat*, Garrison Keillor writes of his education at the University of Minnesota, saying that it was there he discovered that work and play could be the same thing. (It's in Chapter 6, a great read for anyone at a land grant institution.) It was in ballet class that I came to understand the meaning of joyous work. We in higher education have the good fortune to pursue vocations instead of jobs. In living those vocations, we can help students discover their own.

Dana Schumacher is an Assistant Director of the Honors Program and former advisor in Political Science. She began her ISU career as a faculty member in dance.

2009 Hilton Chair Visits



Gloria Ladson-Billings

Gloria Ladson-Billings, the 2009 Helen LeBaron Hilton Chair in Human Sciences, is the Kellner Family Chair in Urban Education and a professor of curriculum and instruction and educational policy studies at the University of Wisconsin-Madison. She earned a B.S. in education from Morgan State, and M.Ed. in Curriculum & Instruction (Social Studies Education) at the University of Washington, and a Ph.D. in Curriculum & Teacher Education from Stanford.

The author of *Beyond the Big House: African American Educators on Teacher Education* and *The Dreamkeepers: Successful Teachers of African American Children*, Ladson-Billings also helped develop Teach for Diversity, a graduate program for teachers who want to teach in diverse racial, ethnic, and socioeconomic settings.

Ladson-Billings will speak on “The World Is Neither Flat nor Round: The Power of Research Paradigms” on Thursday, January 15, at 7 p.m. in the Memorial Union Sun Room/South Ballroom. In this lecture, Ladson-Billings will highlight the experiences and challenges of scholars of color who approach education from diverse and alternative perspectives. In addition, Ladson-Billings will participate in a CELT-sponsored brown bag discussion on Thursday, Jan. 29, from 11:30 a.m.-1 p.m. in the Memorial Union Gallery Room.

What's New in CELT's Library, 3015 Morrill Hall

CELT purchases new materials for the CELT Library each semester. Some of our recent acquisitions include works on assessment, career development, and online learning.

Robert M. Diamond's **Designing and Assessing Courses and Curricula: A Practical Guide** (Jossey-Bass, 2008) builds on recent work in course and curriculum design and assessing learning outcomes. Diamond's book, in its third edition, includes new chapters, case examples, and resources.

A number of new arrivals may be of interest to graduate students or those who train them. Peter J. Feibelman's **A Ph.D. Is Not Enough! Guide to Survival in Science** (Basic Books, 1993) outlines ways to become established as a scientist, including "selecting a thesis or postdoctoral adviser, choosing among research jobs in academia, government laboratories, and industry, preparing for an employment interview, and defining a research program." Of more general interest is **The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School Through Tenure** (University of Chicago Press, 2001). This volume includes advice on mentorship, writing the dissertation, the job hunt, and the tenure process.

Two more career-related acquisitions explore the web-based job hunt. Richard and Mark Bolles' **Job-Hunting on the Internet** (Ten Speed Press, 2005) shows how to use the Internet as part of a job-hunting strategy. And Margaret Dikel and Frances Roehm's **Guide to Internet Job Searching, 2006-2007 Edition** (PLA, 2006) explains ways to research potential employers, locate job-listing and recruiting websites, and carry out the search.

Continuing in the online vein, several new books concern online learning. **Essential Elements: Prepare, Design, and Teach Your Online Course** (Atwood, 2002) demonstrates how to rethink learning in designing all elements of online courses. At the other end of the course planning process is **Assessing the Online Learner: Resources and Strategies for Faculty** (Jossey-Bass, 2009). In **Using Wikis for Collaboration in Online Learning: The Power of the Read-Write Web** (Jossey-Bass, 2009), James and Margaret West define what wikis are and how they work, as well as using wikis to teach critical thinking, research projects, and service-learning activities.

A contrary view of the online world appears in Mark Bauerlein's **The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future** (Penguin, 2008). In this new book Bauerlein argues that the Internet, far from creating a better world imagined just a decade ago, has created a technologically savvy but uninformed generation that is ill-equipped to face the problems and opportunities of society.

