I like this quote from the *Thinker’s Guide to the Art of Asking Essential Questions*. Have you ever noticed how questions can open up space for considering possibilities, where statements tend to close down or contain ideas? This year in the Part-Time Lecturer Professional Development (PTLPD) seminar, I wanted to experiment with the curriculum by focusing on “Getting Curious.” I wanted us to get curious about...

- How do disciplinary perspectives frame our questions?
- How do socially constructed activities foster individual learning?
- What does socially constructed learning look like?
- How do personality types affect behavior/beliefs?
- What do we value most in student work?
- What do we appreciate in our work?
- What challenges in teaching do we face?
- What goals will help us move forward?
- What ideas will help us get there?
- What support do we need?

This “zine” is a collection of narratives describing individual experiences from participants in the 2014 PTLPD seminar. These pages provide evidence that group-led activities like “Get Curious,” the Poster Activity, and the Personality -Type assessments emphasize that knowledge is socially constructed and that collectively we know more than we would have discovered on our own.

Enjoy and if you have any questions or curiosities of your own, please contact me at the Faculty Development Center – 109 Halle Library – 487-2530 – Peggy.Liggit@emich.edu.
NAME: Matt Schumann
DEPARTMENT: History and Philosophy
LIVE MULL: Green
ENNEAGRAM: 5/4
PHILOSOPHY: "A good education teaches values as well as content"—bell hooks

NAME: Catherine Meldrum PhDRN
DEPARTMENT: School of Nursing
LIVE MULL: Gold, blue, green
ENNEAGRAM: INFP

NAME: Peggy Uiggott
DEPARTMENT: Director (I) Faculty Development Center & Biology Science Education
LIVE MULL: Green, blue, gold
ENNEAGRAM: ENFJ
PHILOSOPHY: "The job of an educator is to teach students to see vitality in themselves. & "The cave you fear to enter holds the treasure you seek."—Joseph Campbell

NAME: Chelsea Lonsdale
DEPARTMENT: English Language and Literature, First Year Writing
LIVE MULL: White
ENNEAGRAM: INFP
PHILOSOPHY: "I believe in story: the stories of my students, their individual experiences with literacy, and their emerging stories as they learn how to navigate the demands of academic discourse."—C.L.

NAME: Kimberley Kopka
DEPARTMENT: Accounting and Finance
LIVE MULL: Gold, blue
ENNEAGRAM: ISTJ
PHILOSOPHY: "Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting."—Ivan Illich

NAME: Petra Hendrickson
DEPARTMENT: Political Science
LIVE MULL: Green, blue, gold
ENNEAGRAM: ENFJ
PHILOSOPHY: "Writing and reading are two of the most important skills students can hone in college; I facilitate this intellectual maturation through writing assignments that focus on drawing parallels between class materials and current events and comparing/contrasting cases studied in class with one another so they can see historical parallels as well."—P.H.

NAME: Nereida I. C. Nazarro
DEPARTMENT: Worlds Languages, Spanish
LIVE MULL: Green, gold
ENNEAGRAM: ENFJ
PHILOSOPHY: "Imbue thyself with the power of imagination, have courage for truth, sharpen they feeling for responsibility of soul."—Rudolf Steiner

NAME: Matt Schumann
DEPARTMENT: History and Philosophy
LIVE MULL: White
ENNEAGRAM: INFP
PHILOSOPHY: "A good education teaches values as well as content"

NAME: Christina Sears-etter, MFA
DEPARTMENT: Music and Dance
LIVE MULL: Orange, blue
ENNEAGRAM: EJ/ENFJ
PHILOSOPHY: "The truest expression of a people is in its dances and music. Bodies never lie."—Agnes de Mille

NAME: Dr. Kathryn A. Ziegler
DEPARTMENT: Women's and Gender Studies
LIVE MULL: White
ENNEAGRAM: INFP
PHILOSOPHY: "Teaching is creating confident adventurers to confront gender injustices, create paths for fairness and opportunity for all who come after them."—K.Z.
The conceptual framework I wanted to bring to the PTLPD seminar included:

1) Each participant creates an action plan that includes a goal centered on a learning concept or skill-set of their choice, a timeline, and list of resources that the participant can use to ensure the goal is met.

2) Each participant is mentored to help them meet their goals. The relationship is meant to foster professional growth through appreciative inquiry and experiential practice.

3) Participants create a portfolio that captures:
   - the participant’s newly acquired knowledge;
   - the process taken to achieve this new knowledge, and
   - the impact (or potential impact) this new knowledge will have on the EMU community.

Each of these items are situated in the participant’s unique context and encompasses periodic sessions for faculty collaboration, features that traditional PD workshops and seminars lack.

What am I appreciating that I already do with participants?

I’ve been facilitating faculty/lecturers analyzing student work with the “The Poster” activity for about 4 years now. One of the strengths of the activity is the question: “What do you value about the student work as it relates to the discipline?” This is the introduction to appreciative inquiry – getting curious about what students do well, then asking “What should be?” in terms of what is challenging about the student work, followed up by asking, “What might be?” “What will be?” What can the instructor do to revise the assignment or change other aspects of the class to foster student success (like bringing in more active learning or adding prerequisites).

What am I hoping to see happen in this seminar?

I’m hoping that each individual will feel special, valued, and supported in their professional development journey. My intention is that the activities, spacing and timing also foster deep learning so participants create meaningful impact.
What “Might Be” as a result?

