

# CTE Notebook

Newsletter of the Reinert Center for Teaching Excellence

Volume 5, Issue 1, Summer 2002

## Teaching and the Jesuit Tradition

By Dr. Paul Shore, Educational Studies

All of us at Saint Louis University are aware that we are heirs to something called the “Jesuit tradition”; whether we teach undergraduates, graduates, or professional students, the looming presence of a centuries-old tradition is always around us. Phrases such as “Education of the whole person” and “To the greater glory of God” are repeated in formal and public occasions, and the continuing development of this university is explained to us in terms of goals that reflect Jesuit values. Yet this Jesuit heritage is not as easy to grasp as it might seem. Many of us have little contact with Jesuits, or understand the tradition mostly through symbolic objects, memorialized personalities, or abstract concepts.

When it comes to teaching and the Jesuit tradition, the landscape becomes even less distinct. Some teachers at SLU have had Jesuit instructors at the college or high school

level, but the vast majority has not. The legacy of Jesuit teaching is understood through anecdotal references to legendary teachers here and elsewhere, or perhaps through the lives of the most famous Jesuits of the past and present. But the collective picture is fragmentary; Ignatius, the soldier turned pilgrim, Xavier the world-faring missionary and teacher, Teilard de Chardin, the renegade intellectual, Paul Reinert, the beloved symbol of an era at SLU that recently came to a close. But what are the commonalities among these conspicuously individual men? What can we say definitively about Jesuits and teaching? The problem is compounded by the fact that while the effects of teaching are profound and sometimes long lasting, the act itself is ephemeral. Ask me how Jesuit ideas about architecture, music or theology have evolved over the centuries and I can point to buildings, compositions and books. But the voices of long

dead Jesuit teachers cannot be heard again; the curriculum and philosophy of education documents left behind give us some notion of the principles employed and goals sought, but less than you might think about the act of teaching itself.

As the number of Jesuit teachers- both on this campus and virtually everywhere else in this country- shrinks, the question of Jesuit voices in education becomes much more than an historian’s inquiry. If we are to call ourselves a Jesuit teaching institution in the years to come, we must first discover what the essence of this Jesuit teaching mission really is. And even if we can do this, our work is not done, for SLU is not Colonial Williamsburg, where a moment in historical time is artificially preserved and resurrected daily through the prism of modern-day sensibilities and

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knowledge. Our university is, and always should be, a living and growing entity, where our knowledge of foundations is constantly sharpened against our current circumstances. Having said this much, I must now try to characterize the Jesuit contribution to the act of teaching as I understand it. Like one of the proverbial blind men confronted with the elephant, I can report on what I have encountered, but I make no claims to have understood it all. First, despite the increasing blandness with which the spiritual nature of the Jesuit teaching enterprise has been described in recent years, it is evident that the original reason that the Society of Jesus began its schools was to propagate a particular theological point of view. Undoubtedly the notion of training liberally educated young men (and on very rare occasions, women) was part of the vision from the start. Undoubtedly the twentieth century phrase “Men and women for others” comes very close to a description of the sort of people the first Jesuits (and many thereafter) hoped their schools would produce. But the value of both a liberally educated person and a person who cared about and for others was inextricably tied to the idea of a devout person, a per-

son able to elude the snares of false doctrine and worldly sin. In saying this I am in no way trying to promote a particular religious perspective; in fact I am not a Catholic myself. I am merely trying to emphasize a point that is sometimes glossed over in the marketing of one institution among many hundreds offering degrees in this country. Baroque piety, a strong desire to convert the “heathen,” and fear of hell fire are, I suspect, not the leading reasons why students come to SLU or why teachers teach here. Our challenge is that the “here” is here because of these earlier reasons. Any attempt to explain the origins of SLU that does not recognize this is either ill informed or disingenuous.

