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Teaching Matters : Vol. 7, No. 3

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TEACHING MATTERS

The Newsletter of the Center for Effective University Teaching

How am I Doing? Getting Direction While the Class is Running
- Miriam Rosalyn Diamond

It's mid-quarter. You've launched your class, navigated your way through half the course material, half of the assignments, and the midterm exam. You wonder if you are truly reaching your students, and conducting the class in a way that maximizes their learning.   You will collect end-of-term evaluations, but you want direction sooner than that.   Don't despair! You can get feedback now on what the students are thinking and what you can do to keep your class on the best track.

Mid-term feedback provides a compass. You can use it to discern what students feel has been effective in promoting learning, as well as paths available to improve your teaching as the class continues. Each group of students has its own expectations, needs and personality. Instructional techniques that were on-target with one cohort may falter with another. Checking in at mid-term can keep you informed about how well you're responding to students' needs; whether you're presenting material at the right pace; how clearly you're describing concepts and methods; and the extent to which students are feeling interested and stimulated. At the same time, it fosters two-way communication on the diversity of opinions among participants and on considerations you use in designing your courses.

This type of feedback differs from the end-of-term evaluations, or TCEPs. End-of-term (summative) evaluations typically use a scale to rate the quality of learning and teaching that occurred. This allows tracking of a single profes-

sor's teaching effectiveness over time, as well as a means for making comparisons among professors. Some faculty use the information gained to make changes to subsequent classes.   However, the sole purpose of mid-term feedback is formative; that is, to identify strengths and get direction on ways to improve that very class.

There are several methods available for mid-term assessment. Each provides a different piece of the overall puzzle. These techniques are not mutually exclusive; each may be combined with other options to attain a more complete picture. The following is a list of commonly-used options:

1) Instructors can elect to participate in Center for Effective University Teaching's *Small Group Instructional Diagnosis* (SGID) program. This confidential data-gathering is run like a focus group; during the fourth to fifth weeks of the quarter, faculty members excuse themselves from the class for half an hour while CEUT staff ask students to respond to these questions:

- What aspects of this course/instruction enhance your learning?
- What aspects of this course/instruction can be improved?
- What could you - as a student - do to make the course better for you, your classmates and the instructor?

CEUT personnel then compile, analyze and discuss the resulting qualitative and statistical data with the instructor in an individual follow-up meeting. Both parties work together to discern implica-

tions and options for the remainder of the course. The instructor is supported in the academic goal-setting process and with developing a range of strategies for responding to his/her students' learning needs.

The main advantage of conducting mid-term feedback is that it de-mystifies the process and opens up two-way communication with students about the practice of teaching. The key to effective use of the SGID is that the instructor returns to the students to discuss their comments, summarize his/her learnings from the process, and to clarify points the students made. The instructor articulates what changes s/he is willing to make, the rationale behind choices that s/he made in the first place, and what changes s/he cannot make. At this time, the instructor also reinforces student comments about what THEY can do to enhance their own learning. The result is that both parties are empowered to make some changes that will result in a better class.

2) Some professors ask students to complete a *brief feedback form* about their experiences in the class. These are best administered during the usual class meeting time, and should take no longer than 15 minutes to complete. Surveys can follow the Course Evaluation Guide end-of-term format, or may be based on a few general questions ("What aspects of the course are most helpful in facilitating your learning? Least helpful? What suggestions do you have to improve your learning in this class?") Alternatively, the questionnaires can refer to the details of your class (i.e. listing each aspect of the course, asking how that aspect facilitates learning and how it can be improved to increase the students' knowledge of the subject matter). It is also possible to ask for summaries of key concepts or operations the students feel they have mastered so far, what they are expecting to cover during the remainder of the sessions, and the advice they would give to students considering taking the class in the future.

When analyzing and synthesizing this material, professors should look for discrepancies between what they expected to students to say and the actual reviews, as well as discernible patterns of responses and suggested modifications that can be made while the course is in session.

Again, it is important that instructors summarize findings in class and engage the students in a brief discussion. Among other things, this allows individual students to realize that their perspective on the course is not necessarily universal. For example, some students may state that the pacing of each class is too fast, while others find it too slow. Hearing that, as well as understanding alterations the instructor will make in response to the majority of opinions, helps students appreciate the complexity of pedagogic decision-making and balancing out diverse needs, learning styles and backgrounds.

