



BAYLOR  
UNIVERSITY

# ACADEMY FOR TEACHING AND LEARNING

Spring 2017

When I arrived here in the mid-nineties, Baylor was known as the world's largest Baptist university. A bronze placard near the Bill Daniel Student Union Building proudly said so. I was not surprised by the designation: there was a palpable sense of Baylor pride and promise, combined with a "bigger in Texas" spirit. I was struck by the emphasis on "world."

Dr. William Carey Crane, President of Baylor University at Independence, Texas, 1863-1885, spent his senior year of college at the Hamilton Literary and Theological Institution in Hamilton, New York. He deemed Hamilton "the greatest Baptist Institution in the world."<sup>1</sup> You see the pattern. Like his nineteenth-century counterparts, Crane was a global thinker. He travelled, read widely, and contemplated big ideas: happiness, freedom, and courage. He debated moral responsibility and he responded to the world's concerns.

## Global Engagement



Perhaps Hamilton inspired Crane's vision for Baylor. Or perhaps the founders' vision for Baylor—*Pro Ecclesia, Pro Texana*—inspired Crane's advocacy of mission. Whichever direction the inspiration flows, I am glad for it. Baylor remains for Church, for Texas—and for the world.

This edition of the Review highlights Baylor's efforts to engage an increasingly complex world. The Center for Global Engagement helps students forge academic and cultural connections across the globe. Faculty members from diverse academic departments foster student growth in study and service abroad. Campus instructors share tips for bringing the world to Waco. These examples of global engagement fulfill both Baylor's mission—to educate men and women for worldwide service—and the mission of the Academy for Teaching and Learning: to support and inspire a flourishing community of learning. You see the pattern.

Today's world is not Crane's world, but it remains a world that needs attention and care. Wherever we find ourselves teaching and whoever comprises our community of learning, let's make our community flourish.

*J. Lenore Wright*  
J. Lenore Wright

<sup>1</sup> Elmer H. Duncan, "To Preach Christ": *The Education of William Carey Crane* (Waco: Baylor University Press, 1987), 56. Dr. Elmer H. Duncan (Bud), Emeritus Professor of Philosophy, Baylor University, passed away Tuesday, May 10, 2016.

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	3	<b>A Word from the Provost</b>
	4	<b>Looking Back on (re)Designing Teaching: Flipping the Classroom</b>
	5	<b>Getting to Know Canvas: Videoconferencing with BigBlueButton</b>
	6	<b>Global Engagement: The Heart of Baylor’s Mission</b>
	9	<b>What We’re Reading Now</b>
	10	<b>Fill the World with Color: The Meaning and Impact of International Study and Mission</b>
	12	<b>Ten Easy Ways to Bring the World to Your Classroom</b>
	13	<b>TA Take Note</b>
	14	<b>2016 Master Teachers</b>
	15	<b>ATL by the Numbers</b>
	16	<b>Spring 2017 SET Calendar</b>



# A Word from the Provost

**Dr. L. Gregory Jones, Executive Vice President and Provost**

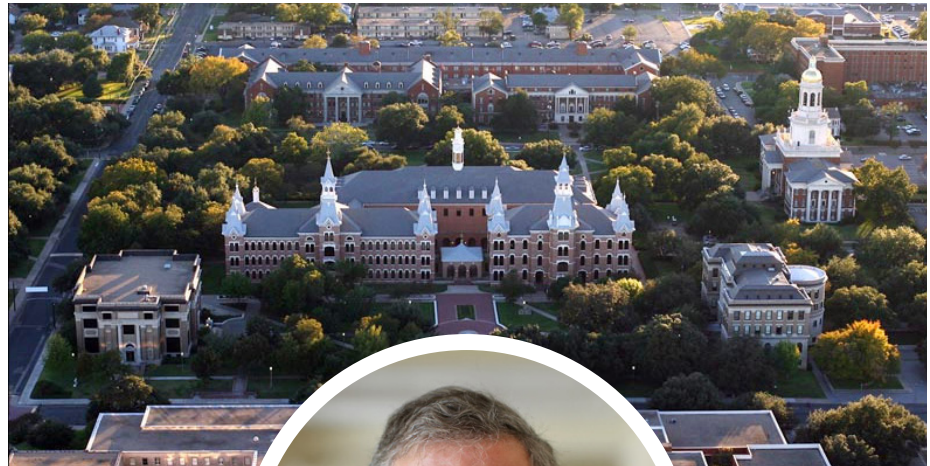
Leaders in the 21<sup>st</sup> century need to be globally engaged, and this is especially true of Christian leaders. This has long been the case, and has been true of influential leaders across diverse sectors and vocations. It is even more urgent in the world in which we live today.

