

WHEN EDUCATORS SPEAK...

Good teaching is one-fourth preparation and three-fourths theater.

~ Gail Godwin

The secret to creativity is knowing how to hide your sources.

~ Albert Einstein (1879 - 1955)

From now on, ending a sentence with a preposition is something up with which I will not put.

~ Sir Winston Churchill (1874 - 1965),
former British prime minister

Bore: one who has the power of speech but not the capacity for conversation.

~ Benjamin Disraeli, (1804 - 1881)

The important thing is not to stop questioning. Curiosity has its own reason for existing. One cannot help but be in awe when he

contemplates the mysteries of eternity, of life, of the marvelous structure of reality. It is enough if one tries merely to comprehend a little of this mystery every day. Never lose a holy curiosity.

~ Albert Einstein, German-born physicist (1879 - 1955)

Description of a grade: an inadequate report of an inaccurate judgment by biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite material.

~ P. Dressel in "Grades: One more tilt at the windmill" in
A.W. Chickering (Ed.), *Bulletin*. Memphis: Memphis State
U. Center for the Study of Higher Education, Dec. 1983

Three grand essentials to happiness in this life are something to do, something to love, and something to hope for.

~Joseph Addison

We would like to hear from you! If you have an original quote or anecdote that you would like to share with other faculty about your teaching experiences here at HPU, please send it to the Teaching and Learning Center along with your name, your title, and your permission to publish it in the Po'okela.



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The *Po'okela* newsletter is a bimonthly publication featuring articles of interest to faculty regarding pedagogy, scholarship, and service at Hawai'i Pacific University.

Opinions in this newsletter are those of the authors. Articles are chosen for their power to encourage reflection and discussion and do not reflect endorsement by the Teaching and Learning Center or Hawai'i Pacific University.

Po'okela

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The Hawai'i-Blackfeet Connection-Unexpected Lessons Learned

by Jeanine Tweedie, Assistant Professor of Nursing

May 2006 was the time to pilot a new location for the Transcultural Nursing cultural immersion class. Through the sponsorship of the organization Global Volunteers, I had the choice of Native American sites of the Navaho, Lakota, or Blackfeet Indians. Simply based on ease of travel, I chose the Blackfeet Reservation in Montana.

More than a year of preparation, negotiation, and completion of logistics led transcultural nursing students and faculty to this wonderful place. Those who participated had the experience of unexpected lessons learned, beyond anything listed in the syllabus or theoretical framework.

Transcultural Nursing is a specialty area that identifies and looks at caring, healing and health from the point of view of the patient and their culture. The field of transcultural nursing emphasizes the need for each nurse to look first at their own culture and then to study the cultural basis of caring. Each culture has similarities (universals) and differences (diversities) with other cultures in the way caring is perceived and practiced. The benefit is that the nurse is then better equipped to

provide care that is both therapeutic and caring to each patient.

As we prepared for our trip to the Blackfeet Indian Reservation, we studied the history of the people. Time was also spent learning about the customs, traditions and health practices of the Blackfeet nation, in the past as well as the present. Strategies were discussed to enhance the cultural immersion through service to the community.

Our group of students and faculty represented the diversity of HPU with Native Hawaiians, local students, mainlanders, and an international student. Each one of us experienced a slightly different version of culture shock, but we were all seen as representing Hawai'i and its native culture by the people of the Blackfeet Reservation.

We were welcomed into the community with warmth and open arms. Global Volunteers had paved the way with a respected position on the reservation. We were a unique group, all being "from" Hawai'i.

So, when the community hosted a dinner for us, we thought it was to thank us for the ongoing service projects we were working on. We tried native delicacies and shared Hawaiian-style food with them, too. We were entertained by traditional Blackfeet dancers from the high school. But no one was prepared for the unexpected lessons learned as the evening progressed.

In the oral tradition, one of the Blackfeet elders told of the history of the Blackfeet people



Jeanine Tweedie



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The Hawai'i-Blackfeet Connection: Unexpected Lessons Learned *continued*



The group at Blackfeet land, Montana

and how their culture changed and was diminished over the years. Very positive mention was made of the efforts being made to reestablish traditional ways.