My dream is to have each person embody the notion that he/she is their own best resource - that personal and professional growth comes through “getting curious.” Hopefully asking essential questions about your life, who you are as a person, what are your hidden talents, and what is the best way to develop these hidden talents will lead a person on to transformational answers.

What are my ideas for getting us there?

current knowledge \(\rightarrow\) time & space of not knowing \(\rightarrow\) NEW knowledge

Getting comfortable with being uncomfortable: Let’s face it – learning something new can be scary, frustrating, and down-right hard. Piaget proposed that in order for a person to acquire new information, their intellectual development must transition from initial equilibrium to disequilibrium to a new equilibrium (Wadsworth, 1971). Being in a state of disequilibrium – that “space of not knowing” – is actually a strong motivator for the participant to take actions for further assimilation or accommodation as a means to relieve the feelings of vulnerability and awkwardness that come with learning something new. Just being aware that learning something new means you are supposed to feel uncomfortable can be comforting – because it is a feeling you can expect to have in this process.

Throw out the old PD model: The traditional view, displayed in figure 1.1, is one where the “expert” or teacher is positioned hierarchically higher than the students (or seminar participants). In the traditional framing of teaching and learning, the teacher (or seminar facilitator) is the keeper of knowledge and responsible for disseminating his/her choice of knowledge to students (or participants).

Unlike the traditional way of framing teaching and learning, the new way of framing is built on the concept that knowledge is socially constructed.

Social construction can be described as a social exchange and collective knowledge-creation between people versus individual learning as a separate process.
What are my ideas for getting us there?

This seminar appreciates that knowledge is socially constructed and, importantly, that participants need time during and between the seminar sessions to do important group work together. Thus, the seminar curriculum, online course shell, and schedule embeds social activities into the program design, such as: threaded discussions, participant-created and led activities (e.g. “getting curious” exercise), mentoring and group feedback, and group projects (e.g. this group zine.) Using social interactions as a foundation for learning allows the participants and the facilitator(s) to mutually benefit from the learning exchange occurring (figure 1.2).

What are the challenges?

I'm finding it a bit scary to give up control in this new format where the seminar has both a personalized PD plan and that most of the delivery of content is delivered within a socially constructed format. Control means I can expect certain things to happen. Giving up control provides room for creativity and experiential learning, but the final outcome is not known, not by me or by any of the participants. To be in this space of “not knowing” requires trust on everyone’s part.

It is easier on my end if all the participant goals center on a more prescriptive approach – like asking everyone to redesign their syllabus using Fink’s resources for Creating Significant Learning Experiences. This is the approach I used to use. But remember, according to the PD research, this approach has limited results for positive impact on teacher behavior and student learning.

I find I keep going back to Joseph Campbell’s words - “the job of an educator is to bring out what is in someone, rather than merely to indoctrinate him/her from the outside.”

Each seminar participant is growing as a person and a professional. To best support their journey, I need to understand their context - subject area expertise, personality type and learning style preference, goals and dreams.

“The cave you fear to enter holds the treasure you seek.”
– also by Joseph Campbell.

It is my hope that by the end of this PD experience that participants will see themselves more and more as professional educators in Higher Education – meaning they desire “pulling out” the potential in students rather than “pushing in” content, that they value the “space of not knowing” keeping in mind Piaget’s model for cognitive development. You can’t get to the magic of new knowledge if you don’t get out of your comfort zone. If I want to change the traditional PD model, I have to be willing “walk the talk”, to model with my seminar participants what I hope they will do in their own classes (give up some control of the curriculum by adding student-created projects, allowing time during class to work on group projects, foster more dialogue and reflection, and allow student/participant choice).

How have the workshop activities helped me think through this?

This is the third year I’ve taught the PTLPO seminar and by far this seems the most transformational one. I think some ideas are working, and it has been worth the risk of trying something new; here is what I’ve noticed so far:

1) The “Getting Curious” activities have been outstanding! I led the first exercise by bringing in pond water and asking the participants to write a few questions down on a 3X5 card, then share their responses. I then asked that a working group create the rest of the “Getting Curious” prompts. Each week was amazing! One team had us look at art work by Frida Kahlo and ask questions from our disciplinary perspective, another group had us consider what a “super hero” would look like in our discipline and everyone drew pictures or wrote narratives, and another activity was started by having us select a word written on a 3X5 card describing a place (museum, library, theater, or lawn) as a space for delivering a lesson plan taught from the perspective of our True Color personality type. These group prompts for the “Getting Curious” activity were much more creative than I could have generated by myself. Activities ran 20 minutes longer than I planned, but “giving up control” of my schedule was well worth the socially constructed learning and sense-making that came with following our curiosity!

2) This zine project, to me, is another indicator that participants are professionally growing! Each author’s contribution here is their portfolio. The narratives and images they selected to share show deep reflection and thinking in regard to how each person has a different challenge and goal for moving his/her teaching forward. It was great to see how everyone rallied to get the part of the zine project finished and it is now complete. Our project is now self-published and in circulation for others to read!
GET CURIOUS!

Activity No 1

What questions do you have about this mysterious pond water?

Are you releasing them tonight?
What would this look like under a microscope?
Has anyone mapped the flora & fauna of the area this came from?

IT'S ALIVE!!!!