3) Ask an accomplished *peer faculty member* or CEUT staff member to *observe* (also called peer review) a class session in person and provide concrete feedback. This process takes into account not only presentation style, but includes interactions in the classroom and general atmosphere. It is important that the consultant be an expert instructor with an understanding of the range of options available for conducting a class. The observer and faculty member being observed should meet prior to the observation session to review the course syllabus, goals, and any specific areas on which you would like suggestions. Consider what format would be most useful. An evaluation instrument - with a checklist of major factors to consider - can help focus the observation. Alternately, you may decide that an narrative account of events as they occur would be more appropriate.

During the class meeting, it is important to introduce the observer to students and clarify that s/he is there to help the instructor (not to evaluate the students' performance). Within a week after the observed session, the consultant should meet with the instructor again to discuss what they saw. This conversation should be just that - a dialogue and problem-solving session. The observer can encourage thinking through choices made and increase awareness alternate approaches to address the same goals.

4) Having a class *videotaped* and schedule a meeting to have it reviewed with a member of the CEUT staff and/or a faculty mentor is yet another way to get feedback. Videotapes are powerful because they allow faculty to see themselves in action, and experience the class from the perspective of a student. By reviewing the tape with an expert, it is possible to identify strengths, discuss questions, and brainstorm ways to present material.

Videotaping is a powerful means to focus on one class session and emphasizes presentation technique. It can complement other forms of feedback that address overall course structure, assignments, student progress, and other out-of-class experiences.

These techniques help you get a better handle on your teaching effectiveness and how you are being perceived by members of your class. There are some additional activities that can support you in reflecting on your work during the term and getting ideas as well as input.

For instance, you can participate in *group meetings with peers*. Through these, it is possible to gain encouragement, feedback and ideas for expanding your repertoire. Critical events and decisions in teaching can be identified and processed as they occur throughout the semester. In a supportive environment, participants feel free to share frustrations and triumphs, learn how common particular incidents and concerns are, and discover new techniques that peers have found useful. Mentoring relationships between more accomplished faculty and new instructors can develop. At the same time, discussions are likely to focus on topics the participants choose to present/emphasize, and may not provide opportunity to recognize the full range of strengths and need areas.

One such opportunity is the CEUT book group. Each term, participants read and discuss ideas conveyed in a book exploring the process of learning and teaching. This provides a framework for conversations about challenges and raising questions on classroom experiences, and generating responses in light of the book's perspective.

As the mid-semester point draws near, it is helpful to chart the effectiveness of your class - and your instructional methods. Are you closing in on your original goals? Through the use of SGID focus groups, student feedback forms, videotaping, observation, discussion among colleagues and/or self-evaluation, you can re-navigate and improve aspects of your teaching while the course is current.

CEUT staff are available for consultation on these methods of mid-term feedback and self-assessment, and may be contacted at x8583. In order to participate in the SGID process, contact Vanna Lee at the CEUT (by e-mailing va.lee@neu.edu or calling x5016) or register on our webpage (http://www.ceut.neu.edu/sgid.htm) at the start of the quarter to arrange a time and date for a session to be conducted during the fourth or fifth weeks of the term. ✺

LEARNING IN A DIVERSE CLASSROOM

The CEUT, as a recipient of a grant from the Office of Affirmative Action and Diversity to explore creative ways to teach in a diverse classroom, invited Dr. Matthew Ouellett, Associate Director of the Center for Learning, UMASS, Amherst. In a workshop entitled Learning in a Diverse Classroom: Making the Classroom an Effective and Inclusive Learning Environment, Dr. Ouellett engaged 20 NU faculty and staff in exploring ways to define their own understanding of "diversity" and how to talk to students about difficult issues in the classroom. The group participated in written and small group discussion to explore the definition of "diversity" as individuals and in the context of their discipline.

Dr. Ouellett presented four dimensions of multicultural teaching that included (1)Faculty (2)Students (3)Teaching Methods and (4)Course Content. Dr. Ouellett stressed that any of these areas could serve as entry points and that each of these areas could be explored in providing a welcoming climate in the classroom.