And then the whole tenor of the room changed....the elders in the room thanked us because we were from Hawai'i. They thanked us for their culture being returned to them.

It was very emotional as the elders spoke in their native Blackfeet language and then told us in English that without language there is no culture. The Blackfeet language was at risk of being lost until some of the Blackfeet people heard about *Aha Pūnana Leo*, the Hawaiian language immersion program and came to Hawai'i. It was after that visit that the Blackfeet language was successfully introduced into the schools along with other traditional teachings. Today, as a result, children are learning and speaking the Blackfeet language beginning at the preschool level.

It was very emotional for all of us as we acknowledged that two of the members of our HPU group were grandparents of children in the *Aha Pūnana Leo* Hawaiian language immersion program. We were connected in an intangible way through the power of sharing in another culture. It became clear to us that caring and health includes the preservation of language, a source of wholeness and hope for the Blackfeet people. ●

Contemplations After 40 Years of Teaching

by Professor Rolf E. Hummel



The other day I ran into my good old friend David Bloomquist. He told me, during our curbside chat, that he was now the director of the University Center for Excellence in Teaching.

Eventually, after showing me his spacious office, he handed me a coffee mug and an executive ballpoint pen, both with the insignia of the center.

After having "bribed" me with these, Dave asked me to write a contribution for his newsletter, *The Pedagogator*, because he knew that I had been graced so far with 12 teaching awards (among them the university-wide Teacher of the Year, the Florida Blue Key Teaching Award, and several college of engineering awards). Dave felt that I surely had a few words to say about my past experiences that would be of help to new professors. He also suggested that I could possibly comment on some of the new teaching methods that are currently discussed and occasionally even implemented. I was glad to comply with his request even though I have to admit that I practice no spectacular new techniques. But my students like what I

have been doing, as expressed in numerous enthusiastic teacher evaluations. What I do is simply the following:

- 1) I prepare at least one hour per period for classes which I have given before and about five-seven hours for each new class. This preparation allows me to teach without reading from or referring to notes.
- 2) I arrive in the classroom at the right time, or even a few minutes earlier to have the chance to chat with my students or answer any questions they may have.
- 3) I start my class with a one or two minute review of the previous lecture.
- 4) I am a great supporter of the old-fashioned blackboard. The larger it is, the better. I write as much as possible on this board, and highlight important parts with colored chalk and/or put a box around important equations. (I do not like so much the new whiteboards because one has to always remember to cap the markers before they dry out. And those markers available in the lecture room often do not work anyway, so you have to bring your own).
- 5) I start at the upper left-hand corner of

the blackboard. I do not erase anything during the entire hour. At the end of the lecture I have reached the lower, right-hand corner of the blackboard. Admittedly, this takes some advanced planning and practice, but can be eventually accomplished by everybody.

- 6) I attempt to write large and legibly enough so that my "hieroglyphics" can be read from the last row. After class I often walk to the back of the lecture room to see if I succeeded in doing so.
- 7) During the last three minutes of the lecture, I repeat briefly what was discussed that day by showing, with a pointer, the relevant graphs or equations on the board and how they were arrived at. This lets the students see the larger context in which the individual steps were developed.
- 8) I attempt not to block the blackboard with my body so that virtually everybody can see what is written on the board; at least most of the time. This is accomplished by stepping aside after writing.
- 9) When drawing a graph on the board, I carefully label the axes by saying what they represent and describe a curve

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Trustees' Scholarly Endeavors Committee (spring) Grants *continued*

Study on Copyright Issues in Technological Protection Measures in the United States and in South Korea," for presentation at the 4th Hawaii Conference, Telecommunication and Intellectual Property: U.S. and Asian perspectives. This study will examine legal and technological issues surrounding Technological Protection Measures (TPMs) in digital broadcasting content in the United States and in South Korea.

- **Linda Lierheimer Ph.D.**, associate professor of history and humanities received funding award to cover summer research in Paris for a book on the cultural history of mysticism. The book, entitled "Mysticism ā la Mode: Women, Religion and Culture in 17th-century France," examines the ways that mysticism influenced the religious worldview and spiritual practices of women in 17th-century France.
- **Hanh Thi Nguyen Ph.D.**, assistant professor of applied linguistics received one course release for fall 2006 to complete her book entitled "Talking

about Drugs: Interactional Patterns of the Pharmacy Patient Consultation." She has completed the first four chapters of the book and is targeting 2007 for a final completion of the remaining seven chapters.

