



# The Scholarly Teacher

An Electronic Resource from the Center for Excellence in Teaching and Learning at Park University

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## Teaching Tip

### Promoting Deep Reading—"Apprentice Style"

Julian Hermida, Ph.D., Assistant Professor of Law and Justice at Algoma University in Sault Ste. Marie, Ontario, Canada, recently wrote a piece on how faculty can promote deep reading practices in their curriculum. When students engage in deep reading, he argues, they think "meta-cognitively in order to negotiate meanings with the author and to construct new meaning from the text. The deep reader focuses on the author's message, on the ideas she is trying to convey, the line of argument, and the structure of the argument. The reader makes connections to already known concepts and principles and uses this understanding for problem solving in new contexts." A tall order indeed! Hermida offers several unique strategies for promoting deep reading, among them an approach he calls "The Apprentice." The assignment is as follows: Assign each group a journal article. Give teams reading guides to encourage them to evaluate, judge, compare, and synthesize information from these texts. Ask each team to make a presentation to the rest of the class on some aspect of the text. The worst teams are fired and the best one is hired. For more on designing assignments that promote deep reading, visit: <http://www.julianhermida.com>.

## Publication Spotlight

### *InSight: A Journal of Scholarly Teaching* ([www.insightjournal.net](http://www.insightjournal.net))

*InSight* is a refereed journal published annually by CETL that features theoretical and empirically-based research articles, critical reflection pieces, case studies and classroom innovations relevant to teaching, learning and assessment. *InSight* publishes a range of papers examining all facets of the scholarship of teaching and learning.

Manuscripts will be subject to a double-blind review by a panel of internal and external reviewers. As a referred journal, articles published in *InSight* contribute to the professional expectation for faculty scholarship at Park University. Submissions for *InSight* are accepted on a rolling basis. To be considered for inclusion in Volume 4, submissions must be received by **4:00pm on April 10, 2009 (CST)**.

The mission of the Center for Excellence in Teaching and Learning  
is to promote the practice and profession of teaching at Park University.

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## Conference Opportunities

Creighton University in Omaha Nebraska is hosting the 2009 National CASTL Institute: Developing Scholars of Teaching and Learning, on June 3-6, 2009. The 2009 CASTL Institute Theme is *Ethics of Inquiry* which "invites a self-reflexive examination of what an dhow we teach, the ethical quandaries faced by educators, and the paths of inquiry shared by learner and teacher."

This year's speakers include **Amy Haddad**, Director of the Center for Health Policy & Ethics and Mabel L. Criss Endowed Chair in the Health Sciences at Creighton University, **Pat Hutchings**, Vice President of The Carnegie Foundation for the Advancement of Teaching, and **Randy Bass**, Assistant Provost for Teaching and Learning initiatives at Georgetown University and Executive Director of the Center for New Designs in Learning Scholarship (CNDLS).

To view the brochure or the Call for Scholars please visit our website: [www.park.edu/cetl](http://www.park.edu/cetl) or the conference website at [www2.creighton.edu/castl/](http://www2.creighton.edu/castl/). The Call for Scholars deadline has been extended to March 23, 2009.

### What's new on the CETL Site?

- Visit The Best Practices Institute!
- Presentation Materials updated.
- View more conference opportunities!

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