Becoming: Musings of a Black Feminist, Embodied Educator

Haiku for the Teacher Who Is A Student Herself

No Differences

Together, we transgress as one
To find wisdom's lost

By Nicole April Carter
The teacher as authority figure is based on a mind/body dualism, where the teacher is a disembodied mind.

—bell hooks

Are your chakras in line? I sure hope so!

My best teacher self is in tune with my mind, body, and spirit. When I grow, my student’s grow along with me.
Something's aren't always what they seem. This is a girl. This is a boy. That is a negro, Black and lazy in the textbook, never there. A story of hate. This is your country, this is an A or America, whichever you prefer. This is invisible.

This is the beginning, and I must work to embody change.

Inside this classroom is the promise, green. Because it's new, and beyond that. The truth and then your truth. Which is dismal, and has only a few true believers.

This is the beginning, and it is difficult to accept.

This is the world, which is complex and filled with boys girls or a combination. We are right to question the equation of Black + Lazy = An entire group of folk. With multiracial and then genderqueer: the world becomes clearer yet more complex.

This is the beginning, but let me walk with you as you become.

Once you have learned the words to speak difference as means of understanding. You will learn that 'See Jane Run was never enough. Who was Jane running from? Maybe it was Dick who just wouldn't leave her alone. Or, was it from an angry mob who wouldn't STOP calling her nigger?

You are no longer at the beginning, you have begun to question, so let us walk together.

This is your hand afraid yet gentle, these are my hands, yellowed and firm. Together, we explore the unknown history filled with hatred, but make time for love through embodied learning. Together.

You have walked to the end, which is a new beginning.

Recipe for Adjunct Lecturer Wellness

In the mornings...
- Drink one cup of Green Tea
- Have a bowl of oatmeal
- Get ready for the day with a stretch to your favorite Downtempo House or Electronic Music
- Think a positive thought

In the afternoons...
- Send a positive message to someone
- Eat a refreshing salad with fresh strawberries or cherries on the side
- Dance a little after your meal

In the evenings...
- Take a walk if the weather permits
- Reflect on the ups and downs of the day
- Tell your pet or other loved one you love them
- Sleep well

Modify As Needed
Introduction!

Project: Working collaboratively with another lecturer to revamp the health planning course structure & content toward a more active, engaged classroom.

To teach is not to transfer knowledge but to create the possibilities for the production or construction of knowledge. ~ Paulo Freire, Pedagogy of Freedom
GOAL

WHAT?
Classroom activities and hands-on learning that will enhance students knowledge of how to execute healthcare planning.

WHY?
This particular course content lends itself to “doing”. Use a flipped classroom technique to promote student discussion & learning during classroom sessions. Begin with short summary lessons and introduce hands-on activities for majority of class time.

HOW?
Practice-Based Teaching for Practice-Based Learning

IN ADDITION...
Engage students in regular feedback sessions so teachers and students work together to improve the class.

We must teach the way students learn.
—Pedro Noguera, Professor of Education, NYU
Helpful Workshop Activities

✓ Promoted creative thinking
✓ Shared multiple perspectives & viewpoints
✓ Learned new teaching tools

Current & Future Challenges

Restructuring the course and measuring performance for continuous improvement.
To Teach Is To Learn

Laying the Foundation

I teach a section of PLS 120: Global Issues, the particular global issue I address in my course is genocide. This is a lower-level general education class and, as might be expected, the starting points of my students (in terms of writing ability, critical thinking, world experience, worldview, reading comprehension, synthesis skills, etc.) varies a lot. Fall 2013 was the first semester I taught the course, but also the first time I taught anything at all. My nervousness about actually being in front of a classroom and only a vague notion of what kinds of things were reasonable to expect from my students in assignments, I chose a very straightforward (i.e., dull) teaching method: while I made sure to include several questions to discuss as a class each day, the vast majority of the time I just lectured. The goal was to enlighten, but I fear I was much more successful in confusion.

Some Bad Advice and the Consequences

A cynical older professor had told me to assume that students will not have done the reading.

Revelations and Inertia

The fall semester proved to me that I was, in fact, capable of teaching. I did not get my course back until mid-March and inertia (I could reuse everything from the fall pretty easily) meant that pretty much nothing changed for the class (2 sections of it, actually) for the Winter 2014 semester.

NAME: Petra Hendrickson
DEPARTMENT: Political Science
COLOR: Green
BLUE: Gold
MYERS-BRIGGS: INFJ
GOAL STATEMENT: I know the skills students develop in my class will stick longer than any material; so I want to use the material more effectively as a vehicle for skills development.

Harsh Realizations

Very late in the winter semester, when it became painfully obvious about 15 minutes into the class period that my students were having a very difficult time understanding a particular case of genocide (Best Times), I tried to not lose the lecture and instead had a conversation with my students about what I could to do help facilitate their learning more. One of the big things that emerged was that virtually no students did any of the readings, but their reasons for doing so generally fell into one of the following: 1) covered all the important material in them anyway; so why bother; 2) in the words of one student, "isn't it time for all that?" a) general defeat that they couldn't make sense of the readings without a preexisting knowledge base; I solicited and received this feedback too late in the semester to make any drastic changes, but I did start providing guiding questions for each reading, so that they had an idea of what they should be reading for, which made the readings much more reasonable.

The readings were no longer massive chunks of opaque text, but rather a few key points and examples and facts that helped bolster those key points.