- **S. Michael Pavelec Ph.D.**, assistant professor of history received once course release plus funding for fall 2006 to complete final revisions to scholarly work, a manuscript for publication entitled, "The Jet Race and the Second World War," and a research trip to the United States Air Force Museum in Dayton, Ohio to gather final resources for the project. Completion of this book is targeted for December 2006.
- **Brett Saraniti Ph.D.**, associate professor of economics received one course release for fall 2006 for continued work on a co-authored undergraduate business textbook titled, *Vital Statistics: Probability and Statistics for Economic and Business Decisions*. Publication is scheduled for fall 2007.

- **Saundra Schwartz Ph.D.**, associate professor of history and classical studies received one course release for fall 2006 to work on two chapters of a proposed project entitled, "The Imagined Courtroom: Trials in Literature and in Life in the Roman Empire." The book concerns the representation of judicial procedures in narrative fiction during the period when the Romans were superimposing their legal system over indigenous legal practices and customs throughout the Mediterranean world, Europe, and the Near East.
- **Kristi West Ph.D.**, assistant professor of biology received one course release for fall 2006 for her proposed project titled "The Nutritional Requirements of Dolphin Calves." This will allow time for extensive statistical analyses of obtained data and for the preparation of two manuscripts for peer-reviewed publication as a result of this work. ●

The Professor in the Classroom

The majority of students don't believe they have a good memory. Yet, most students believe that, if they could improve their ability to remember what they study, they would be far more successful in college. Whether we like it or not, it is part of our responsibility as educators, to convince students that we can help them to remember what they've learned. The only valid measure of a professor's effectiveness is student learning.

When students are able to recall previously studied material, we can spend less time filling in the gaps and engage them in new content and skills.

Here are six strategies that every professor can use to increase the amount of learning students retain:

- 1) **Remove as many distractions from the environment as you can.**
Unrelated noise, uncomfortable temperatures and every anxiety can pull students' attentions away from content.

- 2) **Help students distinguish the important facts from the rest of the clutter.**

Pointing out the crucial characteristics and key factors can help students differentiate important elements from incidental ones that do not require full understanding and memory.

- 3) **Use examples which are connected to the lives of students.**

The more students can see the relationship between new learning and its use, the more likely they are to remember the connections. Personalized stories help strengthen recall because emotion is closely connected to memory.

- 4) **Help students construct mental pictures of what they are learning.**

Images and the emotions that accompany them are powerful, especially when they are novel or humorous, even silly.

- 5) **Give students frequent and repetitive opportunities to practice what they are learning.**

When repetition is accompanied by usefulness, meaning and feelings of suc-

cess, this instructional technique becomes even more powerful.

- 6) **Have students teach each other what they have learned.**

Teaching others requires organizing one's learning and identifying key elements. Research shows that students only retain 10% of new content when they simply hear it, and 90% of what they are able to teach to others. ●

Excerpts from "Techniques That Help Students Remember What They've Learned", from The Professor in the Classroom. 11.16 (April 2005). Reprinted with permission.

The world is moving so fast nowadays that the man who says it can't be done is generally interrupted by someone doing it. ~ Elbert Hubbard (1856-1915)

Teaching Enhancement Grants – Spring 2006 *continued*

teaching students the foundations of personal finance.

Teresa Lane, assistant professor of Spanish and TESL, is awarded a stipend for her project, "Advanced Study of Castellano and Basque Culture Videotape Project." This project will help in developing the skills and materials needed to improve SPAN 3100: Advanced Listening and Speaking, a required class for the Spanish minor.

Jacqueline Langley, assistant professor of communication, is awarded a course release for her to further her video editing skills. This time would allow her to become a "hands-on editor", rather than a "theoretical editor." The ability to edit will allow her to create projects and examples to enhance the classroom experience for her students.

