



Center for Teaching Innovation and Excellence (Oberlin College)

Students: 2300 (College of Arts & Sciences)
600 (Conservatory)

Faculty: 305

Staff: 1 (on 2-course release)

Main Activities

Workshops (2-5 per semester): (Fall 2013)

Aug. 21: Syllabus Planning and Course Design
(19)

Sept. 18: Designing & Writing Better
Assignments (22)

Sept. 26: Slow Pedagogy (Allison Pingree,
Harvard) (34)

Sept. 30: Risk Taking and Junior Faculty (15)

Oct. 10: Learning in the Museum (18)

Main Activities

Brown Bag Pedagogy Lunches (once a month)

Aug. 23: “Open for Discussion” – New Faculty Orientation

Sept. 12: 2-Week Check-in

Oct. 3: One-Month Check-in (Extra Session)

Oct. 11: Teaching Small Classes

Nov. 14: (Strategic) Planning for the Future

Dec. 6: Wrapping it Up: Reflecting on the Semester

Main Activities

Faculty Consultations (15-25 per year)

Formal observations (3-6 per year)

Special projects:

- Crossing the Street Pedagogy

- O-Portfolio

New Faculty Orientation (with Dean's offices)

CTIE Article of the Week

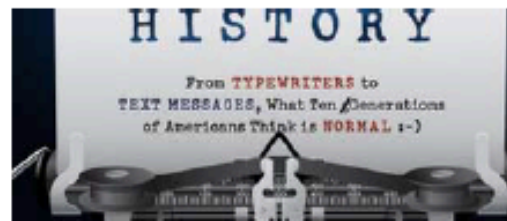


TOPICS IN TEACHING AND LEARNING

Preparing for Student Stress

We talk often about getting to know our students at the start of the semester, starting with learning their names. You likely know, for example, that your courses on Blackboard provide a photo of your registered students. Find “Course Tools,” and then “Student Roster.” At the very least you’ll know what they LOOKED like when the picture was taken (which might bear no resemblance to what they currently look like). Often faculty hand out index cards or small slips of paper asking students to mention one thing by which you, the faculty, can use to remember them: a kind of mnemonic device (Elizabeth loves Maine lobster). In small classes, you can have students interview each other for a few

There are also ways to learn about incoming students in a broader, sociological, sense. I always enjoy the famous Beloit College “Mindset List” (<http://www.beloit.edu/mindset/>), which reflects the world view of new students. Some of my favorites for the incoming Class of 2017 (born in 1995): Eminem and LL Cool J could show up at parents’ weekend, and Gaga has never been baby talk.



Email to Faculty (sent every Sunday)

College Faculty (College Dean): CTIE Article of the Week (April 7, 2014): Pedagogy of the Distressed

Inbox x



Steven S. Volk

to

Apr 6 (4 days ago) ☆



Dear Colleagues:

There always seems to be a point in the semester when current and future overlap: way too much work still to do for this semester and registration is already starting for the next. To your overworked states, I'd like to add a relatively short and (I hope) enjoyable 8 pages by Jane Tompkins. Tompkins taught for many years in the English Department at Duke and the University of Illinois, Chicago, among other places. She is the author of one of my favorites, *A Life in School: What the Teacher Learned* (Addison-Wesley, 1996) which has been called "more than a critique of the academy, a call to arms." I've admired her plea that teachers teach the whole person, mind, body, spirit. After a Yale PhD, tenure at Temple, and a full professorship at Duke, she found that she wasn't just unhappy, she was literally ill (stomach aches, heart palpitations, migraines). The problem, she diagnosed, was that her education had "misshaped" her, turning her into a "performer" more interested in impressing students with how smart she was than in teaching them how to think for themselves.

That's the topic of the essay that is today's "Article of the Week." "Pedagogy of the Distressed," first appeared in *College English* in 1990. The title, of course, is a play on Paolo Freire's *Pedagogy of the Oppressed*. As she writes, "I was led to think about the distance between what we do as teachers and what we say we believe in by [Freire], whose great theme is that you cannot have a revolution unless education becomes a practice of freedom" (653). Tompkins thinks that, for the most part, higher education has moved beyond the "banking" model of education, in which education is an act of "depositing," the students are the depositories and the teacher the depositor. (I'm perhaps less optimistic than Tompkins, but in any case...) Rather, she critiques the "performance" model of education in which we – the teachers – are too often focused (only) on showing students how smart, knowledgeable and prepared we are.

Tompkins argues that what really matters "as far as our own beliefs and projects for change are concerned is not so much what we talk about in class as what we do." Or, as she goes on to write, "I have come to think that teaching and learning are not a preparation for anything but are the thing itself."

You can find a pdf of the article on CTIE's Blackboard site, CTIE>Article of the Week>April 7, 2014. You can also access it via JSTOR on the library website.

There are still some seats available to Hilary Oakes workshop on Tuesday, "Making Pedagogical Connections between Writing and Oral Communication." Writing has long stood at the center of a liberal arts education as the primary way scholars express and share ideas. Today, however, our students need to be equally adept at expressing themselves orally, whether in formal professional presentations or in vibrant conversations with other scholars. In this workshop, we will discuss practical ways to incorporate oral presentations and other speaking exercises into our courses in order to engage students in deeper critical thinking and more substantial dialogue. Tuesday, April 8 at CTIE (Mudd 052), 4:30-6:30. Please RSVP to Laurie McMillin (lmcmilli@oberlin.edu) as dinner is included.

CTIE Blackboard Page

Browser address bar: https://blackboard.oberlin.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_3_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype google maps

Navigation menu: Academic Hub, Library, Classes, Calendars, eCard, Resources, Need Help?

