

I fundamentally believe that analyzing a text is a skill that requires both regular practice and community (all reading and writing is by nature communal and the best reading and writing is really an ecosystem of interactions); thus class conversations are really communal experiences of explication. Each student plays a vital role, bringing knowledge and insight that only that student may hold. I offer this practice to them as the method of the class for the term, setting clear expectations for their full participation from the beginning. . . To paraphrase Gene Odum, "the ecosystem of the classroom is always greater than the sum of its parts."

Ron Balthazor

As an instructor of marine and ecology related courses, I am blessed with vibrant subject matter that is highly conducive to this approach because it is relevant to the natural world to which all students can inherently relate. Through field trips, labs and student research projects my students experience first-hand the concepts addressed in lectures. This full-circle approach to instruction gets students enthusiastic about learning by literally bringing readings and lectures to life. Part of every course I teach involves students collecting some of their own data in order that they experience the course content viscerally. *Jeb Byers*

Human beings are complicated and resist simple quantification. Artists of all kinds have explored the nuances of the human condition so well, and for so long. I believe it is high time for those of us in the social sciences to turn towards the arts as well as the hard sciences for inspiring ways to document cultures and communities in practice. . . I teach my students that a community of scholars must prepare to take risks, to develop a passion for the known and the not yet known, and to cultivate a thick skin in light of ignorance, apathy and indifference. *Misha Cabnmann-Taylor*

As an educator I have always sought to instill in my students a desire to learn and grow while gaining a deeper understanding and acceptance of diverse ideas, opinions, and cultures. . . I have found that to be truly successful I must lead with integrity, be a visionary, adaptable and open to change, charismatic, and competent. I must also be a mentor and coach, and both a transformational and servant leader. As previously mentioned, those whom I am charged to lead/teach must feel a sense of belonging and feel that they have a voice in the change process. *Dennis Duncan*

I have adopted strategies that have a goal of requiring more student involvement in the learning process. This includes minimizing the information on my PowerPoint slides to make the students take more notes, having them write reflections on the material we cover, and developing hands-on projects such as the "Build-a-Brain" project I have the veterinary students complete to help them understand the organization of the central nervous system. These projects will often require the students to work in groups to encourage peer learning and hopefully encourage active participation in the learning process by the students. *Gaylen Edwards*

Like most people there are quotes I value and reread. One is attributed in various forms to Confucian philosopher Xun Kuang, Benjamin Franklin, and others, "Tell me and I forget, teach me and I may remember, involve me and I learn". . . . I think of my faculty mentors. One provided me with a framed statement on teaching that includes the statements: "Students are not an interruption of our work, they are the purpose of it," and "Take care of the student, that is why we are here." There is little to say beyond that. Another provided me with the advice to have a teapot in my office, not for the tea, but to communicate to students that if I had time to make tea for them, I have time to talk with them. Writing this statement, reminds me that I have not made enough tea this year. *Joel Lee*

I also believe that the most effective learning is through engaging each student, spurring their interest, and motivating them to learn. I try to motivate them by relating what we learn in the class to our daily experiences. I ask students to write a mini-paper at the end of each class to provide feedback and summarize the concepts learned in the class to promote active learning and thinking. I constantly listen to students needs and adapt my teaching style to meet each class and each student's needs. I am also developing the flipped class model to enhance student engagement and active learning during the class through group discussions and working example problems together. *Charlie Li*

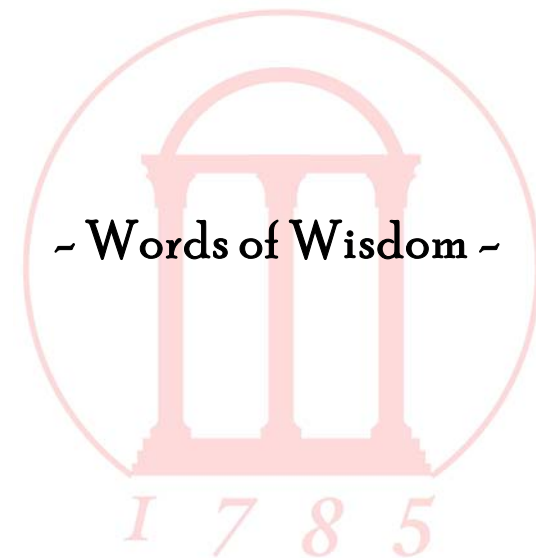
My goal is to instill a lifelong interest in consumer economics and consumer behavior in each student. My pedagogical approach includes creating a student-centered, active-learning academic environment where students use problem solving case studies, on-line assignments, debates and/or small group discussions to create knowledge for real life. It is my philosophy that the material presented in the classroom must be transferable to students' lives outside of the classroom. *Diann Moorman*

Endeavoring to build bridges between the known and the as yet unknown provides an image that helps to guide my thinking about courses. The question then becomes: How can I construct an environment in which students can rise to the challenge of moving past both the constraints of what they know and the limitations of what they had thought they could do? How can I establish a frame that encourages the shift by which students will come to recognize themselves grown larger, and in new terrain? *Karin Myhre*

Ultimately, I want to contribute to the development of students who are engaged citizens. While many of the students who take my classes may not end up being sociology majors, they are tomorrow's parents, citizens and leaders. Thus, incorporating real-world application of sociological concepts is necessary in order to make course material relevant to students. I hope that by first making the subject matter relevant to them, students develop the ability to understand phenomena and trends in the world around them and to place their own experiences in the social context. *Leslie Simons*

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