S. Michael Pavelec Ph.D., assistant professor of history, is awarded a stipend for his project, "A Virtual Staff Ride--

Gettysburg, Pennsylvania." This project will film the Gettysburg battlefield site in order to integrate a "virtual staff ride" into the classroom in various classes at HPU. Based on the military model of a "staff ride," this experience would be an academic guided tour of the battlefield in order to allow students to get a better sense of historical events that took place at Gettysburg in July 1863.

Brett Saraniti Ph.D., associate professor of economics and quantitative methods, is awarded a course release for developing a new course for the MBA program tentatively titled, Introduction to Economics and Business Statistics. This is a new and innovative course which corresponds to his work with the College of Business Administration's MBA reengineering committee. This course will be one of three bridge courses designed to improve and streamline the program while preparing non-traditional students for the rigors of their remaining course work.

Michael Seiler, associate professor of finance, is awarded a stipend for his shared project, "Wealth Wi\$e: An Interactive Web-based Game for HPU Finance Students." This project will create a Web-based interactive computer game that seeks to be educational and fun, while teaching students the foundations of personal finance.

Jeanine Tweedie, assistant professor of nursing, is awarded a stipend for her project, "Transcultural Nursing at the Blackfeet Indian Reservation." This project will take NUR 3943 students to the Blackfeet Indian Reservation in Browning, Montana as a pilot site for the transcultural nursing course, the cultural immersion component of the Certificate in Transcultural Nursing program. Students will have a chance to apply transcultural nursing through service learning at an out-of-state site which was chosen for the health similarities of Native Americans and Native Hawaiians. ♣

Trustees' Scholarly Endeavors Committee (spring) Grants

At its spring 2006 meeting on May 22, the Trustees' Scholarly Endeavors Committee approved the following grants to thirteen HPU faculty members for a total of \$40,553.

- **Eric Brewe Ph.D.**, assistant professor of physics received one course release plus funding for fall 2006 to work on a proposed project entitled, "Physics Problem Solving in the Zone of Proximal Development." He will conduct a formal study of the Zone of Proximal Development in physics problem solving and development of a manuscript to be submitted to Phys. Rev. ST-Per, the pre-eminent journal in physics education research. Completion of manuscript is scheduled for December 2006.
- **Michael Canute**, instructor of biology received one course release for fall 2006 to allow time to engage in active 'bench' science research at the Queen's Center for Biomedical Research (QBCR) for his proposed project entitled, "The Biochemical and Physiological characterization of the TMEM16E & TMEM16F Membrane protein in Mammalian Cellular Models." The

major focus is to actively investigate disease conditions at the cell and molecular level using common biological research tools.

- **Yooncheong Cho Ph.D.**, assistant professor of marketing received a course release for fall 2006 to support work on a proposed project entitled, "Assessing User Acceptance and Satisfaction Toward M-Commerce (Mobile Commerce): Comparison Analysis of U.S. vs. Korea." This project is scheduled for completion in December 2006.
- **Stephen Dye Ph.D.**, associate professor of physics received one course release for fall 2006 to support the continuation of an on-going research and scholarship project in Geo-neutrino Science. This scholarship effort entails organizing and preparing a book proposal for a monograph on geo-neutrinos, and publishing a paper on the development of a water-based organic scintillating liquid.

- **John Gutrich Ph.D.**, assistant professor of environmental science received one course release for fall 2006 to work on revising and editing of a manuscript entitled, "Carbon Sequestration and the Optimal Management of New Hampshire Timber Stands." This will allow time to complete to full publication a peer-reviewed paper in the journal of Ecological Economics.
- **Russell Hart Ph.D.**, associate professor of history received one course release for fall 2006 for continued work on writing of a major monographic study, to complete a commissioned literature review article, to co-edit and publish a set of conference proceedings, and to revise and publish a conference presentation.
- **Minjeong Kim Ph.D.**, assistant professor of communication received one course release for fall 2006 to work on a research paper, titled "A Comparative

Contemplations After 40 years of Teaching *continued*

while drawing it. If there is more than one curve in a given graph, I distinguish them with different colors and write on each curve what parameters they represent.