Dr. Ouellett indicated to the group that while it important to acknowledge a student's question relating to a diversity issue outside of its relation to course content, it might not be appropriate to engage the entire class in the discussion at that time. He suggested the use of a portion of the blackboard as a "parking lot" for issues that may be addressed at a more appropriate time or that may need further research by the faculty member.

The issue of diversity in the learning environment is a complex one and the 90 minutes with Dr. Ouellett was clearly not enough time. We hope to bring him back in the future and develop other initiatives to continue this discussion. ✺

Quotations

Spring is a time of visible growth and competing demands for attention. Here are what some people have had to say about these topics, as they relate to teaching.

Teachers who cannot keep students involved and excited for several hours in the classroom should not be there.
        -John Roueche

It's not what is poured into a student that counts, but what is planted.
        -Linda Conway

The task of the excellent teacher is to stimulate "apparently ordinary" people to unusual effort. The tough problem is not in identifying winners: it is in making winners out of ordinary people.
        -K. Patricia Cross

...if you hope for a future that includes your subject, you must not teach to that future but to a delight in learning in the present moment.
        - Wayne C. Booth

Hostility Toward Students:
An Occupational Hazard?
Steve Nathanson, Professor of Philosophy

So many articles about teaching fail to relate to my experience as a teacher, but last summer an article in the Chronicle of Higher Education [July 27, 2001] struck a responsive chord. The author, David D. Perlmutter (an associate professor at Louisiana State, Baton Rouge), reports that he was driving home from a faculty gathering with his wife when she remarked on how much he and his colleagues seem to dislike students.

Perlmutter was taken aback by his wife's remark but came to think that she was right. Apparently, much of the evening's conversation had dealt with the defects and limitations of students. In his article, he wonders how faculty members can educate people for whom they feel such disdain.

Perlmutter's article called to mind many cafeteria and hallway discussions in which I and other faculty members expressed exasperation and frustration with students—commenting on their dress, their ignorance, their lack of ability, their blunders, their passivity, etc. These hostile attitudes are not universal, of course, and they often coexist with genuine affection and enthusiasm for students. Nonetheless, they are real and, I think, important. (If you've never felt negative emotions about students,

feel free to skip this and go on to weather or sports.)

I see hostility toward students as an occupational hazard, something that is generated more by the structure and repetitiveness of certain student/faculty interactions and less by students' individual traits or ours. If we are to combat these disabling negative feelings, we should consider what generates them and how we might diminish them. For a start, consider the wise and funny story [told to me by Bob Case] of the calculus professor who, on a particularly bad day, expresses great exasperation with his class, crying out, "I've been teaching this material for 15 years, and you still don't get it!"

What's funny here is the inappropriateness of treating these particular students as if they had been there for 15 years. What is wise is the perception that the process of teaching material year after year without a sense of completion can be draining and frustrating. No matter how hard you or I work to teach students, the next quarter or year, there is going to be a whole new set of them who will not know the material. Teaching is like treating a chronic disease. In our case, the disease is ignorance. No matter how much we accomplish, ignorance remains. Our best efforts to "cure" it are doomed to failure.

But it's not just ignorance that can annoy us about students. It's also their apparent lack of interest and their dreadful passivity. I remember times in my own classes when I felt like a Martian—the only person in the class who seemed to care about philosophy at all. In fact, I unconsciously fell into stereotyping my students. I often saw them as having one major characteristic: a lack of real interest in philosophy. This was all I knew about them, and it did not inspire warm feelings in me.

I've since learned two things that have made my own teaching both better and more personally rewarding.

The first is the importance of learning something about my students. I now begin most classes by exchanging personal introduction letters with my students. First, I distribute a "dear students" letter about myself. I try to give some evidence that I am a human being [with a past, a family, and even some non-philosophical interests]. Then, I ask them to send me a similar letter. I leave it up to them to decide what they would like to tell me.

When I first started asking for these letters, my intention was simply to give students a chance to write something a) that would be a genuine attempt to communicate through writing [unlike tests and most papers] and b) that I would not criticize or evaluate in any way.

Much to my surprise, these letters made me see just how different, varied, and even impressive my students were. Many had significant achievements [often in sports or music]. Some had already coped with serious personal illness or deaths in their families. Some of them actually liked to read books on their own. Some even expressed an interest in philosophy!

