

CTE Today

A Newsletter for Teachers at USMA

Center for Teaching Excellence

May 2008

“Educate, Train and Inspire the Corps of Cadets...”

- USMA Mission Statement

Fifth Annual Academic Luncheon, 19 May 2008

By Dr. Mark D. Evans, CTE Director

The Academy Mission is: to “Educate, Train and Inspire the Corps of Cadets...” Supporting this mission statement, the Faculty Manual states that: “Above all, effective teaching is the primary obligation of the USMA faculty.”

How fitting, that at the end of an academic year, we would take the time to celebrate teaching at USMA. On 19 May at 1130 at the Club, that’s just what we’ll do — celebrate *Effective Teaching*.

“Fifty of your faculty colleagues will be receiving certificates at the Luncheon ...”

Approximately fifty of your faculty colleagues will be receiving certificates at the luncheon for having completed a two-year long faculty development program, the Master Teacher Program. During that time, they read a wide variety of literature on teaching and learning, they met monthly to discuss those readings with others, they tried new classroom assessment techniques in their classrooms and discussed the results, and they wrote a

comprehensive paper on classroom research in their courses.

The tentative list of MTP graduates (pending program completion) is shown on page 2. Also shown is a list of faculty who have participated actively for two years but will not be completing the program this year. Please congratulate those who have almost completed this two-year long faculty development program!

Please plan to join us at the May luncheon. Graduates will be attending as it is a program requirement, and you are all invited to attend the luncheon to congratulate them and celebrate teaching at USMA. The Dean, Brigadier General Finnegan will be attending and will award completion certificates to all graduates. Dr. Peter Seldin, Distinguished Professor Emeritus of Management, Pace University, NY will be the keynote speaker. We will also announce the winner of the “Apgar Award”, which recognizes a faculty member at the Academy who has improved cadet learning through an innovative teaching project. See the CTE website for more information.

NOTICES:

Fifth Annual Academic Luncheon

1130 –1300 Monday
19 May 2008
at the West Point Club

Cost is \$12.50.

Contact Mr. Kermit Allen in the CTE or your department representative on the CTE Advisory Committee to sign up and pay.

Signup and pay by 12 May

Cash is preferred.

(A list of dept reps is shown on page 4.)



Inside this issue:

Master Teacher Program — List of Graduates 2008	2
Classroom Relationships	3
CTE Advisory Committee	4
Leveraging Web Technologies	4

Announcements

Annual Luncheon
Celebrating Teaching
at USMA

Monday 19 May @1130

Apgar Award Winner
will be announced at
the Academic
Luncheon

Upcoming Conferences

5th annual Teaching Professor Conference, May 16 – 18, 2008, Kissimmee, FL,
<http://www.teachingprofessor.com/conference/index.html>

The New England Faculty Development Consortium: “Teaching Outside the Box: Teaching & Learning Beyond the Classroom Walls.” May 30, 2008, University of Massachusetts, Amherst,
www.nefdc.org

30th Annual Summer Institute on College Teaching, The Virginia Tidewater Consortium for Higher Education, June 1 – 5, 2008, Williamsburg, VA,
www.vtc.edu.edu

Master Teacher Program List of Graduates 2008

MTP Graduates 2008

(*pending program completion — listed alphabetically by department)

BS&L

MAJ Robert Meine*

C&LS

MAJ Melissa Eslinger
MAJ Marc Franciszkowicz*
MAJ Andrew Morgan*
MAJ Chi Nguyen

CME

MAJ Jakob Bruhl
MAJ Tim Johnson*
MAJ Yvonne Miller
DR Gunnar Tamm*
DR John Rogers
MAJ Steve Bert
MAJ Aaron Hill
MAJ Brian Novoselich

CTE

DR Kimberlee Bonura

DFL

LTC Scott Womack

DMI

CPT Nicholas Pennola*
MAJ Justin Perusek

DPE

MAJ Mark Rea
CPT Julia Wilson*

EECS

MAJ David Chang
MAJ Matthew Dunlop
MAJ Kirk Ingold*
MAJ Christopher Korpela*
DR Peggy Leonowich-Graham
DR Michael Miller
LTC Tim Schmoyer*