Being “globally engaged” means far more than simply having traveled to faraway places. It is quite possible to travel around the world as a “tourist” and never become engaged in the local culture. It is also possible never to leave the United States and be quite engaged globally. To be sure, engaging other cultures on their own terms is a significant asset in developing a mindset of global engagement, as is a capacity to welcome people from other cultures into our own neighborhoods and communities. The key is why we learn that global engagement is crucial, and how we learn to practice such engagement.

The most central reason why global engagement is crucial for 21<sup>st</sup> century Christian leaders is because God created this world of diverse cultures and peoples, and it is incumbent on us to both honor that diversity and seek to understand and learn from diverse others. In the Great Commission Jesus calls his disciples to go to “all nations” (Matthew 28:19).

It is also essential because most vocations today require intercultural engagement. This is especially the case for people in multi-national organizations, yet it is also increasingly true for people living and serving in rural communities. The rise of digital technologies will make this even more important in the next few decades.

How do we learn to practice global engagement? First, we do so by developing regular practices of



attentiveness to what is going on around the world. I regularly read and access world news, in addition to reading perspectives on the United States developed by people from very different vantage points.

We can integrate perspectives from other cultures into our courses and into regular patterns of our reading and learning.

Second, we can develop unlikely friendships at Baylor and in Waco. Spend time listening to and learning from people different from “you” – whoever you are and whatever your background. I will never forget how an unlikely friendship with a young adult from Cuba in 1981 challenged the stereotypes I had grown up with about Cuba and Cubans. That has encouraged my regular practice of nurturing unlikely friendships whenever I can.

Third, whenever we travel abroad, whether for “study abroad” or on a mission trip or just for vacation, we can adopt an attitude more akin to being “anthropologists” than

“tourists.” We engage others on their terms, immersing ourselves to the best of our ability in the language, customs, and rhythms of the cultures we encounter.

Fourth, we develop practices of hospitality to others in our own communities. The letter to the Hebrews enjoins us to “not neglect to show hospitality to strangers, for by doing that some have entertained angels without knowing it” (13:2). Hospitality is central to the Christian faith, and it is an important practice for wise leadership in the 21<sup>st</sup> century.

Global engagement is far more than travel; it is far more than marveling at the wondrous diversity that comprises our world. It is a way of life, whether in Waco or Mexia or Houston or Bangalore, Shanghai or Ndola, Zambia (where our partner Northrise University is located). It is a way of learning, whether in Modern Languages and Cultures or Physics or Marketing or Music. It is a way that guides us to more faithful, and more effective, leadership.

# Looking Back on (re)Designing Teaching: Flipping the Classroom

**Dr. Mia Moody-Ramirez, Associate Professor and Graduate Program Director, Journalism, Public Relations and New Media; American Studies Program Director**

The flipped classroom, a pedagogical model in which lecture and homework elements of a course are reversed, has been used in various forms for many decades. Woodland Park High School chemistry teachers Jonathan Bergmann and Aaron Sams are often noted as spearheading the flipped-classroom concept as early as 2007. The two recorded their lectures and posted them online for students who missed class. While there is not a cookie-cutter method to flipping a course, students usually view lecture materials outside of class and devote in-class time to exercises and group discussions.

I chose to flip my course Gender, Race and Media (JOU 4V95), because it is not lecture heavy. Typical activities include analyzing media trends, discussing current events, peer teaching, and group project collaboration. Traditionally, I have used more of a blended teaching technique in which I lecture for 40 to 50 minutes and incorporate a hands-on activity toward the end of class.

