



The Scholarly Teacher

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

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In this issue:

- Teaching Tip: Promoting Student Engagement through Teaching Rhythms
- Faculty Scholarship Spotlight: Dr. Virginia Brackett
- Publication/Conference Opportunities: 22nd International Conference on College Teaching and Learning; 6th Annual CALHE
- CETL Happenings

Promoting Student Engagement through Teaching Rhythms

How can faculty create a classroom culture in which student engagement is the norm rather than the exception? This was the topic of a recent online seminar sponsored by the Center for Excellence in Teaching and Learning/Magna Seminars. Presenter Alex Fancy, professor of modern languages and literature at Mount Allison University (Canada), approached this topic through the metaphor of acting. Fancy offered several “co-management” classroom strategies to help instructors “become *spectators*, as students become *actors*.” One intriguing approach was what Fancy termed “the time capsule”—students undertake continuous analysis of their own learning as they work together over the term or semester to codify advice and guidance for the next cohort of students. The next student cohort is the beneficiary of information about the content, pace, and expectations of the course through the voices of their peers and can anticipate the same community-building to be part of their own experience in the course.

Faculty Scholarship Spotlight: Dr. Virginia Brackett, English



Dr. Brackett is currently completing a two-year project, a 250,000-word literary companion for Mary Shelley for the publisher Facts on File, her fourth book for that publisher. She already knew *Frankenstein* well and has enjoyed reading and discussing Shelley’s four additional novels and one novella. She also enjoyed assembling a timeline of Shelley’s life that includes quotations from her personal writings to place events in context, an approach that Brackett believes to be a first of its kind. Also in-progress is a project about her father, an Army captain killed in Korea after serving during World War II where he was captured at the Battle of the Bulge. As she began her research and was looking through a book at home, a letter fell to the floor. It was written to her father in the 1940’s by the book’s author, Robert Merriam, a one-time Chicago alderman who later served as an undersecretary in President Eisenhower’s cabinet. Brackett’s attempts to trace the origin of the letter eventually led her to her own father’s letter written to Merriam, housed in a University of Chicago collection. That event further convinced her that research discoveries often involve simply being at the right place at the right time.

If you would like to share your own scholarship-in-progress or have a full-time or adjunct colleague you’d like featured, please contact us at cetl@park.edu.

Publication/Conference Opportunities

22nd International Conference on College Teaching and Learning

The call for proposals, poster sessions, and juried publication has been issued for the upcoming International Conference on college Teaching and Learning, being held April 4-8, 2011. In addition to faculty, graduate students are also invited to attend this five-day conference. The proposal deadline is December 1, 2010. For more information please visit: www.teachlearn.org

6th Annual CALHE

Missouri Western State University will be hosting the 6th Annual Conference on Applied Learning in Higher Education (CALHE), February 25-26, 2011. To view the call for papers, registration information, or to view the invitation letter please visit: <http://www.missouriwestern.edu/appliedlearning/conference.asp>

CETL Happenings

- **CETL Faculty Advisory Council Meeting**
 - Date: October 27, 2010
 - Time: 12:00 noon
 - Location: PDL CR



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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