The CELT Library also receives several periodicals, including the **Journal of Student Centered Learning** and **New Directions for Teaching and Learning**. A recent arrival of the latter features several articles on supplemental instruction (SI). Another recent arrival is an issue of the **Journal of College Student Development** (2006) edited by ISU professors Florence A. Hamrick, Associate Professor, ELPS, and John H. Schuh, Distinguished Professor, ELPS. This issue includes articles on NSSE data, race-related stress among African-American college students, and directions for future research on how college affects students.

Create a Positive Classroom

Many college teachers ask about ways to foster a positive classroom atmosphere, and almost as many educators and faculty developers have responded with ideas.

Among the most frequently heard suggestions is that instructors seek to start off on the right foot with students. For example, a tone of mutual respect can be established at the beginning of the semester when the first day is used to explain the "big picture" of the course, why it is important and how it fits into the larger curriculum. Thus, thinking through the elements of the course and how they fit together can make things clearer, and less frustrating, for students.

Some teachers of small classes spend a bit of time assembling a "bill of rights" or agreed-upon ground rules for both students and instructor; sometimes all members of the class physically sign this classroom contract. If this idea seems unworkable, you may prefer to include a statement of mutual respect and a setting of ground rules in the course syllabus. Alternatively, in courses where "clicker" technology is used, instructors can poll students about classroom behaviors that disturb them. The influence of the student peer group can be substantial.

Once the semester is underway, there are other methods of promoting a positive atmosphere. For example, instructors can ask for mid-course feedback through a "Plus-Delta" assessment (this method involves asking students to respond anonymously regarding what is working well, and not so well, in the course, and what both students and instructors could do to improve things). It is very important to relate some of your findings from the Plus-Delta to your students, and this feedback offers a significant chance for influencing students' behavior.

For more ideas on classroom atmosphere and student behavior, see "Large Class Teaching Tips," at http://www.celt.iastate.edu/teaching/instructors_share.html.

Spring Programming Features Old Favorites, New Items

Teaching Tips and social software, Second Life and first careers, TurningPoint and engaging students – all are part of CELT's Spring programming schedule. This semester's events include new items, such as a Teaching and Learning Circle on the innovative European developments in higher education, and popular workshops like our sessions on using WebCT.

Two **Faculty Forums** are planned for this semester: the popular **Teaching Tips** forum, featuring your colleagues' suggestions to make teaching easier, will be held on Tuesday, Feb. 3 from 12:10-1:30 p.m. in the Memorial Union Gallery. On Wednesday, March 25 from 12:10-1:30 p.m. in the Sun Room of the Union, CELT will present a forum on the latest with **ISUComm**.

As usual, CELT has a full slate of **WebCT GOLD** sessions, all to be held in 1230 Communications. These include workshops introducing WebCT GOLD to beginners, as well as sessions on communication tools and strategies, managing course content, assessment, and managing students and grades. These will be offered multiple times from January through March; see the CELT website for details.

CELT will reprise its popular session on "Teaching and Learning and Social Networking Technologies" Wednesday, April 15, from 12-1:30 p.m. in 1230 Communications. Two webinar sessions on teaching with the **TurningPoint "clicker" system** are scheduled for Friday, Feb. 20, and Thursday, March 19, both from 12-1:30 p.m. in 1230 Communications. In addition, two webcasts on exploring **Second Life**, an Internet "virtual world," will be presented on Wednesday, Jan. 21 and Friday, Jan. 23 from 12-1:30 p.m. in 1230 Communications. A series of monthly meetings for a Second Life interest group is also planned for February through May.

Teaching and Learning Circles offer a chance to read about and discuss a topic in some depth. This term Susan Yager will facilitate two such circles. One, on **teaching high-ability students**, will be offered Thursdays after Spring Break, on March 26, and April 2, 9, and 16. Another, on the education reforms in Europe collectively called the **Bologna Process**, will be held from 12-1 Thursdays, Feb. 19 and 26 and March 5 and 12. Register to receive readings and more details.

In a related session, Svetlana Tezikova of Nizhyn State University, will speak on the **Bologna reforms** and their implications for higher education in the U.S., on Friday, Feb. 20, from 12:10-1:30 p.m. in the MU Gallery.