To get a head start on restructuring this class, I participated in the Course Makeover Workshop last summer (see sidebar, page 5). I revised my syllabus, updated my goals and objectives, and incorporated additional tools such as online quizzes. I also recorded several video clips on topics ranging from stereotypes of underrepresented groups to the class ground rules.

About half way through the course, I surveyed the students to get feedback on the flipped class experience. Seven of the eight students completed the survey. All respondents said they were learning new material and reported that this course was meeting each of their expectations.

Some of the students' favorite activities were blog entries and the circle of sharing activities, as well as the Twitter analysis and privilege exercise. Students also stated they enjoyed the small class setting, open discussion, linking in-class materials to current events, the openness of class discussions, and the sharing of stories and experiences that enlighten one another.

Opportunities such as these are often not available in traditional lecture classroom settings. I also offered online quizzes to assess student learning. Students reported enjoying these quizzes because they had access to their results immediately and the quizzes helped prepare them for the course exams.

As far as dislikes, a large percentage of the students named the research paper as their least favorite activity. A few students requested more rubrics and clarification on assignment deadlines.

Even with the few drawbacks I experienced, I have enjoyed the flipped class experience. Survey responses revealed the flipped classroom concept is valuable and beneficial to students. I am thankful for the opportunity to participate in the Baylor Fellows program, which has encouraged me to develop the skills students already have and help them acquire new skills while becoming life-long learners. I am looking forward to building on what I have learned this semester and improving all of the courses I teach based on this experience.



Pictured above: Dr. Mia Moody-Ramirez leading her seminar.

# Getting to Know Canvas: Videoconferencing with BigBlueButton

**Jeremy Klutts, MBA/MIS, ATL Graduate Fellow**

Expanding the classroom past its traditional four walls can be an enriching experience for both students and professors. However, in many cases it may not be feasible to take a class meeting off campus. In these instances, online tools can allow instructors to bring the outside world to the class. Using the online conferencing tool BigBlueButton in Canvas, instructors can teach their own class from remote locales or set up web-based seminars (webinars) for guest speakers to address their class. BigBlueButton conferences in Canvas allow Baylor faculty to leverage the power of the internet to increase the impact of the classroom experience.

To enable BigBlueButton functionality in Canvas, go to the left-hand navigation pane and select “Conferences.” If the conferences option is greyed out, you will need to proceed to “Settings” > “Navigation,” scroll down to “Conferences,” select the righthand dropdown (with the gear icon), “Enable,” and then “Save” at the bottom of the page. This process will ensure that conferences you set up will be visible to students in the course.

Once the “Conferences” tool is enabled, select it from the left-hand navigation menu. You will see a page with two sections named “New Conferences” and “Concluded Conferences.” If you have not used conferences in this course previously, both sections should be empty. In the future, this page will display a record of active and past conferences. To create a new conference, click the button in the upper right-hand corner labeled “+ Conference.”

When creating a new conference, you are able to name the conference, set the duration (the default is 60 minutes), and give a brief description for the conference. You can set a duration for the conference, but not a starting date/time. The course administrator must manually start the conference by clicking “start.” Only after the conference is started will the students be able to join the conference. Students should join from their personal computers to take advantage of the full functionality of the software, including features like chat and polling.

The course instructor will need to add any guest speakers to the course

within Canvas so that they can access the conference. Features available within the conference environment include a chat window shared by all participants, the ability to share a PowerPoint, poll the participants, and share the presenter’s screen. BigBlueButton has produced several tutorials available within the webinar environment and additional support is available from the Online Teaching and Learning Services department at Baylor.



## Course Makeover Workshop 2017

Do you have a course that needs updating? Have you been assigned a course to teach that requires new preparation? Are you part of a teaching team that would like to devote time to course development? If you answered yes to any of these questions, the Course Makeover Workshop is designed for you.

In this three-day workshop, you will review current literature

on learning theories, course plans, and syllabus construction; construct (or significantly revise) a course plan and syllabus; and receive critical feedback from faculty colleagues.