The impact of these letters on me was both humbling and inspiring. These were real people, many with talents far superior to mine in various areas, some of them with life experiences that required real character to overcome. As a result, it was hard for me to see them simply as people who knew less philosophy than I do and care less about it than I. My own motivation to teach well always gets a boost from these wonderful letters, and I no longer stereotype students as I used to.

A second change in my teaching undermined my belief in the passivity of students. By attending a course taught by a faculty member who used "active learning" techniques, I came to see that student passivity was something I helped to create by the way I taught. If I lectured at length, students settled into the role of being listeners, and energetic listening is actually a hard activity to sustain—especially when you have 3 or 4 other classes and less sleep than would be ideal. Of course, I would ask students to raise questions or disagree, but if they didn't, I would go on with things that I felt I could say. In this setting, students lacked both the motivation and the occasion to be active.

Now, I regularly ask questions and have students pair up to discuss them. Or, I use the "think/pair/share" technique. First, have students write their ideas about some question or problem. Second, have them talk to the person next to them to compare ideas. Third, reconvene as a whole class to debrief people and see what ideas they came up with. In this setting, students come alive. They talk about the material in an animated way and react to one another. They show themselves to be active and engaged because I have provided a framework in which this can occur. I know see that the passivity which I attributed to them was an artifact of my teaching, not an intrinsic feature of students themselves.

But what about the material that we are supposed to cover? If I ask the right questions, this materials emerges from what they say, or their remarks will provide the setting in which I can present material to them. When they have been engaged in thinking about the material themselves, they are much more receptive to the "wisdom" I have to offer.

Sometimes, people say that students just want to be entertained or that we need to pander to them in some way or other. None of what I have described involves lowering standards or trying to be more entertaining. In fact, pandering and entertaining only reinforce the negative stereotypes that can generate hostility and cynicism among faculty members.

Don't get me wrong. Teaching remains a great challenge for me. It certainly does not always go well. Still, I know my students better than I used to, I like them more, and I respect them more. And, even if I know that a new crop of ignorant people is waiting in the wings, I have a better sense of the difference that my teaching can make. Overall, I both enjoy teaching more and probably do it better—which is certainly a "win/win" situation. ✿

Bringing your Course Online: Some Pedagogical Considerations
- David Hirsch

Developing online components to supplement your traditional class can be time consuming. Even more time investment is needed for a completely online course. Given this time commitment, it is crucial for instructors to ask themselves, "What do I want to achieve by bringing your course online?"

Instructors play a variety of roles —lecturer, advisor, discussion leader, remedial tutor, class administrator, grader, disciplinarian...yet it can be very difficult to meet all of your students' needs within the time constraints of traditional class sessions. Consider these questions:
- During a lecture, you try to cover a specific amount of material within a given time, but will there also be time for students' questions about the material?
- Do administrative duties take up too much of your class time?
- How can you help students with weak backgrounds, without boring the more advanced students?
- If students cannot attend your lecture, will they be lost unless you offer 1-on-1 tutorials?
- Is a 45-minute "talking head" lecture really the best use of your or your students' time?

Use of the Web can help you juggle your different roles as an instructor. What can you offer online, so that face-to-face time is used efficiently? Delivering some of your lecture material online might free up valuable class time for more interactive exchange with students. Online discussion boards and gradebooks can be used to manage class administration outside of regular class meeting times. Students who require extra help can be linked to self-paced tutorial resources online. Your options are many: you just have to decide how best to use the online medium to achieve your teaching goals and your students' learning needs.

Determining your Online Goals

Listing your goals for developing online teaching materials is a necessary first step in the development process. Reasons for bringing a traditional course online center on either administrative or pedagogical concerns: here we'll focus on the pedagogical. Think critically about your current teaching experience. Do you tend to give lectures, or lead class discussions? Do students seem stimulated by your mode of presentation? Are there parts of your course curriculum that students often misunderstand? How would you like to improve your students' learning experience?