ENG

CPT Ramit Ring*

GENE

MAJ Gayle Davis*

HIST

MAJ Michael Bonura

LAW

CPT Christopher Ford*

MATH

MAJ Randy Boucher*
LTC Rob Burks
DR Elisha Peterson*
MAJ Charles Sulewski
MAJ Robyn Wood*

PHY

MAJ Jonathan Campbell
MAJ William Viar

SE

MAJ Steve Gauthier
MAJ Ken Gilliam

SOSH

MAJ Eric Bjorklund*
MAJ Jonathan Dunn
MAJ Matthew Sheiffer
MAJ William Skimmyhorn*
MAJ Scott Taylor

USMA Community

MRS Dian Roginski

Please contact the CTE with any errors or omissions

MTP Information

The Master Teacher Program

The Master Teacher Program is a two-year long program where participants read a series of articles monthly, write reflections, and meet to discuss the readings with other participants once monthly — 16 meetings in total. Participants also undertake a classroom research program in their own classrooms, gather assessment data, and write papers describing the project and its outcomes. A partial list of topics discussed in the MTP include:

- Classroom Assessment
- Developing Student Learning
- Encouraging Student Discussion
- General Principles of Motivation
- How People Learn
- Metacognition
- Myers-Briggs & Learning Styles
- Perry Theory of Development
- Student Development

Interested in more information on the Master Teacher Program? See the CTE website: <http://www.dean.usma.edu/centers/cte/Master.cfm>.

MTP Participants who have completed most of the two-year program, but who are not graduating in 2008 are listed below

(^ Planning to graduate in 2009)

C&LS

MAJ Andrew Novitske^
MAJ Jeff Sheehan^

CME

LTC Lynn Byers^

DFL

MAJ Aaron Merrill

DMI

MAJ David Waters

DPE

CPT Khanh Diep^
MAJ Ronnie Park^
MR Jason Suby^

EECS

LTC Michael Brownfield^
MAJ David Harvie^
MAJ Benjamin Ring^
MAJ Leo Waugh

ENG

MAJ Davina Hunt^
MAJ Jon Martinez^

GENE

MAJ Allison Day^
MAJ Ian Irmischer^

HIST

MAJ Jason (JP) Clark^

LAW

MAJ William Peters

MATH

DR Amy H Erickson
DR Keith Erickson
MAJ Josh Helms^

OEMA

MAJ Adam Albrich^

SOSH

MAJ Michael Shekleton^



Center for Teaching Excellence
West Point



Center for Teaching Excellence
West Point

Classroom Relationships, *By Dr. Kimberlee Bonura, CTE Assistant Director*

“One looks back with appreciate to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.” – Carl Jung

The relationships you have with your students, and the relationships you foster between students in the classroom, have an impact on their learning. Research shows that when students believe that their peers and teachers like and respect them, they are more likely to achieve academic success, enjoy learning more, are more likely to request needed help, less likely to cheat, and more likely to achieve at high levels. The effects of student-teacher relationships are enduring: one study found that the quality of the child-teacher relationship in kindergarten still predicted academic and behavioral outcomes in 8th grade. One year of relationship led to eight years of impact! How we relate to our students matters. The question, then, is how do we create classroom relationships that support and encourage learning?

“The effects of student-teacher relationships are enduring...”

All people have a need for social connection and the experience of secure connection, love, and respect with other individuals, or a *need for relatedness*. This need for relatedness is relevant in teaching because it impacts human motivation. Relatedness needs are expressed in two main forms: *need for affiliation* and *need for approval*. Students with a high need for affiliation may focus on connecting with peers. Teaching strategies which support affiliation can increase student motivation for learning tasks. Group-based activities

(debates, cooperative learning tasks, educational games, etc) can all support learning and affiliation simultaneously. Students with a high need for approval have a desire to experience the positive judgments of others. Approval needs can focus on peers (and lead to increased susceptibility to peer pressure) and on the instructor. Student needs for instructor approval can increase motivation for good grades, but can also lead to a dependence on praise.