Throughout the workshop, you will spend time working independently and in large and small groups in a variety of activities. These activities will provide ample opportunity for

you to present your ideas and interact with your peers. The goal is for you to leave the workshop with a revitalized syllabus and a plan for implementing your redesigned course.

This year’s workshop is scheduled for May 22-24. Refreshments will be provided. For more information, and to sign up to participate, visit the Academy for Teaching and Learning website.



# Global Engagement: The Heart of Baylor's Mission

**Dr. Jeffrey Hamilton, Vice-Provost for Global Engagement, Professor of History**



Pictured above: Ms. Delores Melendez meets with students in the Center for Global Engagement.

The Center for Global Engagement at Baylor is entering a very exciting time. We have recently moved into a newly renovated space in the Hankamer Academic Building, placing us in the heart of campus, which is only fitting as Global Engagement is at the very heart of Baylor's mission to educate men and women for worldwide leadership and service. Though our increasingly global society makes international experience more and more necessary for students, Baylor has historically recognized the academic and personal benefits of global engagement. The first international students enrolled at Baylor in the 1920s, and some of

the great names of Baylor, such as Dr. A. J. Armstrong of Armstrong Browning Library fame, led our earliest international travel programs. Formal exchange programs were first established nearly half a century ago: Baylor has been sending students to Seinan Gakuin University in Fukuoka, Japan, and receiving theirs here in Waco, since 1973.

Today the Center for Global Engagement serves the university and its mission in a variety of ways, including assisting faculty, staff, and students as they participate in international activities such as study abroad programs, internships, and academic conferences. This area is

led by Mr. Bo White, Director of Study Abroad, who recently joined us from the University of Illinois. He directs a team of three advisors and coordinators along with domestic and international student workers who work with faculty-led study abroad programs and exchange and affiliate programs.

In 2015-16, 799 Baylor students participated in study abroad programs, and in 2016 some 180 faculty and staff made a total of 250 international trips of various types. The Center for Global Engagement also develops and maintains institutional agreements with partner institutions around

the world in order to enhance Baylor's reputation as a leader in international education, and we expect the number and scope of these agreements to rise in the coming years.

On another front, the Center works with international students and scholars who come here to join our academic community. Dr. Mark Bryant, Director of International Student and Scholar Services, leads a team of five staff members who work directly with students and scholars, as well as with sponsoring departments, to facilitate the visa process and compliance with all government regulations, as well as provide activities to help with orientation and integration into the university and life in the United States. In Fall semester 2016, Baylor welcomed 733 international students (510 undergraduates and 223 graduate students) from 74 different countries, and during 2016-17, we expect to host more than 50 visiting scholars from around the world. These international students and scholars bring cultural diversity to the university and greatly enrich our community.

Finally, by sponsoring and co-sponsoring academic and cultural events across campus throughout the year, the Center for Global Engagement works to further broaden our community's exposure to cultural diversity and prepare students to live in a global society. This last function of the Center will expand dramatically over the next few years. As part of the reaffirmation process for accreditation by the Southern

Association of Colleges and Schools Commission on Colleges, Baylor has been working on a new Quality Enhancement Plan (QEP) that will focus on global engagement. In Spring semester 2018, the university is planning to introduce this QEP, Global Baylor: Addressing Challenges to Human Flourishing, beginning with a series of on-campus events that will coincide with our annual celebration of Diadeloso. In Fall semester 2018, the QEP will begin operations across campus. You can stay informed on the QEP at [www.baylor.edu/ie/qep](http://www.baylor.edu/ie/qep).

The QEP contains four interrelated initiatives: Global Challenges, Enhanced International Experiences, Diversity Abroad, and Global Baylor.

