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ACADEMIC PROGRAMS

From the Office of the Associate Dean

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Why Teach Leadership?

At the ACES Fall Teaching Symposium on Friday August 18th, 2000, Dr. Chris Townsend, Agricultural Leadership Education Professor from Texas A&M University, helped us answer the question "Why Teach Leadership?".

After discussing the idea of leadership and figuring out our individual leadership style using Tannenbaum and Schmidt's model, we came up with the following definition of leadership:

A good leader motivates, communicates, leads a group to achieve goals/visions, is ethical (integrity), visionary, and, last but definitely not least, uses resources effectively.

No matter if you sell, tell, test, consult, or join, we need you to be a leader and teach others too!

Then, the delicate topic of group work was approached. Most of us have been put in a group to accomplish a task and have had positive and negative experiences. Collectively, we brain stormed some pros and cons of groups.

Pros: Groups can help to relieve the tension and responsibility off one person; allow the group to conquer complex issues because a broader base of skills are available and the different perspectives of the members are included; and give group members something to belong to and a place to meet others.

Cons: Groups often have "too many chiefs" or no chief; can be too social; can be indecisive; have hidden agendas; threaten someone's "turf"; leave one feeling discluded; and don't offer a reward for the individual.

To help the cons, we learned Tuckman's five stages of group development that can give groups the upper hand:

1. Forming: set boundaries, clarify task, define task
2. Storming: identify alternatives, look at big picture
3. Norming: make decisions, select alternatives
4. Performing: conduct task, follow through with decisions
5. Adjourning: closure of task, evaluate result

Our last goal of the day was to look at visioning in our life, teaching, and our college. Participants were asked to narrow their life into four main values. Through this exercise, we established an idea of our life values to set goals for the future. What should be our vision for our students and our college?

The ACES Fall Teaching Symposium was sponsored by ACES Academic Programs and the Academy of Teaching Excellence, with funding support from the UIUC Teaching Advancement Board. Thanks to Annie Hernandez, graduate assistant in Academic Programs, for providing this summary of the symposium.

Did You Know

Did you know that the College of ACES awarded 808 undergraduate scholarships for the 1999-2000 year? The total funds awarded was \$694,409.

In addition, the departments in ACES awarded 158 scholarships totaling \$103,425.

That means that the ACES undergraduates received 966 scholarships worth \$797,834.

Such a strong program is built on: excellent, deserving students; strong support from college and department administration; and great relationships between faculty and the businesses and individuals that provide the funding. Thanks to all, on behalf of your students.

Ten Levers for Higher Learning

ACES joined with three other colleges in hosting a co-college session of college teaching in late August. Dr. Thomas Angelo, Director of the School for New Learning at DePaul University, conducted the workshop on guidelines from research and practice for improving teaching, assessment and learning. Angelo provided examples of teaching techniques to help students learn more and retain more of what they learned.

Participants from ACES included: Shelly Schmidt, FSHN; Phil Buriak, Ag Eng; Gary Kling, NRES; Viveka Kudaligama, ACE; Andrea Beller, ACE; Fred Kolb, Crop Sci; Trent Maurer, HCD; Don Uchtman, ACE; Bruce Litchfield, Ag Eng; and Kirby Barrick, Academic Programs. Thanks to the College of Commerce and Business Administration for sponsoring the program as part of a grant from the Provost's Initiative on Teaching Advancement.

Angelo's Ten Levers for Higher Learning:

In general, our students will learn more - and more deeply - when we help them to

Engage actively - intellectually and emotionally -- in their academic work

Set and maintain realistically high, personally meaningful expectations and goals

Provide, receive, and make use of regular, timely, specific feedback

Become explicitly aware of their values, beliefs, preconceptions, and prior learning -- and are willing to unlearn when necessary

Recognize (and stretch) their present learning styles, preferences, strategies, and levels of development

Seek and find connections to and real-world applications of what they're learning

Understand and value the criteria, standards, and methods by which they are assessed and evaluated

Work regularly and productively with academic staff

Work regularly and productively with other students

Invest as much engaged time and high-quality effort as possible in their academic work

Top Ten Qualities

Job Choices, an annual publication of the National Association of Colleges and Employers, identified the top ten personal qualities that employers seek in job candidates. The qualities in rank order are:

1. Communication skills
2. Motivation/initiative
3. Teamwork skills
4. Leadership skills

5. Academic achievement/GPA
6. Interpersonal skills
7. Flexibility/adaptability
8. Technical skills
9. Honesty/integrity
10. Work ethic and Analytical/problem- solving skills (a tie)

How well do our curricula help prepare our students in these eleven attributes? If your advisees have questions about preparing for the process of finding a job, head them to 111 Mumford to get a copy of *Job Choices* and meet with the ACES Student Development and Career Placement staff.

ACES Career Expo

Thursday, October 12

Illini Union, Rooms A,B and C

9:00 a.m. - 3:00 p.m.

ACT Students Excel Nationally

Several members of the U of I Agricultural Communicators of Tomorrow Club (ACT) received recognition during the national ACT conference this past summer. National award winners included Joanie Strom in feature writing, Laura Temple in feature writing and editorial, Carrie Muehling in broadcast, Laura Appleby in public relations, and Amy Meyer in interview. Joanie Strom received a national ACT scholarship, and Amy Meyer was elected first vice-president of the national organization. Congratulations to our ACT students!