The Big Idea and The Sticking Point

One of the key components of my class involves being able to take class material and use it to assess current events. Four times throughout the semester, my students are required to read a single paper doing just that: how does a particular piece of class material (of the student's choosing) relate to a particular event within the past three years (also of the student's choosing)?

My goal with these papers is to help students realize that the types of things we cover in class are still relevant today: giving them agency over what specifically they analyze is designed to let them start to make these connections and come to this realization using something they already find particularly interesting or something they are more familiar with.

A prerequisite for these papers is an understanding of class material, which seems to be where my plan starts to unravel.

Taking a Step Back

When I present material in class, I try to emphasize overall themes and patterns, but I also provide a lot of details and pieces of information designed to show that although the overall themes and patterns hold, even with an example of genocide, there are virtually no black/white dichotomies: even something like the Holocaust has much more nuance than people usually think about. When the end result was the death of 6 million people, that's not how it started. There were a series of less drastic policies that ultimately made extermination easier for the population as a whole to cope with. While it's easy and perhaps personally reassuring, to say that the Nazis were clearly evil, it not only seems insane, and stop there, arguments for the rationality of genocides are more compelling than the arguments for irrationality.

I think my demonstration of nuance causes some students to get bogged down in the details, and as they try to make the material comprehensible, not only do they write off the nuance, they oversimplify the main themes and are left with only a vague, superficial standing point. So when they choose their news article, they focus on the most aggregate but actually one of the least-useful concept: the death of a lot of people. So any situation where a lot of people were killed is genocide to them; simply put, the understandings they have come to about what genocide is by equating genocide with any case of multiple murders is missing the most basic point of the class.
GET CURIOUS!

Activity No.2

What questions come to mind based on your own disciplinary perspective?

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First Things First

One of the first things I know I need to do is adjust how I present the details. I think they are important, as they give context and ground the theories and events so that they’re not as abstract, but obviously some students are getting lost by being far more focused on the unique details of a case than on the central ideas.

I think the use of guiding questions for the readings throughout the semester (rather than just the last few class periods) and requiring the completion of those questions as a non-trivial portion of the final grade will help a lot. The guiding questions very much focus on the important, broader points. If students are able to use the details in the readings to form a more sophisticated understanding of those points, fantastic. If, on the other hand, the only thing some students are able to do is understand those important, broader points, that’s a good start.

Sophisticated understandings grow out of less sophisticated understandings, and helping students at least get a foothold on an accurate understanding of material will make the development of sophisticated understandings in the future much more possible.

A basic first step is still a step, and the best way to start.

What More?

In addition to guiding questions and an adjustment to how I present information, I need to provide students with low-stakes opportunities to work through critical analysis of current events using class material as a lens before they have to write their first paper. I get the feeling that these papers are the first real exposure students have to certain current events and critical thinking, and having them do it all for the first time in the first paper may be detrimental.

How To Proceed From Here

I know that making my class (and, more importantly, the subject matter) more accessible to students is my internal, pedagogical goal. Achieving that goal will help my students work toward my external goal, which is to foster in them a more sophisticated and critical engagement of the world around them (using class material as a particular piece of the world to practice with).

The seminar and its components have helped me take inventory of where I am now in my teaching, which is obviously crucial to moving my teaching forward.

A more dynamic teaching style and a wider variety of specific teaching tactics are key, but knowing what tactics to use and how to use them effectively is daunting.

Books like How Learning Works and What the Best College Teachers Do speak to improving my overall style. The Penn measures we’ve been given as part of the seminar and books like McKeachie’s Teaching Tips provide specific tactics to consider.

I feel most comfortable moving forward and trying new strategies after I’ve dug deep into the theories behind what I’m trying to do, but at least for the time being, everything in all of those books is just theory, and all the theories in the world won’t help if I can’t develop tangible ways to implement those theories.

To move more from theory to action, I need to engage with other instructors (either through conversation or observation) and meaningfully get a sense of what tactics are most effective in contexts like my own. I can use other people’s insights and experiences to help make my own teaching more practical on a day-to-day level.

What More?
I have taught 2 classes for the Accounting Department:

ACC 240 (Principles of Financial Accounting)

And ACC 246/646 (Accounting for Public Administrators/Financial Management of Nonprofit Organizations).

This past Winter, I also taught COB 200. This is the introductory course to the College of Business and everyone who has a business major has to take it. The advice I received from the class coordinator was to not talk too much. So instead of focusing on lectures (although I lectured too!) I tried to make the class the kind of class students remember as an example of a class they enjoyed. We did a lot of activities!
In ACC 240 the students were not as engaged. The class was composed of lectures and in-class exercises. Not as many students asked questions even though I knew they had them. The students did not talk to each other as much. My goal is to think about how I can incorporate some of the concepts that worked for COB 200 into ACC 240.

In the part-time lecturers’ teaching seminar we talked about the importance of curiosity and the tenants of appreciative inquiry. I saw how, even though we as students and as teachers may not have familiarity with a topic, it is still possible to engage with and learn about a subject. With curiosity and appreciation! It is the feeling from COB 200 that I would like to see in ACC 240.
Some ideas of activities to incorporate into ACC 240 include:

A current events feature where each student would inform the class about a current event related to accounting? Or maybe each student could research a company accused of accounting fraud?

A team project researching the financial performance of a company of their choosing?

A game of some sort (like Jeopardy?) helping students to remember the material?