Global Challenges is designed to introduce incoming freshmen to the many global issues that their generation will face. For the first three years the primary focus will be on issues relating to global health, as this is a challenge that can be addressed from the differing perspectives of virtually every academic unit on campus. Several sessions of University Chapel will be devoted to speakers who will relate

In addition, we will be introducing a Certificate in Global Engagement. This certificate program will not be an academic credential, but rather a mixture of curricular and co-curricular experiences that will be noted on student transcripts. Students who choose to pursue this certificate will move through three levels, from entry to exploration to engagement. Some activities, such as a reading group and an international experience, are required, but most are elective. The certificate program will be open to students from all majors. It is designed so that it will not add additional course hours to an undergraduate degree, but will allow students to connect their curricular and co-curricular activities in such a way as to deepen and enrich both.

Enhanced International Experiences will seek to introduce new approaches to study abroad and to enrich the international experiences of students on both study abroad and mission trips. One innovation will be the introduction of embedded study abroad experiences within existing catalog courses. These courses will provide an opportunity to build an international travel

experience into a full-semester course, generally during spring break, as a required component at no additional cost to the student. We will pilot this program beginning in Spring semester 2018 with TED 3380, Social Issues in Education. We

expect to fund at least three such courses during the first full year of the QEP, in Spring semester 2019, and hope to expand that number with new donor support.



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**The Center for Global Engagement works to further broaden our community's exposure to cultural diversity and prepare students to live in a global society.**  
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their experiences in the field and encourage our students to imagine ways to build global issues into their own vocational plans.

Another innovation will be the introduction of a sequence of three, new, one-credit courses devoted to cultural competencies in study abroad. GBL 1101, GBL 1102, and GBL 1103 will be offered to students in the semester before, during, and after their study abroad experience. GBL 1102 will be required for all Baylor students studying abroad beginning in 2018-19. The purpose of this course, as well as the other two non-required courses, is to assist students in engaging with the culture of their study abroad home in an intentional way that will deepen their experience, making it more valuable to them both at the time and in their future studies and careers. One recent study, cited in the Financial Times, forecasted that the number of workers who will take on global assignments will increase by 50% over the next decade. Our students need to be prepared to succeed in this global environment.

Diversity Abroad will focus on identifying and eliminating barriers

to study abroad for students from diverse backgrounds, especially first-generation college students. In common with most American universities, diverse students and first-generation students at Baylor participate in study abroad programs at a much lower rate than the general student population. Broadening these students' participation can enrich not only their educational experience, but also that of other study abroad students who are part of their cohort.

Global Baylor recognizes that not all students will study abroad or pursue the Certificate in Global Engagement, but nevertheless our community as a whole is deeply involved in addressing global challenges. The purpose of Global Baylor will be to showcase the many global activities that are being undertaken here on campus by creating a calendar that will serve as a clearinghouse for these events. Among other initiatives, we will expand activities during International

Education Week, emphasize the theme of human flourishing in Scholars Week, and organize an annual campus-wide event to celebrate the contributions of Baylor students, faculty, and staff have made to addressing global challenges. We will also reach out to the many alumni, parents, and friends of Baylor who live abroad to help bring the world to our campus through their experiences and insights.

The Center for Global Engagement is located in suite 160 of the Hankamer Academic Building. We invite you to stop by for a visit to learn how you can become more involved in global engagement both on campus and beyond. Working together, we can better prepare our students with the experiences, skills, and attitudes they will need to flourish in an increasingly global society and economy.

## Spotlight On: Center for Global Engagement

**Mackenzie Sarna, English, ATL Graduate Fellow**

Baylor's mission is the driving force behind the department on campus that facilitates many of Baylor's "worldwide" endeavors: the Center for Global Engagement (CGE). Formerly known as the Office for International Education, the Center for Global Engagement was renamed to highlight the university's intention to help students engage not only academically but also personally, relationally, and ideologically with other cultures. The CGE accomplishes its mission through two distinct efforts: International Students and Scholars Services (ISSS) and Study Abroad.

ISSS works with Baylor's international students to manage the logistics of studying in the United States and to enhance their experience of American culture. They host multiple programs and events to help international students transition to life at Baylor and engage with others at the university. In so doing, ISSS provides enriching experiences for both international and domestic students.

The Study Abroad program enriches the lives of Baylor's domestic students by providing opportunities to participate in educational programs

worldwide. These programs are designed to facilitate intentional and integrated educational experiences so that the participants return to Baylor with experience for their resume and a view of the world that has been challenged through interaction with people from different cultures.