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Center for Teaching Innovation and Excellence (CTIE)

Enabled: Statistics Tracking

Attached Files: Transcript_03-06-13.docx (45.525 KB)

Welcome to CTIE!



April Events of Note:

Tuesday, April 8 (4:30-6:30; Mudd 052): Hilary Oaks (Bates College) workshop on speaking & presentation skills. *Speaking to Learn: Making Pedagogical Connections between Writing and Oral Communication*

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Hilary Oaks is Director of Writing and Director of Student Collaborative Learning at Bates College, where she works closely with faculty across the curriculum while pursuing her interest in the intersections between written and oral communication. Her writing has recently appeared in *Multimodal Literacies and Emerging Genres* (University of Pittsburgh Press, 2013) and *College Composition and*

- CTIE Teaching Tips
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- Evaluating Teaching
- Events Calendar (Mudd 052)
- GLCA-Teagle Visit (2012)
- Grants-RFPs
- Information
- Innovation at OC
- Internal Links
- Issues in Lib. Ed.
- Other TLC Centers
- RHET-Writing at OC
- Syllabus Preparation
- Teaching Awards



March 31, 2014: Reflections on a Molecular Microbiologist's Visit to a Literature Course

This past January, CTIE and CLEAR (the Center for Learning, Education, and Research in the Sciences) sponsored a workshop on multidisciplinary. One of the highpoints of the discussion was learning about a research project on the nightingale by completed by a student, Nicole Le. The project was squarely at the intersection of literature, neuroscience and evolutionary biology. Le's prior presentation of the project for her biology class also provided an opportunity for Marcelo Vinces, the director of CLEAR to meet Kelly Bezio, who teaches in the English Department and works on issues of medicine and illness in U.S. literature. One result of that meeting was an invitation by Kelly for Marcelo to attend a session of her class, *ENGL 351, Literature, Medicine, Culture*, a course that explores what stories about doctors and medicine, from Mary Shelley's *Frankenstein* to Fox TV's *House*, tell us about our culture, our history, and the experience of being human.

I encouraged both to reflect on the class and what they learned from it, and they were kind enough to share their reflections with me and now, as today's "Article of the Week," with you. Not only did I find their reflections highly suggestive as to what we and our students can get from a more intentional linking of various parts of our curriculum, but I find the model of sharing reflections on teaching to be exemplary. You can find their reflections on [CTIE's blog](#).



March 17, 2014: Breaking Down Barriers Between the Humanities and the Sciences

Attached Files: [Niuro Breaking Down Barriers Sciences and Humanities CHE 03-03-14.pdf](#) (70.753 KB)

Leslie Niuro, "[Breaking Down the Barriers Between the Humanities and the Sciences](#)," #Future Ed in *Chronicle of Higher Education*, March 3, 2014.

Available at: <http://chronicle.com/blogs/future/2014/03/03/breaking-down-barriers-between-the-humanities-and-the-sciences/>

American colleges have attempted to broaden liberal-arts degrees through general-education requirements, claiming that this framework provides both breadth and depth. But requiring students to take classes they might not want to take is not going to solve the compartmental issue—rather, it exacerbates the checklist nature of a university education: thus, learning becomes linear rather than organic, prescriptive rather than descriptive.

Now...Imagine an environment where the arts, humanities, and sciences converged. Perhaps an entirely different species of learning would rise.

CTIE Blog

Center for Teaching Innovation and Excellence

Teaching and Learning at Oberlin College (Oberlin, OH)



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Multidisciplinarity: Reflections on a Molecular Microbiologist's Visit to a Literature Course

by svolk Tags: Disciplines, Hawthorne, literature, Multidisciplinarity, science, Shelley

Marcelo Vincés leads the newly established Center for Learning, Education, and Research in the Sciences (CLEAR). He helps coordinate on-campus undergraduate research, trains peer mentors, and coordinates workshops for faculty. Vincés earned a BA in biology at Cornell University and a PhD in molecular microbiology at Tufts University. Prior to Oberlin, Vincés worked in Washington, D.C., as an American Association for the Advancement of Science (AAAS) Science and Technology policy fellow at the National Science Foundation.

Kelly Bezio is a visiting assistant professor of English. Her research is in communicable disorders, particularly how American authors used such illnesses to imagine—paradoxically—community *formation*. This research

TAGS

AAUP Academic Freedom
Assessment Bill Ayers climate
science comments
CTIE Culture Wars
Curriculum David
Horowitz Deception
Departments Disciplines Education
Educational achievement
Epistemology Evaluation Expertise
First Years Foreign Languages
Free Speech
General Education
Global Competency higher
education Humanities
Innovation Integration
Interdiscinlinary

Aug. 19, 2013: Welcome and Syllabus Planning

Aug. 26, 2013: Planning for Future Stress

Sept. 2, 2013: Preparing for Student Stress

Sept. 9, 2013: “The Sounds of Silence: how to understand and deal with silence in the classroom”

Sept. 16, 2013: “Commenting on Student Papers with iAnnotate”

Sept. 23, 2013: Slow Pedagogy

Sept. 30, 2013: Deliberate Practice

Oct. 7, 2013: Mid-semester evaluations

Oct. 14, 2013: Just in Time suggestions

Oct. 28, 2013: Paper or Screen?

Nov. 4, 2013: Techniques for improving students’ deep reading abilities

Nov. 11, 2013: Providing timely and effective feed back

Nov. 25, 2013: Learning from the Semester

Dec. 2, 2013: On-line at Oberlin

Dec. 9, 2013: How to Solve It

Dec. 16, 2013: Last Class of the Semester