If the difficulty of reconciling a religiously infused worldview with the realities of the twenty-first century academic marketplace were not enough, we must also come to terms with the Jesuit willingness to meet other cultures on their own terms. The word Jesuits use for this is “inculturation,” a term my spell check does not recognize, but which is at the center of the Jesuit enterprise. Some of the greatest triumphs and most frustrating setbacks in Jesuit history have been the re-

sult of the Society’s sincere search for commonalities, points of tangency and harmonious parallels between doctrines and practices of Catholicism and those of other cultures. So while the *raison d’être* of Jesuit education itself may seem uncompromising and ultimate, the means of bringing about an understanding of this ultimate truth have been left up to the men who were on the ground, as it were. Jesuit ballet, drama, fencing and music repeatedly scandalized the pious who felt that the Society was too worldly, too flexible in its teaching of morals, too willing to see connections when it was in the interest of its ultimate objectives. Some saw the Jesuits as the tough guys of education (I know a teacher at a Jesuit high school who described them as “Navy Seals”), while others bemoaned the Jesuit ability to incorporate the sensuous, the empirical, the dramatic and the controversial in their teachings. Add to this the other controversies, shipwrecks, revolutions and scandals the Society has been embroiled in and you have the makings of a good novel, or maybe even an opera. But not a tidy recipe for good teaching.

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Still there are a few guideposts for us as we make our way into an era at SLU that will be, in all probability, mostly post Jesuit. Jesuits at their best have not been afraid of the truth, even when it was inconvenient. They have prized the robust, even aggressive wielding of language in the public forum, believing that the shaping of an argument was almost a virtue in itself. They have taken an exacting approach to the mastery of detail in many subjects, even as they displayed flexibility in their admissions policies. They have an optimistic view of human nature, for while accepting Church teaching on the weak-

ness of humankind, they have maintained that reform was always possible. This optimism extends to some of the educational projects they have taken up in very unpromising environments. Most importantly perhaps, many Jesuits have actually reveled in the tensions between obedience and intellectual freedom, belief and scientific inquiry, universal truth and cultural relativism. The Society seems to have attracted men who seek to challenge students with these dichotomies and seeming contradictions, believing that struggling with these challenges improves students' minds and souls. And I am inclined to think they are right

about this.

This brief sketch seeks only to lay a few of these issues before you, so that you may struggle with them yourselves. The actual application of the Jesuit heritage will need constant thrashing out, an undertaking for which the Reinert Center for Teaching excellence is as well equipped as any unit on this campus. If you are serious about these questions, you will find that they require an examination of conscience, to use another Jesuit term, and of purpose, on both a personal and institutional level. Not an easy task, but one that will pay large dividends. Good luck.



## New Faculty Resource Room Opens

Reinert Center for Teaching Excellence is pleased to announce the opening of the CTE Faculty Resource Room in DuBourg 261 (just around the corner from our Technology and Learning Lab, Verhaegen 212). The CTE Faculty Resource Room is designed to provide a casual, flexible space for faculty to browse CTE collections and exchange ideas about teaching. Along with a computer station and comfortable reading chairs, this room now contains our expanding print resources and will eventually house our videotape library. The room also has a conference table and chairs, providing an excellent site for small discussion groups or brown-bag lunches. The CTE Resource Room is available to faculty by contacting the main CTE office in Verhaegen 314, (phone 977-3944; email [tebbebc@slu](mailto:tebbebc@slu)).



## The Technology Corner

by Dr. Mary Stephen,  
Associate Director and Coordinator of  
Technology and Learning



This semester marks the beginning of the fourth semester for the Sixty Minutes: Technology in an Hours series. The series is a joint activity of Reinert CTE, ITS, and Pius XII Memorial and HSC Libraries. From its beginning, the goal of the series has been to offer “quick-start” ideas

for faculty members interested in using or extending their use of technology in support of teaching. Past Sixty Minutes sessions have focused on faculty members demonstrating ways that they use particular applications in their teaching, tips and tricks for using different applications, and introductions to applications useful in teaching. The schedule for the Fall 2002 series includes sessions on Tips and Tricks for Using PowerPoint in Teaching, EndNote, Creating On-line Surveys, Web Logs, Alternate Uses of Search Engines, and Using On-line Templates to Create WebPages. Details about the series and registration information can be found at the series website, <http://sixtyminutes.slu.edu>.