As usual CELT will have events particularly for graduate students. These include a Teaching and Learning Circle on **Generation Me**, Wednesdays from noon-1:30 p.m. on Jan. 28 and Feb. 4, 11, and 18 (register for readings and details).

Donna Kienzler will also facilitate sessions on **Going on the Academic Job Market**, Thursday, Jan. 29, 3-5 p.m., and **Preparing for Academic Interviews**, Thursday, Feb. 5, 3:30-5 p.m., both in 2019 Morrill.

Among many other events are panels on "**Engaging Students in the Classroom**," Wednesday, Feb. 18 from 3:30-5 p.m., and on "**Liberal Arts and Sciences with Practice**" with this year's **LAS Master Teachers**, Wednesday, March 11 from 3:10-4:30 p.m., both in the MU Campanile Room. The 2009 Helen LeBaron Hilton Chair, Gloria Ladson-Billings, will speak at a brown-bag session on Thursday, Jan. 29, from 11:30-1 in the Memorial Union Gallery Room. See more on Ladson-Billings, page 5.

Details on these and other sessions are on CELT's website. Register online via AccessPlus – for instructions, see www.celt.iastate.edu/events. If you have difficulty, contact celt@iastate.edu or 4-5357.

Faculty Use of Learning Technology Boosted by JETS

CELT has received an ISU Computer Advisory Committee grant lasting through June to conduct a pilot program called JETS, or Just-in-Time Educational Technology Support. Under this program undergraduate students, trained and supervised by full-time CELT Learning Technologies staff, provide faculty with semester-long support for e-learning, that is, teaching with technology.

JETS student workers can support projects such as building or updating WebCT courses; helping with TurningPoint or "clicker" technology; working on digitizing documents or images; or editing video for web streaming or DVD.

Students can also assist with basic web design and creation, and can help faculty working with such software as Adobe Acrobat, PowerPoint, Respondus (online quiz creation), and social software tools like Facebook or Second Life.

There is no charge for this service, which is available for both Mac and Windows users. Once faculty members are paired with student supporters, they can email directly for course support and work with students during times that fit their schedules.

Interested faculty should contact CELT Assistant Director Allan Schmidt, aschmidt@iastate.edu.

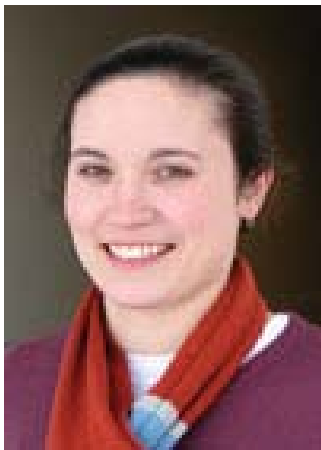
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CELT Welcomes Tigon



Tigon Woline is the newest member of the CELT staff. Tigon, an Instructional Development Specialist, will work with Rex Heer in supporting CELT's many web-based communications. She will also work as a member of CELT's Learning Technologies team to provide faculty support and instructional design to improve teaching and learning.

Tigon, who attended ISU as an undergrad, has worked as a horticulture intern with ISU

Extension, and has taught several online horticulture classes using WebCT. Now a graduate student in Horticulture, she is working with her major professor, Ann Marie VanDerZanden, Associate Professor of Horticulture, on researching web-based technologies that may help in developing students' problem-solving skills.

Iowa Professor of the Year

Tom Greenbowe, Professor of Chemistry, has been named Iowa Professor of the Year for 2008 by the Carnegie Foundation for the Advancement of Teaching. Widely known for his dedication to undergraduate teaching, Tom has received a National Science Foundation grant to study better ways of helping students learn through discussion. He is also author of several computer-based simulations of chemistry experiments and chemistry lab manuals.



This is the third time in recent years that an Iowa State professor has been named Iowa Professor of the Year. Gail Nonnecke, Professor of Horticulture, received the award in 2007, and J. Herman Blake, director of African American Studies, was honored in 2002.