There are always challenges when inventing elements to include for a class, and some trial and error. Will the class respond well to the new activities? As a result will the ACC 240 students interact more with each other and me? I am excited about investigating the answers!

1. Analyze a set of student work samples (e.g. papers, exams, problem-sets).
2. Describe what you value in the student work as it relates to the discipline.
3. Describe the challenges students face.
4. Explain how many times students get to practice the concepts/skill-set.
5. Create a Poster with your findings and explain it to at least two other people.
6. Reflect on your poster and explain how you might make revisions in the assignment/exam to improve student learning.
community) audience. We used Kevin Breel’s TED Talk, “Confessions of a Depressed Comic,” as a mentor text.

**Name:** Chelsea Lonsdale  
**Department:** English Language and Literature/First Year Writing  
**Color:** Blue  
**Myers Briggs:** E/INFJ  
**Goal Statement:** To evaluate the research habits of my ENGL 120/121 students in relation to the structure of the research writing assignment(s) I give, in order to improve the curriculum I use for my ENGL 121/Comp 2 courses.

I teach ENGL 120: Writing the College Experience (aka Comp 1) and ENGL 121: Researching the Public Experience (aka Comp 2) at Eastern Michigan University. I also teach Comp 1 and 2 at Monroe County Community College.

In Fall 2013, I assigned for the first time a Public Narrative essay in my ENGL 120 class, which required my students to find 3 outside sources to use in their writing. Public narratives, according to Marshall Ganz, follow a three part structure: the story of self, the story of us, and the story of now. I asked my students to write about an issue that impacted them personally as a college student, to identify their own individual experience and how it fits within the context of college life, and what they felt was an appropriate call to action for their (campus community) audience. We used Kevin Breel’s TED Talk, “Confessions of a Depressed Comic,” as a mentor text.

What I found was this: My ENGL 120 students, who theoretically are “behind” my ENGL 121 students in terms of writing skills and critical thinking abilities, were MORE SUCCESSFUL in finding appropriate, credible sources and integrating them smoothly into their own writing than my ENGL 121 students are when working on a semester-long research project.

**Why is this?**

The poster activity allowed me to look at the work of one student from each course, side-by-side. I made note of what I valued about each student’s work, and I dissected excerpts of their assignments: my ENGL 120 student (let’s call him Taylor) seamlessly brought in research. Moreover, the research Taylor pulled in was credible (ie: it wasn’t from answers.com or Wikipedia).

My ENGL 121 student, on the other hand, who we shall call Alex, struggled throughout the term not only with finding sources, but with incorporating them into his paper. I find this to be the case with many of my ENGL 121 students, *including* those who have taken ENGL 120 with me first: it seems that the drop-off or disconnect occurs for my students when they start searching for sources.
Likewise, pre-existing knowledge or personal connection to the research topic seems to make a difference as well. If my assumptions are correct, students are quite capable of determining what is or is not a credible source when they have some expertise already. For example, if a student was interested in gender representation among Magic the Gathering players, I highly doubt they would rely on answers.com or Wikipedia for information.

My ENGL 120 students were writing about an issue that impacted them personally. They knew where to look for information. My ENGL 121 students, on the other hand, chose topics that they had curiosities about but lacked foundational knowledge on and thus were unable to connect with most of the sources they found, scholarly or popular. Familiarity with the conversation that is already taking shape around a research subject may be a necessity for success in a research writing class.

As a result, I will continue to use inquiry-based research methods but will have students select topics that they themselves have something at stake in. For example, a student who has overcome a learning disability may choose to research mainstreaming of special education students in area high schools. A returning student working in the health-care field may find that researching care protocols for Alzheimer’s patients would be an appropriate topic.

The course I am teaching right now at MCCC confirms my assumptions: I assigned “disappearances” as a broad category to frame the research projects of my students, and we worked from a long list of potential topics though they were free to choose their own as well. What I have found is that students who have personal ties to their subject (the Ford Motor Company employee researching the collapse of organized labor, the returning student with experience in canning and food preservation researching the disappearance of honey bees in urban areas) are much more successful in finding appropriate sources and working them into their own writing. These students, as a result, are also more likely to grasp the meta-knowledge involved in research writing (i.e., how we do it and why we do it that way).

Comparing the papers of two of my students side by side for the poster was immensely helpful in connecting two tasks that may not have crossed paths otherwise because they are from separate courses. Identifying a specific theme in relation to the outcomes of the courses helped me to articulate a rationale for each assignment and illuminate the disconnect. In addition, appreciative inquiry as an approach helped me to see what was possible, which led me toward practical improvements rather than a frustrated critique. I am emerging from these 5 weeks encouraged and empowered as an educator: I can evaluate what happens in my classroom and find solutions by embracing curiosity.
Name: Catherine Meldrum  
Department: Nursing  
Color: A combination of gold, blue, and green, certainly not orange!  
Goal statement: My goal is to improve the foundational knowledge for my nursing students in NURS372/Nursing Research. I hope they are able to take that knowledge and apply it to other research articles and to their nursing practice to provide the best care for patients given the best evidence available.

Evidence-Based Practice

I am a part time lecturer teaching Nursing Research to both traditional undergraduate nursing students and nurses who are pursuing their BSN (I really do have a full time job at the University of Michigan Health System).

This teaching position requires different approaches to the groups as the students who are already nurses pursuing a BSN have a wide range in years of experience. Sometimes the traditional BSN students may be a little less enthusiastic about a course such as this as I think they are more interested about the technical skills required for new nurses nevertheless I think a course like this is important. It should make them think not only about “how and what’ they are doing but “why”.