Steven Gilbert, founder and president of the Teaching, Learning and Technology Group, has coined the phrase, “Low-Threshold Applications” (LTA), to describe the type applications included in the Sixty Minutes Series. Gilbert defines LTA as a “teaching/learning application of information technology that is reliable, accessible, easy to learn, non-intimidating and (incrementally) inexpensive. Each LTA has observable positive consequences, and contributes to important long term changes in teaching and/or learning.” One example of a LTA is using the commenting features in Microsoft word to facilitate peer editing and faculty feedback to students. Gilbert is collecting a series of these LTAs submitted by faculty from around the country and has posted the LTAs at the following website, <http://www.tltgroup.org/LTAs/Overview.htm>. I encourage you to check out the LTA of the week section of the website. Keep in mind as you look at these applications that what is considered a low threshold application at one institution might not qualify as one at another institution.

Another resource that you might find of use as you explore ways to integrate technology in teaching is a new online discussion user group offered through the Association of Jesuit Colleges and Universities (AJCU). The site, which is being hosted by University Detroit Mercy, provides discussion boards and some course documents on course design for use by faculty and staff at AJCU colleges and universities. You will need to register at the UDM server: <<http://knowledge.udmercy.edu>>. Please contact Sarah Swart at [swartsa@udmercy.edu](mailto:swartsa@udmercy.edu) if you need enrollment assistance. The course name is BBUser, and the access code for registering is jesuitnet.

And finally, a reminder about a resource we highlighted in our last issue of the Notebook: Merlot. The Multimedia Educational Resource for Learning and Online Teaching (MERLOT) provides links to thousands of learning materials, sample assignments that show how the materials could be used in the classroom, peer evaluations of the materials, and links to people with common interests in a discipline and teaching and learning. MERLOT is a free and open resources designed primarily for faculty and students in higher education. MERLOT can be found on the web at <http://www.merlot.org>.

# GRANT OPPORTUNITIES

## **National Science Foundation-- Integrative Graduate Education and Research Traineeship (IGERT) Program**

The IGERT program has been developed to meet the challenges of educating U.S. Ph.D. scientists, engineers, and educators with the interdisciplinary backgrounds, deep knowledge in chosen disciplines, and technical, professional, and personal skills to become in their own careers the leaders and creative agents for change. Academic institutions in the United States and its territories that grant the Ph.D. degree in the sciences and engineering may submit proposals. Non-Ph.D. granting, nonacademic, and international institutions may serve as collaborating institutions. Awards for IGERT projects will be made in amounts up to \$550,000 per year for a duration of five years. Projects requiring substantially lower levels of funding may also be proposed. Proposals should be prepared in accordance with the general guidelines contained in the NSF *Grant Proposal Guide* (GPG), with exception of deviations given in the specific IGERT instructions below. The complete text of the GPG is available electronically on the NSF Web Site at: <http://www.nsf.gov/cgi-bin/getpub?gpg>. Paper copies of the GPG may be obtained from the NSF Publications Clearinghouse, telephone (301) 947-2722 or by e-mail from [pubs@nsf.gov](mailto:pubs@nsf.gov). Deadline: April 18, 2003.

## **National Science Foundation-- Faculty Early Career Development (CAREER) Program**

The Faculty Early Career Development (CAREER) Program is a Foundation-wide activity that offers the National Science Foundation's most prestigious awards for new faculty members. The CAREER program recognizes and supports the early career-development activities of those teacher-scholars who are most likely to become the academic leaders of the 21st century. CAREER awardees will be selected on the basis of creative career-development plans that effectively integrate research and education within the context of the mission of their organization. Such plans should build a firm foundation for a lifetime of integrated contributions to research and education. NSF encourages submission of CAREER proposals from new faculty members at all CAREER-eligible organizations and especially encourages women, members of underrepresented minority groups, and persons with disabilities to apply. Proposals may be submitted by academic institutions in the U.S., its territories or possessions, and the Commonwealth of Puerto Rico, that award degrees in a field supported by NSF. Other nonprofit organizations may be eligible. Refer to Section III of this document for information on types of organizations that are eligible. There is no limit on the number of proposals that an or-