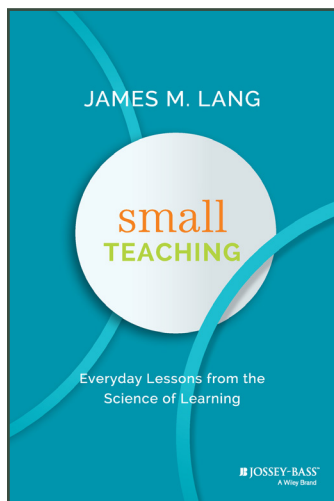
Through both the receiving and sending sides of the department, the Center for Global Engagement facilitates Baylor's worldwide mission, thereby enabling members of the Baylor community to engage with the world in tangible and transformative ways.



# What We're Reading Now

Compiled by Dr. Jenny Howell, Religion, ATL Graduate Fellow

Lang, J. M. *Small Teaching: Everyday Lessons from the Science of Teaching*. Jossey-Bass, 2016.



In *Small Teaching*, James Lang offers simple steps to spark positive change in higher education through small but powerful modifications to course design and teaching practices. Lang proposes tangible classroom modifications to ignite student-learning outcomes. Designed with a wide array of classroom environments and demands in mind,

Lang offers insight for improvement in large lecture halls, small seminars, labs, and on-line environments alike.

Keeley, J. W., E. Ismail, and W. Buskist. "Excellent Teachers' Perspectives on Excellent Teaching." *Teaching of Psychology* 43, no. 3, 2016, pp.175-179.

When thinking about who might have advice to give faculty for creating a dynamic and successful classroom environment, who better to ask than university faculty members who have won teaching awards?

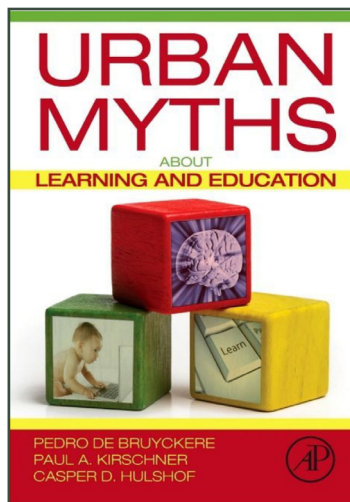
The authors of this article interviewed over 60 award-winning university faculty members to learn what award winners themselves prioritize for good teaching. This investigation reveals that excellent teachers offer a different list of priorities for successful teaching than the broader population of faculty. Their insights challenge the reader to reconsider teaching practices and priorities in the classroom and provide guidance for teacher training programs.

Cavagnaro, L. B., and H. Fasihudden. "A Moonshot Approach to Change in Higher Education." *Liberal Education* 102, no. 2, 2016, pp. 8-17.

Google founders Larry Page and Sergey Brin revolutionized the way we access and utilize information. Their revolutionary approach to information in turn expanded into a multitude of dynamic innovations. Authors Cavagnaro and Fasihudden argue that higher education can learn from Page and Brin, among others, who offer a new

and radical way of learning. Through examining the "moonshot" enterprises that have emerged in the wake of Google, Cavagnaro and Fasihudden have identified a collection of virtues and habits moonshot innovators demonstrate and that higher education can cultivate in students. To do so, higher education will need to reconsider its approach to pedagogy. The authors explore a variety of institutions across the United States that are already exploring such possibilities with startling outcomes.

De Buyckere, P., and C. Hulshof. *Urban Myths about Learning and Education*. Academic Press, 2015.



This book debunks many of the prevalent misunderstandings and misinterpretations of frequently-cited educational research regarding how students learn. Some of the claims explored include the idea of multiple learning styles, the role of gender in learning math, and the relationship between classical music and cognitive development. Buyckere and Hulshof

present each myth and provide substantive background for its origin and reception. After thorough examination, the authors categorize these claims as either a myth, a nuanced claim, or an unproven claim. Each chapter provides references for readers to continue their examination into the role these myths play in the formation of pedagogy.