Our expectations also make an impact on our students, and we often communicate them in subtle ways. Research shows that when teachers expect a student to do well, they smile, lean forward, and nod when listening to the student speak, and provide more time if the student is struggling with the answer. Teachers are also more likely to interpret an almost-correct answer more favorably for high expectation students than for low expectation students. Classic research on the “Pygmalion Effect” makes it clear that what we see in our students influences who they become.

Ready to put it into practice in the classroom? At the most basic level, cultivating good classroom relationships is about communicating respect, treating all students equally, and creating an atmosphere of openness and trust in the classroom. We need to be cognizant of the messages we’re sending – who we call on, our facial expressions and body language, as well as the language we use and the teaching strategies we employ. One simple strategy is to offer a little more time whenever we ask a question – waiting 5 seconds gives students more time to think about their answers and provides a safe-space for slow-starters to participate. Likewise, treating every question or answer with respect makes the classroom a safe space for students to interact and participate, even when they’re unsure. It’s also good to learn students’ names, and with USMA’s small class sizes (not to mention nametags on uniforms!) we

should call all of our students by their names. Class introductions and group activities encourage student-on-student interaction, which allows social motivation and interaction to support motivation for learning. The bottom line is that social motivation is a key factor in students’ lives – we can either fight it, or use it to our advantage to support teaching.

“Classic research on the “Pygmalion Effect” makes it clear that what we see in our students influences who they become.”

References

- Anderman, L.H., & Kaplan, A. (2008). The role of interpersonal relationships in student motivation: Introduction to the special issue. *The Journal of Experimental Education*, 76, 115 – 119.
- Brophy, J.E. (1987). Synthesis of research on strategies for motivating students to learn. *Educational Leadership*, 45, 40 – 48.
- Davis, B.G. (1993). *Tools for teaching*. San Francisco: Jossey-Bass.
- Deci, E.L., & Ryan, R.M. (1992). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.
- Dowson, M., & McInerney, D.M. (2001). Psychological parameters of students’ social and work avoidance goals: A qualitative investigation. *Journal of Educational Psychology*, 93, 35 – 42.
- Finn, J. (1972). Expectations and the educational environment. *Review of Educational Research*, 42, 387 – 410.
- Hamre, B.K. & Pianta, R.C. (2001). Early teacher-child relationships and the trajectory of children’s school outcomes through eighth grade. *Child Development*, 72, 625 – 638.
- Harter, S. (1975). Mastery motivation and the need for approval in older children and their relationship to social desirability response tendencies. *Developmental Psychology*, 11, 186 – 196.

Continued on p.4

- Murdock, T.B., Hale, N., Weber, M.J., Tucker, V., & Briggs, W. (1999). *Relations of cheating to social and academic motivation among middle school students*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Ormrod, J.E. (2003). *Educational Psychology: Developing Learners, 4th Ed. Upper Saddle River, NJ: Merrill Prentice Hall.*
- Osterman, K.F. (2000). Students' need for belonging in the school community. *Review of Educational Research, 70*, 323 – 367.
- Rose, S.C., & Thornburg, K.R. (1984). Mastery motivation and need for approval in young children: Effects of age, sex, and reinforcement conditioning. *Educational Research Quarterly, 9*, 34 – 42.
- Rosenthal, R. (1995). Critiquing Pygmalion: A 25-year perspective. *Current Directions in Psychological Science, 4*, 171 – 172.
- Ryan, A.M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal, 38*, 437 – 460.
- Ryan, A.M, Pintrich, P.R., & Midgley, C. (2001). Avoiding seeking help in the classroom: Who and why? *Educational Psychology Review, 13*, 93 – 114.
- Ryan, R.M, & Deci, E. (2000). Self-Determination Theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68 – 78.
- Wentzel, K.R. & Wigfield, A. (1998). Academic and social motivational influences on students' academic performance. *Educational Psychology Review, 10*, 155 – 175.
- Wigfield, A., Eccles, J., MacIver, D., Reuman, D., & Midgley, C. (1991). Transitions at early adolescence: Changes in children's domain specific self-perceptions and general self-esteem across the transition to junior high school. *Developmental Psychology, 27*, 552 – 565.
- Woolfolk, A. (2005). *Educational Psychology, 9th Ed.* Boston: Allyn & Bacon.
- Woolfolk, A.E., & Brooks, D. (1985). The influence of teachers' nonverbal behaviors on students' perceptions and performance. *Elementary School Journal, 85*, 514 – 528.