- To each class I bring a bunch of "show-and-tell" items, such as a transformer, a computer chip, a computer hard drive, a laser tube, a silicon crystal, several magnets, a transistor, a shape memory alloy etc., so that students have hands-on experience of the subjects I am talking about. Occasionally, I show movies that depict manufacturing processes of what was explained before in theory.
- I encourage questions during class and answer them in a respectful manner (even the supposedly stupid questions). If I do not know the answer immediately, I admit so (which makes a student feel good) and promise to answer it next time.
- I feel that overloading the students with information during class does not serve them properly. Often less information, but in more depth, is pedagogically better. After all, the students can learn supplemental information from their textbooks.
- I am a supporter of the Monday/Wednesday/Friday rhythm rather than the two or three hour-long lecture on one day. Students need digestion between lectures and catching up with their homework.
- I try to speak loud and distinctly so that everybody should be able to hear and understand me. I aim my voice toward the last student row.
- I address my students by looking at them during the lecture, that is, I keep eye contact. This way I can see if some students drift away, requiring me to change the pace.
- I take a class picture during one of the first lectures and ask the students to write their names next to their image. This gives me the chance to memorize their names and to address them with their names during lectures and in my office. (I admit memorizing names

becomes increasingly difficult with age).

- Students like my "war stories," that is, practical examples in which the subjects just taught have been used (or not been used with negative consequences). This loosens up the flow of information and demonstrates the relevance of the often theoretical-appearing subjects. In other words, a proper balance between theory and practical aspects needs to be maintained.
- I am not a friend of projected transparencies because they are frequently removed before the students are capable of fully comprehending what they want to teach. Still, occasionally even I use overhead projectors when putting the respective information on the board would require too much time or when the students have the same graph in their textbook and I need to point out certain details on the image. Flashing slides in five-second intervals on a screen turns students quickly away from paying attention. In other words, each transparency needs to stay on the screen long enough so that all details they contain can be fully explained and understood. On the same line, I am not a friend of Powerpoint presentations in the classroom. They have their merit in seminars and conferences where a substantial amount of information needs to be transmitted in a relatively short time.
- Before an exam, I hand out tests from previous years, whose answers we discuss in the class immediately before the upcoming midterm or final.
- I allow my students to prepare for the test a one-page, handwritten, personal "crib sheet" on which they may write all the equations and graphs they consider to be important. They have to turn-in this sheet along with their tests. This promotes academic honesty and gives those students some confidence who otherwise "draw a complete blank" during tests. Interestingly enough, most students admit that once they have written a

crib sheet they don't need it any more during the test since they are now well prepared for the exam and they feel confident that they can turn to their sheet when need arises. Needless to say, my tests do not allow mere regurgitation of crammed information, but usually require some thinking. For this reason, my exams are often labeled as "difficult," ("because asking a student to think is unfair").

- Most of all, however, I consider my students to be my friends. I am kind to them and am available most of the time for questions and for airing concerns. My door is virtually always open. I teach all classes myself, I write the tests and grade them myself, and use teaching assistants only for looking over the homework which I assign, (because one can only learn by "doing" and not so much by just listening). A former student once wrote in retrospect: "Dr. Hummel does not only teach class, he adopts it."

In summary, I love teaching and showing my enthusiasm about the subject matter. This spark flies over to my students and makes them enthusiastic too.

These points may sound, for some readers, old-fashioned. So be it. But why should we abandon techniques that have been proven to be successful over many decades? I feel that we should use whatever produces the best educational results. For some instructors, the impersonal Powerpoint presentation, etc., works. For others it is the personally addressed spoken word that reaches the minds and souls of the students.

It is often said that classroom teaching at university does not help a professor in obtaining tenure and promotion. What really counts is research money and publications. Those colleagues and administrators who think like this should keep in mind that the future of our nation depends strongly on how we are educating the younger generation. With this in mind, I strongly feel that proper, compassionate and enthusiastic teaching (in the classroom and the research lab) is the most important mission of a university. ♣

Prof. Hummel teaches at the College of Engineering (Dept. of Material Science & Engineering), University of Florida. This article originally appeared in The Pedagogator, Vol. 3, Issue 13, a publication of the University of Florida's Center for Excellence in Teaching. Reprinted with permission.