Haynes, S. R., ed. *Professing in the Postmodern Academy: Faculty and the Future of Church-Related Colleges*. Baylor University Press, 2002.

The essays in this volume explore the specific role faculty play in shaping American religiously-affiliated higher education. Organized along three central themes, professing as vocation, pedagogy and praxis, and mission and curriculum development, *Professing in the Postmodern Academy* offers a holistic reflection on the contribution of faculty to faith-based higher education.

# Fill the World with Color: The Meaning and Impact of International Study and Mission

Matt Millsap, History, ATL Graduate Fellow



Baylor's Quality Enhancement Plan, *Global Baylor: Addressing Challenges to Human Flourishing*, proposes four inter-related initiatives to encourage an appreciation for the international nature of the university's mission. One emphasis is the benefit and necessity of students experiencing other cultures through study abroad programs and mission work.

The Enhanced International Travel Experiences initiative stresses the significance of education and research abroad to increase the global competency of college graduates. As noted in *Global Baylor*, empirical research affirms the advantage of undergraduate and graduate students spending time immersed in other cultures. A 2014 report issued by *Frontiers: The Interdisciplinary Journal of Study Abroad* identified four categories where participants of study abroad or other international education programs appear to be more globally-engaged than their peers: civic engagement, knowledge

production, leisure activities, and philanthropy. The authors explained that after college these students had a more global perspective; they sought cross-cultural friendships, voted more often on issues of global import, and published more work of international or intercultural significance. This research is validated by the testimony of Baylor faculty leading study abroad and mission trips who add that participation in these experiences encourages global citizenship, a sense of empathy, and an awareness of community needs.

### **Global Citizens**

The experience of interacting with someone who does not look, speak, or worship like you is instrumental in teaching multiculturalism and promoting appreciation for diverse others. Reflecting on her time teaching students at a field school in Belize, Dr. Julie Hoggarth (Anthropology) emphasizes the benefit of immersion in unfamiliar cultures. Hoggarth points out that "experiences abroad give you a

different perspective." In her view, students' engagement with local culture ranks as high as learning anthropology or archeology because engagement holds great potential for long-term intellectual and moral development. It is in the unsettling environment where language is different, social norms seem strange, and even nonverbal cues are elusive that one's outlook is broadened. Experiencing differences first-hand helps students to broaden their sense of citizenship and learn to regard those of other nationalities and cultures as fellow co-laborers and as sisters and brothers. Hoggarth explains that the process "is like watching students cross a line where they have to learn new cultures and that experience often turns them into global citizens."

### **Seeing the "Other" as a Person**

Dr. Joe Yelderman (Geosciences) offers one way of understanding why student experience abroad enhances global engagement back home. A hydrogeologist,



Yelderman's expertise allows him to assist developing countries with issues of water management. He has led several groups on research and service trips, most notably to Uganda and Costa Rica. Recounting the effect of these trips, Yelderman observes that the experience often changes students' perception of other countries and cultures. It transforms their view of Ugandans or Costa Ricans, turning a faceless group into a person with a name and a history. Yelderman comments that "when students meet people from other countries they are no longer just a Tico or a Costa Rican. He is Juan, and when you meet and work alongside Juan, he comes to represent Costa Rica."

In short, face-to-face interactions can personalize people or groups we tend to think of in generalities. Seeing that Juan – who speaks differently, looks differently, and may or may not worship like me – still shares many of my own fears and aspirations highlights our common human experience. That sense of commonality links us together in a way that overcomes the foreignness of a disparate culture. Personal exchanges guard us from perceiving other groups as monoliths and help us value others as individuals, or, in Christian terms, as Image-Bearers. Experience abroad allows students to see the "other" as a person.