ganization may submit. A Principal Investigator may submit only one CAREER proposal per annual competition; refer to Section III for additional information on proposal submissions. The funding is anticipated to exceed \$60 million for 300-350 awards. Funds will be distributed across all Directorates of NSF and the Office of Polar Programs. Application documents may be accessed electronically on NSF's Web site at [http://www.nsf.gov/home/grants/grants\\_gac.htm](http://www.nsf.gov/home/grants/grants_gac.htm). Paper copies may be obtained from the NSF Publications Clearinghouse, telephone (301) 947-2722 or by e-mail from [pubs@nsf.gov](mailto:pubs@nsf.gov). Deadline: July 23, 2003.

## **National Science Foundation Grants--Instructional Materials Development (IMD)**

The Instructional Materials Development (IMD) program includes four components:

- Instructional Materials for Students—supports the creation and substantial revision of comprehensive curricula and supplemental instructional materials that are research-based; enhance classroom instruction, preK-12; and reflect standards for science, mathematics, and technology education developed by national professional organizations.

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# GRANT OPPORTUNITIES

- Dissemination and Implementation Sites—builds the capacity of the educational system to use research-based instructional materials and provides a range of services to interested schools, districts, and states that address issues related to awareness, selection, adoption, and implementation of these materials.
- Assessment—supports the creation of tools for assessing student learning that are tied to nationally developed standards and reflect the most current thinking on how students learn mathematics and science; projects can also focus on teacher assessment, assessment in informal settings, and assistance to schools and districts in implementing new assessments.
- Applied Research[1]—supports the research for development of Elementary, Sec-

ondary, and Informal Education (ESIE) programs, provides feedback for strengthening the portfolio, and identifies possible new directions in instructional materials, assessment, teacher education or informal programs.

For more information about IMD programs, please contact the following people in the Division of Elementary, Secondary, and Informal Education, telephone: (703) 292-8614: Dr. John Bradley, Instructional Materials for Students [Mathematics], Dissemination and Implementation Sites [Mathematics], e-mail: jbradley@nsf.gov; Dr. Gerhard Salinger, Instructional Materials for Students [Physical Sciences and Technology Education], e-mail: gsalinge@nsf.gov; Dr. David Campbell, Instructional Materials for Students [Life and Earth Sciences], e-mail: dcampbel@nsf.gov; Dr. Janice Earle, Dis-

semination and Implementation Sites [Science], Assessment, and Applied Research, e-mail: jearle@nsf.gov. **PI Eligibility Limit:** An individual may serve as the Principal Investigator (PI) for no more than one proposal per round of competition; any exceptions must obtain prior approval, in writing, from the IMD Section Head. The number of awards will range from 10-15, including up to 4 Dissemination and Implementation Sites. Funding amount will be approximately \$10 million, pending availability of funds. Deadline: August 26, 2002.

Please contact the Office of Research Services (ORS) for Federal or State grants and contracts or Corporate and Foundation Relations (CFR) for grants from corporations or foundations prior to submission. ORS can be reached at 977-2241 and CFR at 977-3724.



## Professional Development Opportunities in Pedagogy . . .

### Diversity & Learning Conference in St. Louis

The Association of American Colleges and Universities is announcing its upcoming AAC&U Network Meeting October 24-27, 2002 in St. Louis entitled “Education for a World Lived in Common.” For more information and to register for this conference, please visit the following website: <http://www.aacu-edu.org/meetings/DL2002.cfm>.

