

CTE Kicks Off Teaching Partners Program

In spring 2010, the University's Center for Teaching Excellence (CTE) piloted the Teaching Partners Program, dedicated to creating dialogue about teaching and learning. Three veteran faculty members and three new faculty members participated during the pilot program.

According to Chris Denecker, Ph.D., associate professor of English, the pilot was a success. Fall 2010 marks the kickoff of the formal program, which is more structured and involves more participants.

The goal: for UF professors – veteran and new – to communicate

and continue to develop a strong climate of teaching and learning. To do so, professors take the role of learner to gain as much as possible from fellow faculty members and to become reflective practitioners.

“Although (the program) is focused on teaching, it also serves as a way for new faculty members to connect with other faculty members ... It's a learning experience for all involved ... as a disciplinary and interdisciplinary program, you get to work with people from other (internal) colleges that you might not work with otherwise.”

Denecker developed the format

of the Teaching Partnerships Program with the help of Julie McIntosh, Ed.D., dean of the College of Education, and Barbara (Eakin) Meyers '63, a retired public school teacher who has also taught at the college level. The trio used models from Allegheny College in Pennsylvania, other universities and Ohio Pathwise to help build a program unique to the needs of UF.

Currently, 12 veteran faculty members are teamed with 13 new faculty members. Instead of the one-on-one pairs that worked together during the pilot program,

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TESOL Methods Taught in South Korea

Jennifer Fennema-Bloom, Ed.D., and Michael Reed, Ph.D., arrived at Chinju University in South Korea earlier this summer prepared to teach inservice teachers TESOL (Teaching English to Speakers of Other Languages) methods. When they arrived, however, they learned that the majority of the students were undergraduate education students.

“I was quite impressed,” said Fennema-Bloom. “They were doing work that should have been beyond their capabilities, but they gave 100 percent at all times.”

Three teaching assistants (TAs) traveled to Chinju, as well, to help with the course. Fennema-Bloom and Reed did the primary teaching

and discussion of theory and methods, and the TAs were responsible for creating demonstrations for the Chinju students based on class discussion topics.

Following each demonstration, the Chinju students were divided into groups to discuss the demonstration and identify the portions of each lesson they had learned.

Reed noted that each lesson gave the students opportunities to improve their English skills. “It wasn't just learning how to teach English,” he said. “It was using English to improve their English abilities, as well. It improved their confidence and speaking abilities.”

The three-week session was intense, but both Fennema-Bloom and Reed agreed that it was an enjoyable experience for all involved.



Jennifer Fennema-Bloom, Ph.D., center, works with students at Chinju University during a recent three-week course taught there.

CTE Aims to Increase Dialogue, Reflection

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teams are now composed of two new faculty members and two existing faculty members to create a quad. Within that quad, faculty members are supported by colleagues from their own discipline as well as others from different disciplines or colleges.

“There have been other veterans who have expressed interest and who want to join the conversation and create their own groups. Hopefully the next stage of the teaching partnership will allow for any interested faculty, not just new faculty, to participate – that’s our next milestone goal,” said Denecker.

The participants convene once a month as a large group, while the smaller groups are encouraged to meet more often. The teams of four observe each other’s classrooms and create a small community to discuss teaching and addressing students’ needs.

“Our ‘right now’ goal is ... to increase dialogue and reflection about what we do,” said Denecker. “Future goals are to continue to refine the program, to make it as useful and as pertinent as it can be for the participants and to expand it for our existing faculty. We want to increase the comfort level for professors to observe each other’s

classrooms and methods – we want it to be formative, not an evaluative experience.”

Denecker says she is excited for the future of the CTE and for the future of the Teaching Partners Program. From her point of view, the benefits are immeasurable and the learning opportunities are invaluable.

“In theory, the program is about teaching. In practice, it’s about learning and building relationships across campus.”

By Hannah Wurm, communication major, Bucyrus, Ohio

\$600,000 Grant Will Assist Entrepreneurs

Findlay has received a nearly \$600,000 grant from the U.S. Department of State’s Bureau of Educational and Cultural Affairs Fulbright Program to fund the Trans-Saharan Professionals Program, intended to address unemployment rates among young adults in Africa by means of a program that will offer entrepreneurship education and experiential learning through on-site training.

The education program on the UF campus, coordinated through the College of Business, will include skills in identifying a market, managing risk, raising start-up funds, designing a business plan, supervision, advertising and understanding the legal environment for business development.

Senegal, Mali, Burkina Faso, Niger and Chad are the target countries. In January 2011, a U.S.

delegation of five experts on entrepreneurship and business development will interview and recruit three individuals from each country. The African delegation will include women and men who will have demonstrated an aptitude for entrepreneurship and planning. The University has identified Rotary International as a partner organization to assist in the project.

Register Early for UF’s Homecoming 5K

The University will host a Homecoming 5K Run/Walk and Little Oiler Fun Run Saturday, Oct. 2, beginning in front of Old Main. The event is sponsored by John D. Seng, O.D., Country Inn and Suites and The University of Findlay’s Office of Alumni and Parent Relations, and proceeds will be donated to UF Campus Ministries.