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Best Teaching Practices • Reported by Graduating Seniors at HPU • 2005-2006

Part of the preparation for graduation at HPU is a group of exit forms, one of which asks students to nominate a recipient for the Trustees Award for Teaching Excellence. Each year, these are submitted and reviewed by a faculty committee. From more than 550 nomination forms this year, we extracted the qualities of teaching excellence as they are perceived and reported by

- brings real-life situations into the classroom.
- conveys expectations clearly.
- passionate about teaching, enthusiastic, eager to share and infuses humor into the most boring subjects.
- takes time to define complicated definitions and processes and reinforces learning by class interaction and quiz questions.
- provides strategies to maximize learning capabilities (i.e. cultural vs. visual vs. kinesthetic).
- constantly motivates students and encourages them to take responsibility for their own work and go beyond perceived boundaries. Leads by example.

graduating seniors. This list is a summary; we acknowledge with gratitude the support of Arnold Kahiwa, who read each nomination and performed the data extraction. Most of these qualities were reported dozens of times, and nominators typically reported a group of qualities for their nominee.

- takes an individualized approach to situations and circumstances and respects students as individuals.
- maintains a respectful atmosphere in the classroom.
- engages class in regular discussions and encourages critical thinking and analysis, rather than rote learning.
- promotes and advocates lifelong learning.
- identifies personal strengths and assists growth in areas of weakness.
- is creative, well-prepared, organized and detail-oriented.
- regularly includes audio-visuals, excursions, and guest speakers.
- is personable, approachable and goes the extra mile to help students fulfill their potential. 🍀

BOOK REVIEW

Unlock the Genius Within: Neurobiological Trauma, Teaching and Transformational Learning

By Sutrisna (Christina) Widjaja, M.A. in ESL and Linguistics

In 2005, Dr. Daniel S. Janik published *Unlock the Genius Within: Neurobiological Trauma, Teaching and Transformational Learning* (Lanham: Rowman & Littlefield Education). The book is the second in a series on neurobiological-based learning, and it contains his general theory, tenets and a description of neurobiologically-based transformative learning.

This novel learning theory draws extensively from his own experience, first as a physician working with patients who have experienced psychological trauma, and later as an educator and linguist applying neurobiologically-based transformative learning in clinics and classrooms.

In this inspiring book, Janik discusses what is wrong with education and teaching methodologies in general, and then proceeds to discuss the traumatic roots of traditional teaching—how it ultimately results in loss of interest and creativity. He continues to describe the neurobiological foundations of a new form of non-traumatic learning—transformative learning—a “second learning pathway” (p.114). He argues passionately and convincingly for replacing teaching with non-traumatic, curiosity-based, discovery-driven, mentor-assisted transformative learning to enable students to transform themselves into learners, and teachers into mentors, and as a result of this change, “a new type of learner...[begins] to emerge” (p.164).

Janik believes that his “new” unified educational theory is so

workable that it will be applicable not only in the classroom but also in tutoring and distance learning situations. However, since this theory is still in its “infancy” stage, more ethnographic and quantitative studies are needed to fully delineate its applicability and measure its success in other classrooms as well as in distance learning.

I found Janik’s characterization of mentorship particularly innovative and intriguing. In the book, he writes:

Tearing apart learned expectations evokes anxiety and even fear. Yet that’s all it is: emotions and feelings. The best mentors openly acknowledge these emotions and feelings, relegate them clearly to pre-discovery discomfort, and “hold the fort”—keep seeking—until the pop-up or-out phenomenon occurs and awakens discovery. (p.169)

He argues that, unlike teachers, mentors do not always have to have an answer or be correct since some of the most powerful learning opportunities occur when mentors do not know the answer. “Transformational mentors don’t need a ‘bag of tricks,’ but they do need to be aware of not only the processes, but also the limits of neurobiological learning” (p.155). Unfortunately, there is no provision of detailed, step-by-step instructions as to how to transition from teacher to this new kind of mentor.



Dr. Daniel S. Janik

This theory sounds like a complicated and difficult-to-comprehend concept. However, the book is not only inspiring and thought-provoking, but also interesting to read and surprisingly easy to understand. Throughout the book, Janik uses humor and incorporates anecdotes that illustrate various facets of transformational learning.