### National Institute on the Teaching of Psychology Conference, St. Petersburg, FL

The 25th Annual National Institute on the Teaching of Psychology is designed for teachers of psychology at universities, two- and four-year colleges, and high schools, who wish to enhance and broaden their teaching skills. The conference will take place January 2-5, 2003 in Florida. For more information and to register for this institute, please visit the following website: [www.nitop.org](http://www.nitop.org).



## Professional Development Opportunities in Pedagogy . . .

### Win a \$2500 Award

Submit your essay for one of four of the National Education Association's Excellence in the Academy Awards and you could be the winner of \$2500. Follow the essay guidelines and submit your article by deadline of September 30, 2002. Demonstrating NEA's commitment to higher education, this competition is open to the entire academic community.

\* The 2002 National Education Association Art of Teaching Prize is a \$2,500 award for an essay that illuminates one professor's approach to the complex and intangible dynamic that inspires students with a love of learning or an article that offers practical approaches to improving teaching and learning at the college level.

\* The 2002 National Education Association Democracy in Higher Education Prize is a \$2,500 award for an article that contributes to the expansion of the welcoming and democratic culture of higher learning and the ideals of tolerance, justice, and the unfettered pursuit of truth

traditional to the academy.

\* The 2002 National Education Association New Unionism in the Academy Prize is a \$2,500 award for an article that describes a higher education local union's collective approach to uniting the academic community in pursuit of quality higher education for all.

\* The 2002 National Education Association New Scholar Prize is a \$2,500 award for an article by a scholar with less than seven years of full- or part-time employment in higher education. The submission can be made in any of the categories listed above. Submissions will be blind reviewed by eight higher education members of the Thought & Action Review Panel. Read the submission guidelines at <http://www.nea.org/he/awardgui.html>, or e-mail [cl-hane@nea.org](mailto:cl-hane@nea.org). The winning entries will be published in Thought & Action, the NEA higher education journal. All entries will be considered for publication in Thought & Action. Prize winners will also be asked to be presenters at the National Education Association Higher Education Conference, as guests of NEA.

## CALL FOR MANUSCRIPTS—TO IMPROVE THE ACADEMY - Volume 22 Deadline for Submission: December 16, 2002

The Professional & Organizational Development (POD) Network invites submissions for *To Improve the Academy*. Since its inception in 1982, *To Improve the Academy* has provided a forum for articles on instructional, faculty, and organizational development. Manuscripts are solicited on those three general areas and may be research-based, programmatic or reflective pieces.

The audience for *To Improve the Academy* is composed of several constituencies who share an interest in improving the climate for teaching and learning in higher education, including faculty and organizational development administrators and consultants. Articles should be designed to inform and assist these members of the academic community with their work.

Papers accepted for publication demonstrate scholarly excellence in research, innovation, integration, and / or inspiration about instructional, faculty, and / or organizational development.

For submission specifications, please contact: Catherine Wehlburg, Ph.D. Center for Teaching Excellence, Texas Christian University, TCU Box 298970, Fort Worth, TX 76129  
Email: [c.wehlburg@tcu.edu](mailto:c.wehlburg@tcu.edu) Fax: (817) 257-7393 Phone: (817) 257-7433

## **Seven Principles for Good Practice in Undergraduate Education**

Condensed from Arthur W. Chickering and Zelda F. Gamson, 1987, *Wingspread*, v. 9, pp. 1-8.

### **1. Good Practice Encourages Student - Faculty Contact.**

Frequent student - faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

### **2. Good Practice Encourages Cooperation Among Students.**

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

### **3. Good Practice Encourages Active Learning.**

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

### **4. Good Practice Gives Prompt Feedback.**

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

### **5. Good Practice Emphasizes Time on Task.**

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

### **6. Good Practice Communicates High Expectations.**

Expect more and you will get it. High expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self - fulfilling prophecy where teachers and institutions hold high expectations of themselves and make extra efforts.

### **7. Good Practice Respects Diverse Talents and Ways of Learning.**

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. On the other hand, students rich in hands-on experience may not relate so well to theory. Students need the opportunity to show their talents and learn in those ways that work for them. This develops the self-confidence that encourages students to further explore learning in new ways that may at first seem difficult to them.