Some web sites that utilize Web 2.0 technologies for user-generated content are not always available in USMA classrooms. Network rules and restrictions that prohibit streaming videos from YouTube and other sites on the Internet are sometimes to blame, and bandwidth limitations and network congestion make streaming content from permitted sites an unusable option.

Many software developers are now creating tools that address these limitations. Real Player, for example, incorporates a "Web Download & Recording" feature that will allow you to capture videos from web sites that can be stored on a flash drive. The videos can then be taken to a classroom for playback without relying on the network (or worrying that they might be blocked).

The Center for Teaching Excellence at USMA is planning Brown Bag sessions for the Fall 2008 term to spotlight this and other emerging technologies you can incorporate into the classroom. Visit the CTE web site often to see the list of sessions scheduled for the upcoming term. If there are technologies you would like to see highlighted or that you have used and would like to share, please feel free to contact us at x7947.



CTE ADVISORY COMMITTEE

<i>COL Sweeney</i>	<i>BS&L</i>
<i>Dr. Kowalski</i>	<i>C&LS</i>
<i>Dr. Bristow</i>	<i>C&ME</i>
<i>COL Goda</i>	<i>EE&CS</i>
<i>LTC Thoms</i>	<i>English</i>
<i>Dr. Mansour</i>	<i>DFL</i>
<i>Dr. Richmond</i>	<i>G&EnE</i>
<i>Dr. Bucher</i>	<i>History</i>
<i>LTC Heidenberg</i>	<i>Math</i>
<i>LTC (R) Rick Metro</i>	<i>DMI</i>
<i>Dr. Tendy</i>	<i>DPE</i>
<i>LTC McCarthy</i>	<i>SE</i>
<i>Dr. Dudley</i>	<i>SocSci</i>
<i>LTC Sones</i>	<i>Physics</i>
<i>Dr. Welton</i>	<i>Law</i>
<i>LTC Ohlson</i>	<i>CEP</i>
<i>Ms. Swik</i>	<i>Library</i>

CTE

Center for Teaching Excellence

Dr. Mark D. Evans, P.E., Director

119 Thayer Hall, Phone: 845.938.5502

Dr. Kimberlee Bonura, Assistant Director

Phone: 845.938.4257

Mr. Mark Vehec, Manager, Instructional

Technology, Phone: 845.938.4670

(ATCL), 120 Thayer Hall

Mr. Kermit Allen, Secretary

Phone: 845.938.7947

Newsletter Submissions

Editor

Dr. Mark D. Evans, P.E.
Director, Center for Teaching Excellence
United States Military Academy
119 Thayer Hall
West Point, NY 10996
Phone: 845.938.5502
E-mail: mark.evans@usma.edu
<http://www.dean.usma.edu/centers/cte/>

Submissions to *CTE Today* are welcome and encouraged. When submitting, please keep these guidelines in mind:

- We are interested in a wide range of teaching and learning topics.
- We are interested in innovative strategies, techniques, and approaches that facilitate learning

- We are interested in reflective analyses of educational issues of concern.
- Write with the understanding that your audience includes faculty in a wide variety of disciplines and in a number of different departments.
- What you describe must be relevant to a significant proportion of USMA faculty.
- Write directly to the audience, remembering that this is a newsletter, not a journal publication.
- Keep the article short; generally between 1 and 3 double-spaced pages.
- If you'd like some initial feedback on a topic you're considering, you're welcome to share it electronically with the editor.

CTE

Center for Teaching Excellence
West Point