This professional development seminar has provided many tools to use in achieving my goals with the students. I very much enjoyed doing the “True
As far as current teaching methods—what works, what I don’t think works........ To some degree I feel obligated to provide a short engaging lecture to make sure we are all on the same page with the fundamental concepts for the course all the while keenly aware that students do not want me to just stand up and lecture for the 2 hour time slot.

One of the other intriguing ideas brought to my attention was the use of Zines. I had never even heard of them before this seminar. Chelsea (and Peggy) introduced us to this type of genre. Outside of the seminar class I did a little research of my own to find out more about this genre. These individual or group publications are generally handmade and can ignite a desire to learn as students use what they have learned to put down in a type of booklet. The intent is that zines are shared and passed along to others. I would like to focus the zines on the foundational knowledge so that they can later apply the concepts to research studies as they critique them.

Colors” test as it brought to my attention the variety of characteristics that help define who we are, our needs, what we value, what we find joy in, and how we feel we need to be as a person. This assignment provided us with tips that will help us relate to others and how others view us. This of course will be a long journey as I continue to improve the relationship of my “true colors” with my teaching style to meet the needs of each student.

One of the other intriguing ideas brought to my attention was the use of Zines.

I had never even heard of them before this seminar. Chelsea (and Peggy) introduced us to this type of genre. Outside of the seminar class I did a little research of my own to find out

**WHAT ARE ZINES?**
Gosh how boring could that be! So, providing a short lecture and reviewing different types of articles (some well done and some poorly done studies) can be provided in class. We could break up into smaller groups and the groups can discuss separate sections of the articles doing their own mini-critique of that section. Previously, we have done some group activities in the class and the students seemed very engaged in their groups.

I am hoping by introducing a new genre it will inspire them and make them question if they are using the best evidence when caring for their patients. If they share these zines with others it may inspire other students (and/or other nurses) to think about evidence based practice and begin to look at the literature. This would only improve their practice and ultimately patient care.

Whether they are brand new nurses out of college or experienced nurses completing their BSN, I hope as a result of the class they will begin to critique research articles on a regular basis and make changes in their practice if indicated. The workshop activities have given me some guidance on how to start this project. I
am uncertain of the challenges that lie ahead but I am certain about one thing: I do not want them taking the answer “We have always done it that way” when they question a nurse as to “WHY”.

WHAT I HOPE TO IMPROVE

• Support significant learning within a limited amount of time.
WHY?

- Starting in Fall 2014, Spanish 121 classes will be 50 minutes shorter per week.

GOOD FOR ME!

- I am very organized.
- My class flows beautifully!

I love, love, love lesson plans!
WHAT ELSE CAN I DO?

- Reorganize and/or redesign my lesson plans.
- Provide more time for students to speak in Spanish in class.
  - Should I allocate a specific amount per class? 5 or 10 minutes?
- Encourage students to listen to Spanish outside of the classroom. For example: soccer games, movies, television or music.

What might be ...

- I will cover the material clearly and thoroughly even within the revised schedule.
- The students will feel confident enough to continue their study of Spanish.
How did the workshop activities help?

- Listening to colleagues and sharing our experiences.

"With my teachers I have learned a lot; with my colleagues, more; with my students, even more." (Indian proverb)
Matt J. Schumann
History and Philosophy

"A good education teaches values as well as content."
-C.S. Lewis

Objectives:
Do you know history?
Do you know how to know history?
Do you love knowing history?

COURSES TAUGHT

Eastern Michigan University
- United States, to 1877 2010-present
- Western Civilization, to 1648 2006-present
- Western Civilization, 1648-1918 2005-present
- World History, to 1500 2007-present
- World History, 1500 to present 2007-present
- World History, 1900 to present 2011-present

Washtenaw Community College
- Holocaust 2007-present
- United States to 1877 2005-present
- United States from 1877 2010-present
- United States Military History starting Fall 2014
- Western Civilization, to 1500 2007-present
My Starting Point

COURSE READINGS
Required: Halle Library Catalog (http://www.emich.edu/halle.html)
JSTOR (http://www.jstor.org - accessible through the library)

Strongly Advised: Source Books Project (http://www.fordham.edu/halsall)
Early American Literature (http://muse.jhu.edu/journals/edl)

TEST QUESTIONS (HIST 102)
Test I. (Choose two of the following)
1. How did the Renaissance and/or Reformation shape Western Civilization?
2. How was Western Civilization changed by exploration and colonial ventures?
3. What is so “Western” about the emergence of modern science?
4. Choose your own question*

Test II. (choose two of the following)
1. How did the Enlightenment shape Western Civilization?
2. Discuss the relationship between early modern trade, empire, and European politics.
3. What is so “Western” about newspapers and the novel?
4. Choose your own question*

Test III. (choose two of the following)
1. How did Romanticism (including Nationalism and other ideologies) shape Western Civilization?
2. How did industrialization and the emergence of modern technologies affect Western societies?
3. When would you say Western Civilization “went global”? Why do you think so?
4. Choose your own question*

*note: You are welcome to choose your own question for each exam, but must clear it with me, first.

GOALS

I entered the teaching seminar with two main goals:

1. To engage students of other personality types, especially kinesthetic learners for whom “knowing” is a physical and emotional experience, not just a mental one.