The "Seven Principles" were compiled in a study supported by the American Association of Higher Education, the Education Commission of the States, and the Johnson Foundation.

[www.cudenver.edu//OTE/nn/vol1/1\\_8.htm](http://www.cudenver.edu//OTE/nn/vol1/1_8.htm)

## CTE Fall Programming for Faculty

CTE Fall Semester programming for faculty will begin with a session on Friday, September 6, 2002 from 12:00 to 1:00 in Verhaegen 219, the 2<sup>nd</sup> Floor Conference Room. Please bring your lunch (dessert and beverage will be provided) and join CTE director, Dr. Ellen Harshman, to dialogue about the Reinert Center for Teaching Excellence. The discussion will focus on what faculty want from CTE. How can CTE better serve faculty needs? Information about current CTE resources for faculty, including the Technology and Learning Lab, the technology and teaching mentoring programs, technology seminars, brown-bag lunch topics, teleconferences, Winter Institute, and Spring Faculty Teaching Portfolio Retreat will be provided.

Brown Bag Lunch: Wednesday November 20, 2002 from 12:00-1:00 in Verhaegen 219  
Topic: "Service Learning" presented by Christy Finsel, Service Learning Coordinator, Center for Leadership and Community Service

## CONGRATULATIONS CTE May 2002 Certificate Recipients

The following students and faculty received the Certificate in University Teaching Skills on May 3, 2002 at the Center's bi-annual certificate ceremony.

<b>Recipient</b>	<b>Department</b>	<b>Mentor</b>
James Cahill	English	Vince Casaregola
Rebecca Conner	English	Miriam Joseph
Robert Fuqua	History	Mike Ruddy
Julie Hudson	Communication	Paaige Turner
Stephen Joos	English	Janice McIntire-Strasburg
Bret Kramer	History	Mike Ruddy
Matthew Lary	History	Mike Ruddy
Jason Lesko	Communication	Robert Krizek
Teresa McAlpine	Communication	Robert Krizek
John Reep	English	Tom Moisan
Jason St. Pierre	History	Mike Ruddy
Nitish Singh	Marketing	Paul Boughton
Sarah Stotz	Nutrition & Dietetics	Joy Short

### Faculty Recipients

Dr. Alice Gardner	Pharmacological & Physiological Science
Dr. Griffin Trotter	Health Care Ethics

# CTE EFFECTIVE TEACHING SEMINAR SCHEDULE

August 27 @ 1:30 p.m. Verhaegen 219 & August 30 @ 1:30 p.m. Verhaegen 212	Orientation to Reinert CTE CTE Staff
September 10 @ 1:30 p.m. & September 13 @ 1:30 p.m. Verhaegen 212	Interactive Lecturing Dr. Paaige Turner, Communication
September 24 @ 2:30 p.m. & September 27 @ 1:00 p.m. Verhaegen 219	Developing a Teaching Philosophy Dr. Jim Korn, Psychology
October 1 @ 1:30 p.m. & October 4 @ 1:30 p.m. Verhaegen 212	Integrating Teaching and Research Dr. Mary Domahidy, Public Policy
October 15 @ 1:30 p.m. & October 18 @ 1:30 p.m. Verhaegen 219	Beyond the Syllabus Dr. Ellen Harshman, Assoc. Provost and Director of Reinert CTE
October 29 @ 1:30 p.m. & November 1 @ 1:30 p.m. Verhaegen 212	Integrating Technology in Teaching Strategies Dr. Mary Stephen, Associate Director Reinert Center for Teaching Excellence
November 5 @ 2:00 p.m. Verhaegen 212 & November 8 @ 1:30 p.m. Verhaegen 219	Syllabus Development Dr. Ann Rule, Educational Studies
November 19 @ 11:00-1:00 p.m. & November 22 @ 11:00-1:00 p.m. Verhaegen 219 (Brown Bag Lunch, CTE will provide Beverages)	Active Learning Dr. Russell Blyth, Mathematics
November 26	Deadline for completion of portfolios for December certificate awards
December 6 @ 3:30-5:00 p.m. Verhaegen 119	Certificate Ceremony