Registration will begin at 6:45 a.m.; the 5K run/walk will begin at 8 a.m.; and the Fun Run begins at 7:45 a.m.

The entry fee for the 5K run/walk is \$15 if postmarked by Sept. 17. Entries received by that date are

guaranteed a T-shirt. Entrants also may register after Sept. 17 for \$20, but a T-shirt is not guaranteed. UF students may enter the run/walk for \$10 with a valid I.D., but only entries received by Sept. 17 will be guaranteed a T-shirt. All entries are non-refundable. Participation in the Fun Run is free and will be led by Derrick the Oiler.

Awards will be given to the first male and first female; first male and first female master (age 40+); and first male and first female UF alumni and students. Awards also will be given to the top male and female finishers in each age divi-

sion. All Fun Run participants will receive an award.

All participants in the run/walk will be entered in a drawing for door prizes. The grand prize is a Findlay weekend getaway, which includes hotel accommodations, dinner for two and movie tickets.

With additional questions about the 5K or Fun Run, contact Beth Skulina, assistant director of alumni and parent relations, at 419-434-4175 or skulina@findlay.edu. To register online, visit www.findlay.edu, KEYWORD: 5K.

First Week of Classes Brings Smiles, Studies



Jean Cunningham, Pharm.D., teaches a pharmacy class in the Davis Street Building during the first week of classes.



Students enjoyed nice weather for the start of the academic year. Many students bicycled to and from classes.



Two students show off their free T-shirts at Market on the Mall, which allows area businesses to set up displays on campus advertising products and services, Aug. 26.



A group of Tibetan monks takes a tour of campus with Dr. Katherine Fell. The monks were visiting the greater Findlay area.

A. Risser-Lee

UF Students Participate in Wall Raising



The Marching Oiler Brass performs an original piece — and uses power tools as part of the performance — during a Habitat for Humanity Raise the Wall Ceremony Aug. 28.



Student volunteers pound nails into the framework of a house to prepare for the wall raising.

E. Cranger

Japanese Outreach Initiative Increases Interest in Japan, Promotes Diversity

Natsue Yonekura's favorite thing about The University of Findlay: the friendly, smiling people.

Yonekura is spending two years in Findlay as UF's Japanese Outreach Initiative (JOI) coordinator via a grant from the Japan Foundation's Center for Global Partnership. According to Hiro Kawamura, Ph.D., chair of the department of language and culture, UF was one of five schools chosen to receive funding in 2009 for Japanese outreach activities.

Yonekura says the main purpose of the outreach initiative is to increase interest in Japan through direct interaction and to promote diversity and familiarity with other cultures.

"Having Natsue for two years is a huge benefit to us," said Kawamura. "We decided to apply for this grant to expand our outreach efforts – many of our students have little time to go out to distant schools outside of Findlay. I'm always interested in sharing foreign culture through direct human contact ... I believe meeting people and shaking hands with people makes the difference – books and the Internet cannot make the difference."

Yonekura works on campus connecting Japanese and American students, yet the majority of her time has been spent at schools in northwest Ohio – 15 schools, to be exact. While outreach in schools has been a primary focus for her, Yonekura has also worked with local youth and leadership groups and summer camps for children of migrant

workers. She has visited Heritage Nursing Home every week and has made a Japan booth part of the monthly Funday Sunday program at the Mazza Museum as well.

"It's hard to explain why it is important to learn about different cultures ... the schoolchildren I work with learn how to communicate with people from different countries," said Yonekura. "I don't want to focus on just teaching cultures but I want to help prepare them for the future of meeting new people. I'm so glad that every time I go to the schools, the children are excited to use what I taught them before. They are very sweet."

The outreach efforts have already garnered positive results.

"We have more American and Japanese students who are interested in doing Japanese cultural outreach activities thanks to Natsue's presence," said Kawamura. "The indirect benefits of her work in Findlay are not insignificant ... the impact is big."

And there's still time for more impact. Yonekura has completed



Natsue Yonekura, far right, talks to third graders from Bluffton Elementary School about Japan at the Lion and Lamb Peace Arts Center in Bluffton.

one year in the United States – with one year to go.

"This experience has been very challenging so far. I want to keep doing new things," said Yonekura. "One thing I want to do is have a teacher's workshop. When I go back to Japan I hope someone will continue this work."

"This is our contribution to our community," said Kawamura. "When you meet people from other cultures, you change. Everyone can benefit from these experiences."

Those who are interested in the Japanese Outreach Initiative are encouraged to contact Kawamura or Yonekura via e-mail at kawamura@findlay.edu or yonekura@findlay.edu, respectively.

By Hannah Wurm, communication major, Bucyrus, Ohio

FYI is published by the Office of Public Information. Send story ideas to Brianna Patterson, public relations officer, at pattersonb@findlay.edu or call 419-434-4345.

If you know someone who has done something "worth noting," on campus or within the community, send the information to pattersonb@findlay.edu.