



## Friday @ the Center: November 10, 2006

### Re-live the Day of Common Learning

The plenary speech, "Give We Sense: Seeking to Wise in a Shrinking World," by Dr. Joel Carpenter at the recent Day of Common Learning is now available either to be downloaded as a Podcast or viewed as a streaming video. See

<http://www.spu.edu/depts/csfd/dayofcommonlearning.asp>. Also, take a look at [The Day of Common Learning Bibliography](#), now available online.

### Teaching from a Multicultural Perspective

When we talk about multicultural teaching, it is not unusual for someone to say, "What do you mean? My course is culturally neutral," or "That's more applicable in literature courses, but how can I do this in my zoology class?" J.A. Banks has identified four different approaches to multicultural teaching. These approaches are not ranked and do not necessarily follow a linear progression, and some may be more appropriate for certain kinds of courses than others. 1) The Contributions Approach: courses focus on the contributions of people of color to and cultural elements in the discipline. For example, pointing out important black scientists or Native American politicians. 2) The Additive Approach: courses add the contributions of scholars of color without changing the structure of the curriculum. For example, adding one work by an African American author to the class reading list without changing the course content. 3) The Transformation Approach: Courses and curricula are redesigned so students learn to view the course concepts from the perspective of members of targeted group. For example, a general biology course might address the impact and effect of AIDS on various ethnic communities. 4) Social Action Approach: Students learn how to take action to solve personal, social, and civic problems. For example, a class in the history of American higher education might study the different academic performances of Seattle public schools and develop a plan to address the discrepancies across districts. For more, see *Multicultural education: Issues and Perspectives* (Allyn and Bacon, 1993).

### On-Line Evaluations

Remember, you will receive an email next week notifying you of the beginning of your access to on-line evaluations. At that point you will be able to check which form has been assigned to your course, choose a different form if you wish, and add up to three questions of your own design. For more on the on-line evaluation process, including tips from your colleagues on how to encourage student response, see <http://www.spu.edu/depts/aao/bannercourseevaluation2.asp>. It's never too early to start strategizing on how to convince your students to complete the evaluations.

### Grant of the Week: Teaching and Technology

Do you have an idea for integrating technology into your instruction? Are you in need of financial support to go from idea to implementation? Instructional Technology Services, the Center for Scholarship and Faculty Development, and Computer and Information Systems are again sponsoring a grant of up to \$5000 to support innovative uses of instructional technology at Seattle Pacific University. Complete guidelines for this local grant opportunity can be found at <http://www.spu.edu/depts/its/grant/2007/>. The deadline for submission is January 3, 2007. Questions? Need ideas? Contact David Wicks, at [dwicks@spu.edu](mailto:dwicks@spu.edu).

Still singing, but soggily,



*Susan*

Susan VanZanten Gallagher  
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