2. To bring more technology into my classroom, helping students to appreciate that the study of history doesn’t mean you have to be old-fashioned.

STORY

I gained enormously from the “getting curious” exercise, especially as participants in the seminar took ownership and asked our own open-ended questions. With the right guidance as well, I believe that students will be able to challenge themselves with historical questions of their own creation.

The course shell and threaded discussions also gave a model of how to move my materials online, and allow students to engage my material—and each other—outside a classroom setting.

Finally, the Zine project gives a new perspective on student work, beyond the classic semester paper. At the least, it does give a window into less conventional approaches to student work, again drawing on electronic resources and engaging different personality types.
Christina's PTL Over-Arching Goal: To continue to develop as an educator and obtain most contemporary best practices in teaching!

My Specific Action Plan Areas:
1) To order and use a new book in DANC 220. *(Which I have wanted to do for several months! It’s a Team thing...)*
2) To encourage students to decode teaching materials and find their own connections to the content, in all classes.
3) To fairly use email and reminders & put protective boundaries around the use of these...so I can maintain work/life balance!
4) To build in better assessment standards for studio work (102 Studies) so that students feel more secure in the process of attempting the assignments.
5) To recognize the personality traits of others and try to find good ways to connect with others, *since we all* process information differently!

Christina's Corner

Musing on the “INSIDE” of my Teaching Practice — as it relates to my personal Action Plan Areas #3 and #4: Given that I have rather extreme yin/yang qualities within myself, teaching others with a good balance and boundaries is sometimes a challenge. Upon True Colors assessment, I ending up numerically being a Orange/Blue, but if I find myself identifying more with the Blue descriptors than the orange, Perhaps I have strong inner tendencies toward a “Blue” and present as an “Orange” to others!

Upon Meyers-Briggs Assessment, my personality types are: ENFP and by a hair, INFP. I want to learn to clearly communicate my expectations and standards, from deadlines to communication etiquette and stick to it!

**Routine and Structure** are not my strongest areas and its actually something I have to work hard to implement consistently. However, I do see the value in having routines and structure, but I personally prefer to “HAVE A PLAN, THEN WING IT” so it is a challenge for me. I have definitely learned strategies to compensate for this preference over the years and that has been successful.

**One Strategy** is not to answer requests for alteration to a plan on the cuff!

I say: let me check what I published about that question and get back to you.
A wee little STORY ABOUT COMMUNICATION & CLARITY

I find that given my personality and communication style, perhaps I unconsciously give students mixed-messages??

Maybe because I am approachable/ laid-back/ pretty casual/ friendly, there are perhaps assumptions made about my classes being “AN EASY A.” Then disappointment when it is actually NOT an easy A!?

*&&%&*%&*%&*(^)*&%&*%&*#/#

Specific Example: Last term I had a few students miss deadlines and/or submit work in INCORRECT formats than what I assigned. I graded zero points for these posts, then found out where the students had dropped them after the fact!! A small issue turned into a big one, as I then decided to re-grade that component of the assignment and accepted all work, whether it was in the wrong place or not! It created a clerical hassle, not to mention, it blew my time-line for the grading!!!!

and ended up compromising my integrity in a small but real way!!! I’m not clear on what the best solution was in this case, even now!! And why was their work incorrectly posted in the first place?? They assume it “will just be OK” despite the format for submission being clearly dictated and I’m not very good at just giving zeros.

so I did “just give zeros” but then ended up feeling badly for the majority of the students who put their work in the wrong electronic basket, and ultimately softened on my decision and gave extra points after the fact. One would think that this kind of action would have a favorable result. But it doesn’t end up that way!

Seeing that I have been flexible in the past, it leaves the door open to debate.

I’m going to work on being myself yet, closing doors and fences firmly. Being an “outward orange” must have benefits, but they aren’t clear to me at this point. I do see that:

I HAVE LOTS AND LOTS OF ENERGY!
MY Teaching Philosophy

Christina’s Corner

What I bring to Eastern Michigan University students is informed by my current research and artistic practice. It is also informed by my personality and personal qualities. I am trying (since this Seminar) to see these as enrichments and capacities of VALUE. This philosophy includes three dominant strands:

- **Passion and Complete Subject Mastery**
- **Embodiment and the value of embodied knowing**
- **Relevancy or contextualization for the student group and for individuals.**

**Passion** is a key component, whether the class is a lecture, participation or fusion of different approaches, the key is to inspire the student to engaged scholarship and discovery of her/his own passion for the topic. The passionate learning experience is a deeper and more connected learning experience.

**Christina’s Corner, cont.**

**Embodiment** refers to my belief that all human beings possess deep, oftentimes untapped knowledge of his/her own motion, bodily processes and innate kinesthetic intelligence. While some students definitely are gifted in this area, and some challenged, teaching with a value on embodiment looks, feels and imparts differently than a purely intellectual approach.

**Relevancy** is fueled by a desire for my remarks, intellectual hypotheses and processes, combinations of movement, audio-visual selections of supporting material, approach, aesthetic, direct feedback whether written or verbal, etc.

The best impact and import, and ultimate result will be achieved when I am able to employ my own empathetic response and thoughtful engagement with the students vis a vis, contextualization. This is a sophisticated dance, and the progress of my efforts to appropriately contextualize the course materials can only be measured over time, not through a single class visit or a short-term measurement.
Check the Syllabus!