Your reasons may include some of the following:
- To give students greater access to course documents
- To incorporate Web-based resources for learning activities
- To increase student collaboration outside of the classroom
- To provide supplemental materials for students with a weak background
- To present ideas in different formats for different learning styles
- To increase students' technological facility
- To communicate more efficiently with students

Once you are clear about your reasons for bringing your course online, you should prioritize your goals. These prioritized goals will play an important role in developing an action plan for course design and development.

Teaching Online & "On-ground": A Comparison
What's the Same?

Teaching well online involves the same set of skills required for teaching well in a traditional classroom. As Lawrence Ragan has written, "Good Teaching is Good Teaching," regardless of whether the teaching takes place online or on-ground. (See Ragan's article at http://www.educause.edu/ir/library/html/cem991.hml) Ragan's article suggests that the following conditions should be met in any effective teaching/learning exchange:

1. Learning goals should be clear, and clearly related to specific learning activities and methods of assessment.
2. There must be ample social interaction between instructor and learners, and among learners.
3. Activities should be designed to meet the needs of a variety of learners (technical, intellectual, social, pedagogical needs).
4. Learners and instructors need reliable support and regular feedback.

How well do your current classes meet these conditions? Developing some online learning activities, and using Web communication tools, may help you establish a robust learning environment that meets all of these criteria.

Despite the truth of Ragan's argument that good pedagogy is independent of medium, teaching effectively online does require some adjustments in your teaching style.

What's Different?
What are some of the important differences between the on-ground and online classrooms, and how will these impact your teaching?

Traditional classroom	Online Classroom
Primarily oral transmission of ideas	Primarily visual transmission of ideas
Group setting, face to face	Individual engagement, virtual community
Access limited to specific time frames	24/7 access (unless the server goes down!)
Instructor is often a "sage on the stage"	Instructor is often a "guide on the side"
Linear presentation of material, controlled by instructor	Navigation sequence determined by student

These distinctions are oversimplified, given the range of teaching practice in either environment. Yet it is crucial to remember that Web-based learning is more visual, more solitary, less constrained by time, and in some ways more student-centered than traditional learning environments. Each factor should enter into your pedagogical approach when designing and delivering online course materials These differences prompt you to ask:
• Can I shift my presentations from an oral to visual mode?
• Can I design Web activities that will provoke social interaction and exchange, to prevent the "isolation effect" of individuals learning at the computer?
• One of the great advances of the Web is the ability to link from a main document to subsidiary documents, in a non-linear fashion. If my students can navigate Web course components in any order they choose, can I re-think my presentation style to accommodate this?

Online Communications
Instructor feedback is crucial to students' progress, regardless of whether you teach online or on-ground. Many instructors find that Web-based communication tools can improve students' motivation and engagement with course materials by fostering an expanded sense of learning community. Instead of being overwhelmed by individual e-mail questions from students, you can establish online discussion boards where you can reply publicly, for all class members' benefit. Once students are comfortable with the online discussion format, you can encourage them to problem-solve with one another, as well.

When adding communication modes to your online course, be prepared for additional time commitments on your part as an instructor. As you build online communication into your course design, ask yourself questions like:

- How can online communication help my students achieve learning goals?
- Can I use online discussions to prepare students for our in-class sessions?
- Are certain topics better discussed in small groups? Which ones?
- When is a live "chat" online better than asynchronous discussion?
- What guidelines for online communication will my students require?

This last question is one of the most important. For instance: if you don't specify what your turnaround time will be for responses, students may expect immediate answers to questions they submit by e-mail or post to course discussion areas. Unless you clearly communicate your expectations for online participation, your students may not make effective use of the online class components that you've worked so hard to produce. ✾

These suggestions are taken from the Educational Technology Center's workshop materials for "Online Course Design," available at: http://www.edtech.neu.edu/workshops/materials/course/

Educational Newsmakers at Northeastern

Congratulations to the GE Instructional Development Team (comprised of faculty from both Engineering and Arts and Sciences as well as CEUT staff) for winning the national Professional and Organizational Development's Bright Idea Award for their "Jonas Chalk" e-column providing advice on teaching. A selection of these columns are included in **Teaching Matters**.

Robert Case of Mathematics wrote a winning essay on "Plato's premise: the path to student autonomy" in a competition sponsored by the National Education Association. This composition will appear in the NEA journal, **Thought and Action**.