# Bom Día!

By Sue Steffens, CTE Marketing Intern



Preparing Tomorrow's Teachers to Use Technology and newly named CEO of the International Society for Technology in Education (ISTE) and Lynn Nolan, Ph.D. the director of professional development for ISTE, discussed the National Education Technology Standards and ways to prepare teachers to implement the standards.

Aside from all of the presentations, we were also able to organize group trips to exciting places such as Channel 9 (KETC), Earthways (a division of the Botanical Garden), and also the City Museum. All of our field trips provided the Brazilian educators with ample examples of how to integrate various technological practices into their curriculum.

The middle of July brought much excitement to the Reinert Center for Teaching Excellence when we hosted twenty Brazilian educators on campus. The Brazilians were here to attend a seminar entitled "Integrating Technology into New Teaching Methodologies." This seminar was the result of collaboration between Ms. Teresa Araujo, Representative of Posgrado who currently resides in St. Louis, and Dr. Mary Stephen, Associate Director of the Reinert Center for Teaching Excellence. The seminar took place at a number of on-campus sites, as well as a few local elementary

schools and city attractions.

Presenters for this special event featured local and national experts including SLU faculty and staff members. Among these presenters were Debbie Natoli, Ph. D. of Mary Institute Country Day School, who led a workshop on teacher professional development and two national leaders in technology education. Don Knezek, Ph. D., Director of the National Center for



Dr. Donald Brennan, Dean of the Graduate School meets with the Brazilians.



A presentation about “Interactive Lecturing” with Dr. Paaige Turner from the Department of Communication.

Throughout the trip, we made sure that the Brazilians would get a true St. Louis experience. We introduced them to certain St. Louis delicacies such as Ted Drewes frozen custard, Gus’s Pretzels, Dad’s Cookies, Amighetti’s on the Hill and of course our personal SLU favorite, Vito’s.

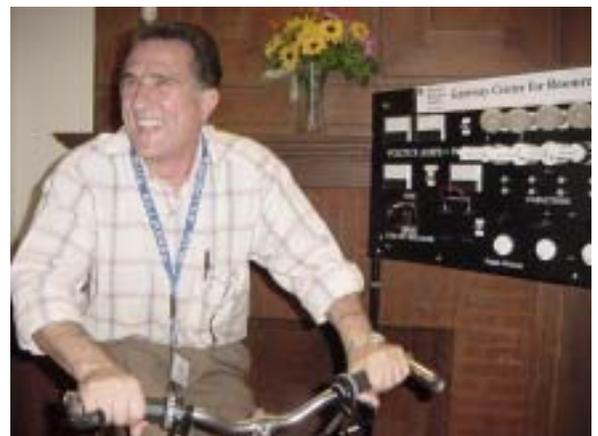
The Monday that the Brazilians were to arrive, I drove to work with knots in my stomach. How was I going to interact with these people who don’t speak English? I thought to myself, perhaps Portuguese is close to Spanish. I lived in Spain for 5 months; surely I could carry on a conversation if that were the case. Then I actually met the Brazil-

ians and within 15 minutes, I forgot that I had ever worried about how I would interact with them. I got hugs from people like I had known them my whole life or at least 30 minutes.

Although I did not always know exactly what they were talking about, many of the Brazilians spoke English very well. A few even told me of their adventure to the Savvis Center for the Cindy Lauper and Cher concert. The Brazilians were some of the most fun and light-hearted people I’ve ever met. They wanted to learn everything they could,

not only about teaching, but also about the U.S. and our way of life. Many of them even commented on how their trip here has made them want to learn more English and be able to speak more fluently.