This book should be of interest to teachers in a wide variety of disciplines including, of course, English as a Second Language. Administrators, counselors, parents, students, and researchers will also find the book both fascinating and illuminating. According to the author, “...this neurobiological theory will eventually prove

to be the long-sought-after unifying theory underlying all effective educational as well as traditional classroom teaching theories and methods...” (p.176). High claims indeed, but ones that the reader comes away excited to see fulfilled, rather than skeptical as to their eventual fulfillment. 🍀

Janik D. *Unlock the Genius Within: Neurobiological Trauma, Teaching and Transformational Learning*. Lanham: Rowman and Littlefield, 2005. ISBN 1578862914, paperback, 208 pages, fully indexed - about \$35.00. Available at bookstores, barnesandnoble.com and Amazon.com. Dr. Janik is also an instructor of writing at HPU.

Jane Fraser’s contribution, below, is from the POD Listserv, February 12, 2006. It is part of a discussion about teachers (a) who believe all students can learn (“My job is to engage”) and teachers (b) who believe that failures of learning are always traceable to students (“My job is to transmit knowledge.”)

“Perhaps it is just another version of that distinction, but I see a division into those who focus on what the student is thinking, doing, learning, and feeling, and those who focus on themselves.

I think a faculty member has to let go of a lot of ego to succeed in getting all students to learn.

One of my favorite anecdotes:

‘I taught my dog to whistle!’

‘I don’t hear him whistle!’

‘I said I taught him. I didn’t say he learned it!’ ”

~ Jane M. Fraser, Chair, Department of Engineering, Colorado State University - Pueblo

Teaching Enhancement Grants – Spring 2006

The Teaching Enhancement Grants subcommittee (Cruz, Dabney, & Lee) of the Faculty Development Policies and Activities Committee (FDPAC) approved teaching enhancement grants for spring 2006 to 11 faculty, for a total allocation of \$27,586.27.

The interrelated goals of Teaching Enhancement Grant program are:

- To provide financial support to faculty in their efforts to enhance student learning through innovation in teaching.
- To encourage faculty to reflect upon and enhance their teaching.
- To provide professional growth opportunities for and collaboration among HPU faculty.

Each grant recipient will be required to:

- complete all grant-related activities within 12 months of award notification.
- share their findings in the form of a final report, which is due to the chair of the Faculty Assembly immediately upon completion of all grant-related activities. This report will be submitted in a format suitable for publication in the Po’okela or on Campus Pipeline.
- present their findings at one or more of the following events:

- Faculty Scholarship Day
- Faculty Roundtable
- Institution-wide workshop or seminar
- College-level workshop or seminar

Grant recipients for spring 2006 include:

Michael Dabney, instructor of biology, is awarded one stipend for faculty group leaders and books for a project entitled, “Expanding Collegial Discussion Groups to Prompt Reflection on Pedagogy.” This project will leverage the success of a Faculty Book Club Discussion Group initiated in spring 2005 under the Teaching and Learning Center by using the same format and expanding it to create three new groups in fall 2006 or spring 2007.

Phyllis Frus Ph.D., associate professor of English, is awarded a course release for “A Common Book Project for General Education”, implementing an HPU Common Book Project in fall 2007 to coincide with the launch of the new “Five Themes” general education curriculum. The pilot project will involve investigating other common book programs at universities and establishing a common book committee that would set up criteria for selecting a theme and book.

Lauren Kelly Ph.D., associate professor of accounting, is awarded a course release for her project, “Incorporating Financial Accounting Research System Into Accounting Curriculum.” This project is to explore alternative methods for incorporating research skills into the accounting curriculum. The current HPU accounting program does not include a research component in the curriculum.

Minjeong Kim Ph.D., assistant professor of communication, is awarded a course release for her project, “Mission Accomplished?: Understanding Internationalization in Hawai’i Pacific University.” This project will address pedagogical implications of internationalization and is expected to facilitate ongoing discussion among diverse members of the HPU community and what it means to internationalize a higher education institution.

Mark Lane Ph.D., associate professor of finance, is awarded a stipend for his shared project, “Wealth WiSe: An Interactive Web-based Game for HPU Finance Students.” This project will create a Web-based interactive computer game that seeks to be educational and fun, while

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