Donna Qualters of the Center for Effective University Teaching has published two articles this year:

- Do Students Really Want to Be Active? **Journal of Scholarship of Teaching and Learning** 2(1), and
- Identifying Oneself as a Teacher - **Medical Education**, 36(2).

She has also led the following conference sessions :

- Change Theory meeting Development Theory: Dialogue - *Professional and Organizational Development* (October, 2001).

- Assessment of Student Learning that Attracts Foundation Funding, *New England Association of Schools and Colleges* (December, 2001).

Miriam Diamond, also of the CEUT, gave presentations at the following conferences:

- Interpersonal Interactions and TA-ing: An Ethics Workshop - *Professional and Organizational Development* (October, 2001).
- Acting Up: Drama Games that Foster Student Exploration of Texts - *Lilly New England* (November 2001).
- Whose Class is it Anyway? Improvisation Skills for Instructors - *New England Faculty Development Consortium* (November 2001).
- Educational Interactions Outside the Classroom: Training TA's and Faculty to Maximize Office Hour Effectiveness (poster session), and
- Advancing the Scholarship of Teaching and Learning Online: Fostering Online Peer Review and Building Upon Each Others' Work (session synthesizer/consultant) - *American Association of Higher Education* (March, 2002).

Have you or any of your colleagues published articles, made presentations or received awards related to instruction this year? Please let us know, so we can inform the community! ✾

Chalk Talk
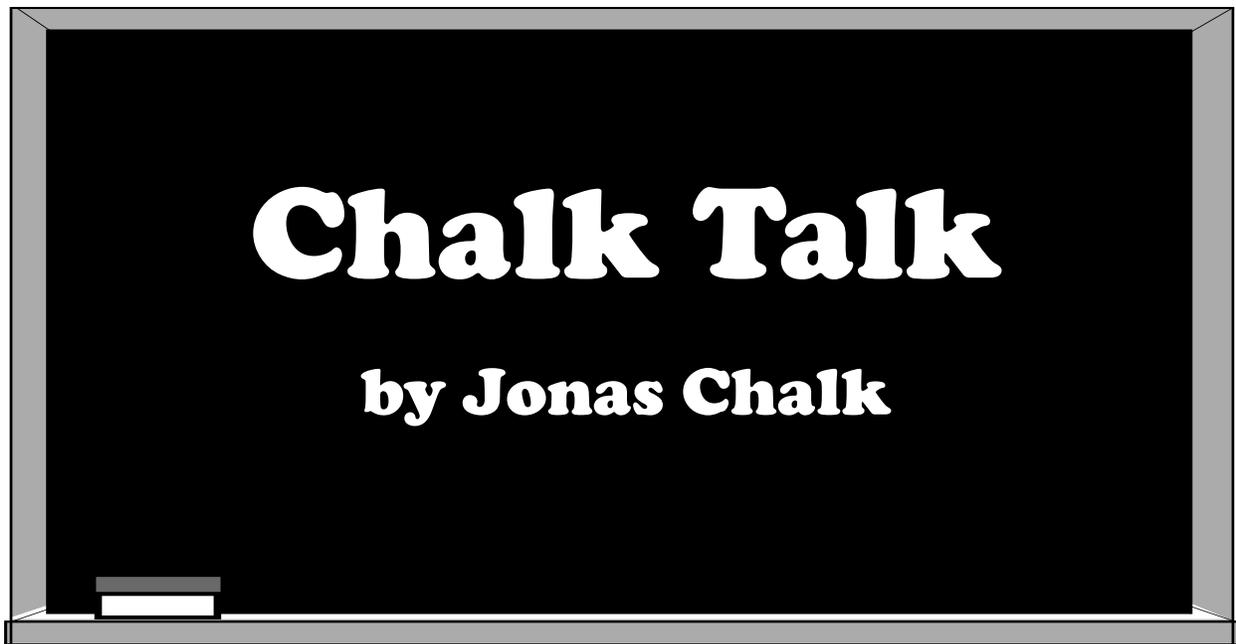
by Jonas Chalk

The purpose of the Jonas Chalk "Chalk Talk" column is to initiate a dialogue on best practices, successes, and frustrations in teaching. (Although the concerns covered are often universal, we do put a particular emphasis on the challenges and rewards of teaching freshmen.) This column hopes to stimulate, engage and occasionally nudge professors to share their wisdom and ideas about the best ways to achieve outstanding learning outcomes in the freshmen year. I would like to encourage readers to submit letters, questions, or ideas that you have to jchalk@coe.neu.edu.

