

May-June 2001

ACADEMIC PROGRAMS

From the Office of the Associate Dean Vol. 5 No. 5

The Teaching Profession in 2020

Adapted from *Syllabus*, April 2001, by David G. Brown, Center for Computer Enhanced Learning. What will teaching and the teaching profession be like in 2020? David Brown offers this look into the future.

The emerging teaching environment is one based on customization, collaboration, and interaction. Learning teams are common. Students aid each other. Feedback is timely, and assignments are focused. The emerging world for "the new teacher" most closely matches the master-apprentice model. The new teachers will guide individual students to the appropriate materials, manage interaction among the learners, nurture trust in the materials and colleague learners, and monitor/certify learning progress. Aware of more learning styles and learning materials, teachers will no longer act as if one size fits all. Learning assignments will become much more complex, much more creative. Likewise, the one-size-fits-all textbook will be replaced by "learning components," chosen to meet specific needs of specific students by professors with specific educational approaches.

The transition to the "new teacher" in the "new environment" will be rocky, exhausting. In these initial stages it may be useful to focus one's early efforts:

1. Capitalize on Internet-based opportunities for more interaction and collaboration.
 2. Present the most important material in several modes (audio, visual, text).
 3. Emphasize first the communication-enhancing aspects of the Internet.
 4. Delay extensive multimedia productions.
 5. Differentiate materials that will endure from those that will quickly become outdated.
 6. Off-load some course management tasks to students.
 7. Recognize that the current infatuation with Internet-based technology will fade as this medium becomes ordinary and familiar.
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Addressing Individual Differences

The ACES Fall Teaching Symposium is scheduled for Friday, August 17, 2001 at the Levis Faculty Center. The program begins with refreshments at 8:30 a.m. and will conclude by 1:00 p.m. The planning committee (Michael Plewa, Phil Buriak, Jeff Moss and Bob Skirvin) has selected Dr. Bryan Garton, University of Missouri-Columbia, to be the featured speaker and workshop leader. Dr. Garton teaches courses on teaching and learning and conducts research in the area of learning styles and individual

differences.

The symposium will focus on identifying how people learn differently, and how instructors teach to their preferred way of learning. Participants will be able to identify alternative teaching strategies to help all students learn more by addressing the different ways in which people learn.

The ACES Academy of Teaching Excellence sponsors the annual symposium. Registration information will be distributed in early August, so mark your calendar now for August 17.

UIUC New Student Convocation

August 20, 2001

4:30 p.m.

Assembly Hall

Faculty Award Winners

ACES faculty were recognized for their achievements during the Campus Instructional Awards Program last month.

ACES recipients included:

Michael Hutjens, AN SCI, Campus Award for Excellence in Off-Campus Teaching

German Bollero, CP SCI, Honorable Mention for Innovation in Undergraduate Instruction

Cleora J. D'Arcy, CP SCI, Honorable Mention for Excellence in Undergraduate Teaching

Congratulations to these excellent teachers!

ACES Awards for Teaching and Advising

Congratulations to ACES faculty who have been selected for the teaching and advising awards of the College for 2000-2001. They continue to uphold the tradition of excellence in serving the undergraduate and graduate student populations of the College and University. Awards were presented during the ACES Paul A. Funk Banquet.

ACES Senior Faculty Award for Excellence in Teaching:

Donald P. Briskin, Natural Resources and

Environmental Sciences

ACES College Faculty Award for Excellence in Teaching:

Timothy A. Garrow, Food Science and Human Nutrition

Karl E. Gardner Outstanding Undergraduate Adviser Award:

Cleora J. D'Arcy, Crop Sciences

John Clyde and Henrietta Downey Spitler Teaching Award:

Laurie F. Kramer, Human and Community Development

The Team Award for Excellence:

The ACES Teaching College Team -- **J. Bruce Litchfield, Cleora J. D'Arcy, Philip Buriak and Shelly J. Schmidt.**

ACES New Student Welcome,

August 30, 2001,

Krannert Center

Six Win NACTA Awards

ACES will be well-represented at the annual conference of NACTA, the National Association of Colleges and Teachers of Agriculture. **Carl Parsons**, Animal Sciences, **Tom Carr**, Animal Sciences, **Jasna Jovanovic**, Human and Community Development and **Shelly Schmidt**, Food Science and Human Nutrition will receive the Teacher Fellow Award from NACTA during the conference in Saskatoon, Saskatchewan, in June. **Wayne Banwart**, Assistant Dean in Academic Programs will receive the NACTA Regional Outstanding Teacher Award. **Kirby Barrick**, Associate Dean for Academic Programs, will receive the Distinguished Educator Award and **Shelly Schmidt**, FSHN will receive the Jack Everly Journal Award.