Trends and Issues in Education

Jarvis, Holford and Griffin (*The Theory and Practice of Learning, 1998*) identified and explored shifts in the understanding, orientation and exploration of learning, as noted in the June/July 2000 issue of *The Teaching Professor*. Among there assertions:

From Childhood to Adult to Lifelong Education

In the beginning, educational interest focused on children. Education was seen as something that prepared people for life. As society has become more complicated and new information is now rapidly generated, it clear that a front-loaded educational experience is not enough, that adults need continuing education, and indeed that learning needs to be thought of as lifelong activity.

From Teacher-Centered to Student-Centered

Precipitated by the work of Dewey and then supported by psychologists like Piaget, educators have come to recognize the role of intellectual development in the education of students. It is not enough to know and use the tenets of effective instruction. What we know about teaching needs to be related to, perhaps even seen as a result of, what we know about learning.

From Face-to-Face to Distance

Now powered by technology that opens up new kinds of delivery systems, distance education is probably the fastest growing segment of the educational enterprise. It changes dramatically the role of the teacher and raises new sets of questions about learning.

From Education to Learning

There has been a gradual move away from the traditional view of education as the means by which the older generation passes on to the next generation the knowledge which it regards as worthwhile and valuable. The emphasis now is more market-driven. Workforce knowledge and skill needs to play an increasing role in determining what students learn.

From the Few to the Many

Education has tended to be elitist... in some quadrants it still is. However, the `80s saw a great opening of educational opportunity, especially in the United States. Increasingly, higher education is not just a requirement of white collar, professional employment but a credential demanded by more and more sectors of the economy, and in some places now seen as an opportunity that needs to be equally available to all people regardless of class.

From Liberal to Vocational

Traditional notions of a liberal arts education are less in vogue than they were thirty years ago. Today the most popular majors are those that align themselves with the professions. Parents and students are increasingly interested in higher education experiences that directly prepare students for future work in a field or profession. This is making learning less general and more specific.

From Theoretical to Practical

The role of practice (internships, co-ops, for example) is playing an increasingly important role in learning. It is no longer deemed sufficient for students to learn "in theory" about the work of a discipline. Now education includes opportunities to apply theory in practical situations and to have those "applications" abilities assessed.

From Single Discipline to Multi-Disciplinary to Integrated Knowledge

Borders between and among the disciplines are becoming increasingly blurred. Disciplines have now divided into sub-disciplines with overlap an accepted reality. The first move was to recognize and promote interdisciplinarity but now as more and more of the truly interesting and innovative work is being focused on the interstices between disciplines, we seem ready to accept the truly integrated nature of knowledge and learning.

From Rote Learning to Learning as a Reflection

Our understandings of the nature of knowledge are changing. Truth is seen as less absolute in some domains and many disciplines. As a consequence, knowledge is becoming more narrative and more often presented in forms of discourse.

From Learning as Process to Learning as Content

The process of learning has generally been understood to be the process through which individuals go in acquiring their knowledge, skills, attitudes, values, beliefs, emotions, and senses. The processes are still important but the focus is moving toward learning as content where the emphasis is more on what has been learned.

ACES Student Awards Banquet

Sunday, April 29, 2001

Park Inn, Urbana

Teaching College # 4

Eighteen faculty and graduate students are participating in the fourth ACES Teaching College course. Participants include:

Amy Ando Asst. Prof. ACE

Lee Beverly Asst. Prof. AN SCI

Jeff Bunting Grad. Asst. CR SCI

Jodi Dworkin Grad. Asst. HCD

Darin Eastburn Assoc. Prof. CR SCI

Linda Garrow Teaching Assoc. FSHN

Sarah Guenther Grad. Asst. AN SCI

Alan Hansen Assoc. Prof. AG ENG

Murat Isik Grad. Asst. ACE

Janeen Salak-Johnson Asst. Prof. AN SCI

Mary Lokhaiser Grad. Asst. NRES

Stephen Moose Asst. Prof. CR SCI

Kelly O'Callaghan Grad. Asst. AN SCI

David Onstad Assoc. Prof. NRES

Teri Paeschke Grad. Asst. FSHN

William Patzoldt Grad. Asst. CR SCI

Karl Weingartner Senior Scientist FSHN

Aimee Wertz Grad. Asst. AN SCI

Instructors for the course are: Cleo D'Arcy, Phil Buriak, Shelly Schmidt, Bruce Litchfield, R. Kirby Barrick and graduate assistants, Jim Javenkoski and Annie Hernandez. The course is funding by the Academy of Teaching Excellence, ACES Academic Programs, the Warren K. Wessels Fund, and the Provost's Initiative on Teaching Advancement.

Dear Professor

From a letter to an ACES Professor from a parent:

"[The copy of the letter to our daughter] reminded us, once again, of the deeply personal touch with which everyone at UIUC has blessed both of our children while students. The University has my constant defense when encountering any negative reference to students not being real `people' at large institutions of higher learning. UIUC personnel prove them wrong constantly just as you have."