The Brazilians definitely shook things up in our office, kept us on our toes and never let us have a dull moment. Ms. Araujo’s tireless energy set the standard for the level of activity and fun for the week. Needless to say, my drive home from work on Friday after our closing reception was filled with much less skepticism, but rather a feeling of sadness, that I was going to miss the Brazilians. The point of their seminar was to come to the U.S. and learn about the way we do things here, but they were not the only ones who learned. I feel like they taught me a lot about different cultures and invaluable things I couldn’t learn from a textbook.



A Visit to Earthways!

**The Reinert Center for Teaching Excellence**

*Ellen Harshman, Director*

**Steering Committee**

**James Korn, Programming Chair**

Psychology

**Mary Stephen**

*Technology Chair*

Reinert Center for Teaching Excellence

**Julie Weissman, Assessment Chair**

Office of Institutional Study

**Advisory Board**

**John Ashby**

Educational Technology Service

**Debra Barbeau**

Accounting

**Vincent Casaregola**

English

**Cheryl Cavallo**

Physical Therapy

**Jan DeMasters**

Nursing

**Mary Domahidy**

Public Policy Studies

**James Dowdy**

Mathematics & Computer Sci-

ence

**Judith Durham**

Chemistry

**William Ebel**

Electrical Engineering

**Louise Flick**

School of Nursing

**Michael Grady**

Educational Studies

**Mary Rose Grant**

School for Professional Studies

**Patricia Gregory**

Pius XII Memorial Library

**Timothy Hickman**

School of Medicine

**Sharon Homan**

Public Health

**Teresa Johnson**

Modern & Classical Languages

**Miriam Joseph**

Pius XII Memorial Library

**Elizabeth Kolmer**

American Studies

**Robert Krizek**

Communication

**Belden Lane**

Theological Studies

**Gerard Magill**

Center for Health Care Ethics

**Michael May**

Mathematics & Computer Science

**John J. Mueller**

Theological Studies

**John Pauly**

Communication

**Steven Puro**

Political Science

**Michael Shaner**

Management

**Laura Stuetzer**

Physician Assistant Education

**Brian Till**

Marketing

**Theodore Vitali**

Philosophy

**Patrick Welch**

Economics

**Kathleen Wright**

Public Health

Find us and this newsletter on the Web at <http://www.slu.edu/centers/cte/> or call (314)977-3944

CTE Notebook Designed and Published by the Reinert Center for Teaching Excellence staff.

**Good-Bye and Hello---and THANKS**

The Reinert Center for Teaching Excellence is unfortunately losing two key members of our Steering Committee. Dr. Doris Rubio and Dr. Steve Wernet chaired their respective committees during a productive and busy period of transition for the Center. Under Dr. Rubio's leadership, the research committee brought about an internal assessment of our annual Faculty Teaching Portfolio Retreat, the development of a teaching best practices white paper, and the compilation of research and grant opportunities related to pedagogy. Dr. Rubio, formerly of the Department of Research Methodology, left Saint Louis University earlier this summer for a new position at the University of Pittsburgh. We wish her well and will miss her.

Dr. Wernet, of the School of Social Service, is leaving the Steering committee due to his demanding schedule of teaching and research. He has agreed to remain with the CTE Advisory Committee much to our benefit and delight. A major project of Dr. Wernet's program committee during the past year was refining the requirements for the CTE Certificate for University Teaching Skills. In addition, Dr. Wernet worked closely with the Center staff in arranging our Effective Teaching Seminars and other CTE events and programs.

As members of the Steering Committee and the Advisory Board, Dr. Rubio and Dr. Wernet were integrally involved in the CTE Unit Planning process, which resulted in a revised mission statement and a comprehensive plan for the growth and direction of the Reinert Center for Teaching Center. We heartily thank them for their dedicated service to the Center.

We are pleased to welcome to our Advisory Board and committees Dr. Will Ebel, Department of Electrical Engineering, and Dr. Bob Krizek, Department of Communication. Their addition to our distinguished Board will contribute to the Center's continued growth in service to the Saint Louis University community.