Student Awards Banquet

The College of ACES Student Awards Banquet was held in late April. Congratulations to the finalists of the Warren K. Wessels Achievement (Senior) Award. The finalists include: Cynthia Boston, ACE; Amy Meyer, HCD; Carrie Vogel, HCD; Joanie Strom, HCD and winner -- Michael A. Gunderson, ACE. The Robert M. Harrison Leadership (Junior) Award finalists included: John Garlisch, NRES; Jennifer Ifft, ACE and winner -- Breanne Nelson, ACE.

New Teaching Enhancement Room

The Academy of Teaching Excellence will have a room devoted to teaching enhancement in the ACES

Library, Information and Alumni Center. The room will be available for group activities, one-on-one consultation, reviewing video tapes and other materials, and as a resource center. Members of the Academy have been contributing to a fund so that additional reference materials can be obtained. Thanks for the support!

Student ratings--guidelines for improvement?

What role does the student play?

Part 3

Since we now have an idea of the instructor's role in student ratings, let's examine the impact students have in ratings.

Most importantly, students rate instructors higher when they learn more. In a study by Cohen, correlations between exam grades and various student rating items were examined. The highest correlation (.57) was found in the course preparation teacher dimension. The classes in which the students gave the instructor higher ratings tended to be the classes where the students learned more. A supporting study by Feldman concluded that students tended to place more weight on the instructor being interesting, having good speaking skills, and being available to help. Alumni are thought to appreciate what they learned more after they enter the working world. Ironically, with a correlation of .69, student and alumni ratings are alike.

Student comments versus responses to numbered items are thought to be more acceptable by instructors. A study by Ory, Braskamp, and Pieper found a .93 correlation between items and comments. So, ask the question and if specific feedback is needed, ask for comments on the area.

Student variables that affect ratings include student motivation and expected grade (Marsh and Dunkin). Let's face it, if students have a vested interest in a subject, they will be more motivated and, thus, the instructor will receive higher ratings. Within the expected grade issue, one needs to be aware of grading leniency and student motivation. To account for these, an instructor needs to motivate and challenge their students. This is an area where a peer observer can be of great assistance.

Student variables NOT related to student ratings include the age of the student (Centra), gender of the student (Feldman), level of the student (McKeachie), student's GPA (Feldman), and the student's personality (Abrami, Perry, and Leventhal).

Students rate an instructor on what they have learned. So, to ensure high ratings from students motivate, challenge, and teach them!

-- By Annie Hernandez, graduate assistant in Academic Programs.

Better Teaching Through Technology Classrooms

Campus, the college and the departments have joined together to upgrade several classrooms in buildings used frequently by ACES faculty. The program is funded primarily by a special allocation from the Provost and started with four rooms on third floor Mumford. Currently, improvements are being made in Bevier 132, ASL 131, Turner W115, AESB 272, AESB 242, and Turner W5. Video equipment is being installed so that instructors can connect a laptop computer and show PowerPoint

presentations or connect directly to the Internet. Other room modifications are being made as needed. Although several of the rooms are controlled by campus, ACES departments have first scheduling privileges. If you are interested in using technology in your teaching, contact the department of control. The video equipment in 426/428 Mumford is also being upgraded, and the computers in Turner N120 were replaced earlier in the year.

Faculty Performance Assessment

Department heads, deans and faculty participated in either a two-day workshop or two-hour seminar on faculty assessment in early May. The presentations were part of a project funded by the Teaching Advancement Board. Project Directors are Kirby Barrick, ACES Associate Dean, and Bruce Litchfield, Engineering Assistant Dean. The goal of the program is to assist departments and faculty in assessing their faculty evaluation system and adopt new procedures to make the process better. The faculty performance survey in ACES last December has also provided excellent insight into changes that could be made in the faculty evaluation program. The ACES Academy of Teaching Excellence is providing on-going leadership for the program.

UI Integrate

The word is out that the University (and therefore the campus) has adopted new computer software programming to integrate student, human resources and financial aspects into one system. During the next four to five years, virtually every computer application now in use will be replaced by the SCT Banner software.

There are several interesting and important ways that the change will affect academic programs. Keep in mind none of this has been approved as of May 2001. But, the three campuses will adopt a uniform grading system. In practical application, the software system will have a set of grades and grade definitions that each campus must draw from to create a grading system. There appear to be very few changes that will occur in the current UIUC system.

Another possible change converting to a new course numbering system. The proposed system is more like UI-Chicago, with courses below 100 not counting toward graduation, and the remaining courses numbered from 100 through 699. The expanded numbering system is more like other major universities and allows better delineation among undergraduate, graduate and professional school courses. If the change does occur, ACES may take the opportunity to review all courses and sequences rather than merely changing numbers to conform.

And a third possibility eliminating Units and using semester hours for graduate credit. Again, looking more like other major universities is one of the goals. The change will eliminate the confusion on transcripts and allow programs to choose the hour value of graduate courses.

Most of these proposed changes must be approved by all three campuses, and full implementation of any changes will occur over several years.

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