Old Jonas columns can be accessed at: http://gemasterteachers.neu.edu/documents/documents.html

Dear Jonas,

I keep hearing that, to be effective in the classroom, I should begin each class by reviewing the previous class, asking if there are questions on the old material, and going over homework. Then, I should list my course objectives for the day, lecture on new material, do examples, ask the students lots of questions, let the students work on problems in class, use multimedia/technology, and perhaps throw in practical demonstrations or experiments. Oh, and I'm supposed to be sure to end each class on time.

So, I really only have one question: how the heck am I supposed to do all of those things in each class and make it through the course material?

Sincerely,
Pressed for time

Dear Pressed,

I understand your frustration. The quick answer is that one shouldn't try to force all of those things into every class, every day. Every subject differs somewhat in the

arrangement (for instance, some courses have TA's who go over homework problems in detail.) I can tell you what works for me. I begin each class by going over homework for 15 to 25 minutes, focusing mainly on the most common concerns and misunderstandings. (For more advanced problems and less common errors, I post solutions on the Web or use hand-outs, and ask students to approach me individually with their questions.) I either preface the homework by reminding them of the basic concepts, or I remind them of the concepts in the process of going over each problem.

I then take less than five minutes to describe what new material we are going to cover that day, and indicate why we are doing it, and how it relates (or doesn't) to material that we have already covered. Then, I start on new material, and while lecturing, I try to find places where I can stop and ask the class for short answers to questions to test their grasp of the material and let them immediately apply new concepts or techniques. I do try to include a fair number of examples in my lecture and, after giving examples, I usually have the students work on short, 3-5 minute, problems. Occasionally, I have the students work on longer 10-15 minute problems.

As for multimedia presentations, technology in the classroom, group-work, demonstrations, experiments, and other "teaching innovations", I, personally, use them sparingly; if a specific topic is best illuminated by one of these techniques, I will certainly use it, but I agree with you that there is not enough time to use all of these very often. What I do believe is important - and the research agrees - is that one should make his/her class interactive in SOME way every day. Maybe in your class, experiments, demonstrations, or having students work in pairs or groups would be more useful on a daily basis than having the students work individually on problems - it depends on the material - and it does take both forethought and adjustments on-the-fly in order to fit in effective class participation. However, I'm sure that you'll find it's worth the effort.

Good luck,
Jonas

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Teaching Assistant Workshops
Spring 2002

Responding to Students'
Ethical Concerns and Issues
Perrin Cohen
Friday, April 5, 2002
12 - 1:30 pm
340 Curry Student Center

Recording Your Accomplishments:
Creating a Teaching Portfolio
Miriam Diamond and Amit Arora
Friday, April 12, 2002
2:30 p.m. - 4:00 pm
340 Curry Student Center

Responding to Students' Questions
Meg Paladino and Laura Bozarth
Wednesday, April 24, 2002
1:00 p.m. - 2:30 p.m.
340 Curry Student Center

Teaching and Learning Styles
Donna Qualters
Monday, April 29, 2002
12:00 - 1:30 pm
346 Curry Student Center

Space is limited - You must pre-register.
Please call x8583 or e-mail va.lee@neu.edu
to reserve your spot!

The Center for Effective University Teaching Presents:

Achieving Great Teaching
Spring 2002 Faculty Workshops

**Conflict Management Skills
for Faculty**
William Fischer, JD
and Wendy Kirby Olson
440 Curry Student Center
Wednesday, April 3, 2002
2:00 - 3:30 p.m.

**Learning and Teaching:
It's All About Style**
Dr. Donna Qualters
346 Curry Student Center
Monday, April 29, 2002
12:00 to 1:30 p.m.

**Using Blackboard - Sharing the Successes
and Discussing the Challenges**
440 Curry Student Center
Friday, April 19, 2002
12:00 p.m. - 1:30 p.m.

Northeastern
U N I V E R S I T Y