ALL TOGETHER NOW!

IMAGINATION

ELECTRIC.

MOMENTS

Get Curious!

Activity No 4

Knowing your personality type (True Colors, Myers Briggs) how would you teach a lesson in the location you were randomly assigned?

Check the Syllabus!
Name: Dr. Kathryn A. Ziegler  
Department: Women's and Gender Studies  
Courses: Introduction to Gender and Sexuality Studies, Gender in a Transnational World, Inside/Out Prison Exchange Program, Introduction to Women's Studies  
Years of teaching: 10 years fall 2014  
Goal: I plan to structure my courses with sequenced activities and assignments that leads to advanced thinking and offers students tools not only to navigate contemporary social gender conventions but also change them.  
Rationale: I want a more cohesive course from which students come away with a knapsack of important instruments for navigating, enjoying and changing the world as they see fit and fair. I want students to be confident adventurers confronting gender injustices, creating paths of fairness and opportunity for all who come after them.  
Philosophy: Teaching is creating confident adventurers to confront gender injustices, create paths of fairness and opportunity for all who come after them.  

Knapsack of Instruments:  
- **Compass** for confidence in navigating their way  
- **Hatchet** for breaking gender norms  
- **Bandage** for wrapping their wounds  

Fink's pamphlet titled “A Self-Directed Guide To Design Courses For Significant Learning.” My goal comes from reflecting on my own experiences as a teacher of women's, gender and sexuality courses for ten years. I love teaching these courses. I have designed many courses and have adapted to changes in gender and sexuality over time. I involve my students in “real world” issues and “real world” problems so that they can make “real world” changes, whatever that means. What strikes me most about Fink’s writing is the suggestion to sequence assignments and learning activities in such a way as to build on each other, relate to each other, and address higher order of learning throughout the course. This makes beautiful sense to me and in so many ways I have developed a syllabus that does this. For example, I do an activity on the first day of class that literally calls out, labels and points to colors, objects and actions that students identify and that US social norms gender code and expect of people with a “certain” sex, whatever that means. This activity first makes visible what has largely gone invisible and even “natural,” whatever that means, in students's lives as they work to become the kind of young women and men society and families seem to expect of them. This activity, moreover, explains the binary system of gender
as well as the sex-gender confluence kerfuffle practiced by US societies. I then have students call out a third category that describes themselves as a somehow-comfortable, and not often equal, balance of feminine characteristics and masculine. This introduces the concept of a third gender that exists beyond the binary and is part of socially constructed gender ideology. On the first day I have not only introduced three major concepts in the field, but also thrown back the veil from their faces so that they can suddenly see the gender system of oppression and the ways this impacts their lives as androgynous third gender individuals expected to conform to a binary system based solely on the anatomy of their sex, which I call in turn “the accident of birth,” “society’s concern with what is or is not between their legs,” “vagina owners and penis owners and those with ambiguous genitalia.” With the realizations of this activity tucked into their knapsacks, I send them off to the wilderness of everyday life to observe “gender happening” in everyday ways, which they then write in an action-oriented essay reflecting on what they think all these gendered actions, colors and smells might mean to gender constructions and pressures to conform. These first day activities and reflective assignments provide the basic instruments of the course and students will use them for rest of the course as they do the discussions, assignments and research. Their success in these serve as mile markers and students proceed on their gender journey through the wilder-nesses that is their work lives, home lives, love lives in US societies and global societies.
While I am quite happy with the ways most of the course assignments are integrated and play out the course goals and objectives, I do have some concepts, some assignments that are not well connected; rather, they stand alone addressing course objectives. What’s more, I would like more group activities and for these to lead to more meaningful epiphanies for students. Ultimately, in addition, I would like better ways of assessing what students are “getting” in their “knowledge knapsack,” when they are “picking these up” and how they might use these instruments on their journeys after the class ends. I wonder, what more could I provide to those students that have basic instruments already in their knapsack? What more could I provide the interested and ready students in terms of more complex, even queer, instruments for their efforts to make a more just society? And, how can I know which students and when might they be interested in complex instruments? So, I think what I’d like to plan into my syllabus as I spend this summer 2014 working on it, is Issue Debates in which groups use course readings and individual opinions to take a stand on an issue. This meets many of Fink’s significant learning dimensions as well as my goal of providing “real world” and complex navigational instruments. These Debates would involve three sides at least, rather than the conventional two, debating social problems and creative (queer as in beyond the conventional and binary) solutions, and hopefully leading to discussion on ways to implement these solutions in the real world. Debates such as these meets my goal of providing both the basic and advanced instruments that enable students to adventure confidently and make the changes they want in the wildernesses that they decide to explore.

- Dr. K. Ziegler
AND IF YOU WANT TO MAKE YOUR OWN ZINE:

**How to make a mini zine**

1. Take a sheet of 8½ x 11 paper
2. Fold in half along the length
3. Fold in half along the width
4. Use scissors to cut the middle
5. Fold both edges in to the middle
6. Fold the paper length-wise, and press out the center cut so that it looks like a plus sign
7. There you have it! Copy and distribute!

Wondering about your own True Colors personality type and how it may influence your teaching and interactions with students?

[https://truecolorsintl.com/](https://truecolorsintl.com/)

Myers Briggs can be found here (but you can probably find a free version on the Internet!)


Special thanks to Colleen in the FDC for helping us put our zine together!
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