**Going Global for the Community**  
Identifying others as people helps students relate to those with experiences unlike their own. This empathy is a requisite precursor to the cultural awareness obligated by Global Baylor and, more importantly, in Jesus' summation of divine law—love God and love your

neighbor. Study abroad programs are uniquely suited to engender a sense of empathy by providing students context for understanding others' experiences. For instance, on a recent trip to Nazareth, Dr. Nathan Elkins (Art History) noticed that some of his students were troubled by a billboard stating that there was no God but Allah. It was clearly aimed at visiting Christians and Jews. Sensing the students' discomfort, Elkins used the opportunity to describe how something as seemingly innocuous as a billboard can be unsettling for those of different faiths and cultures. He asked his students to imagine, for example, how Muslim immigrants in the United States must feel when they encounter the same kind of targeted rhetoric. His teaching underscores that fundamental goal of the Global Baylor call for intercultural awareness and global competency is not merely cognizance, but empathy.



Likewise, Dr. Randall Bradley (Church Music) has noted increased empathy in his students when they return home. Bradley, who has led multiple mission and service trips abroad, remarked that upon their return, students seemed more discerning of areas in need within their own communities and more able to empathize with those outside their immediate spheres. One of the main benefits to studying abroad is participating students are more likely to see and meet local areas of need upon their return.

**Fill the World with Color**  
In harmony with Baylor's mission, the Enhanced International Travel Experiences initiative of Global Baylor reflects the need to prepare students for a globalized

job market and help students learn how to integrate their faith, learning, and service to address global needs. Global engagement develops creativity and innovation in students' approaches to addressing the needs of their local and international communities. Dr. Davide Zori (Baylor Interdisciplinary Core) speaks of this collaborative creativity when recounting his experiences leading students on an archeological dig in Italy in 2015. The town where the site was located held a feast to honor the end of the project, and on the last night when the American and Italian students were gathered, a local man named Angelo Fiaschetti broke out in spontaneous, operatic song. The song's chorus celebrated how the collaboration between these two cultures had produced research and created knowledge. This partnership, Fiaschetti related, "filled the world with color."

Such is the meaning and the impact of studying abroad: to prepare students for an interconnected world and, in doing so, to enhance global competency and cultivate intercultural awareness. Yet, the pedagogical value of study abroad extends beyond mere exposure to new sights, sounds, and ideas, to the development of skills of reflection, a sense of empathy and an awareness of shared concerns. Through study abroad, students collaborate and interact across dissimilar ethnicities, nationalities, and cultures in alignment with Baylor's *Pro Futuris* vision and its mission to educate men and women for worldwide leadership and service.

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Baylor Study Abroad holds an annual photo contest for undergraduate students who studied abroad the previous year. This article features photos from some of the 2015-2016 contest winners. Timothy Hong received first place for his image, *Shop Keeper* (pictured on opposite page), which he took while studying at the Florence University of the Arts. Melissa Curtis took *Chasing the Capri Sun* (pictured at the left) while participating in the Baylor in Italy Program, and received third place.



# Ten Easy Ways to Bring the World to Your Classroom

Compiled by Lyndsay DiPietro, Geosciences, ATL Graduate Fellow

1

**Diversify your readings.** For many classes, assigned readings are a major part of the course experience. By choosing reading assignments with a variety of cultural perspectives, you can help to expand students' views of the subject and its relationship to the rest of the world.

6

**Take advantage of technology.** Use connections with colleagues from foreign universities to broaden students' horizons. Have your students use social media or programs like Skype to engage in discussion or even collaborative assignments across country lines.

2

**Involve students in field work.** Taking students into the field lets them see your work in action and gives them a sense of the wider applications of course content. If taking students with you during the semester is an impossibility, share your field experiences in class or utilize a guest speaker.

7

**Create an open environment.** Your students are one of the best sources of diversity in the classroom. Make your classroom environment an open, accepting one where students can share their own experiences with one another and know that they will be treated with respect.

3

**Use case studies.** Case studies can serve as a proxy for real-world experience. Develop case study assignments for your students that involve global or cultural issues. While completing the assignment, they will make connections between course content and world issues.

8

**Encourage co-curricular activities.** As students gain experience getting to know people different from themselves, they tend to be better engaged with global concerns. Encourage students to get to know one another outside of class. These relationships can lead to academic success and make them better global citizens.

4

**Discuss current global issues.** Give your students opportunities to discuss relevant current events from around the world. Not only will it help them see the ways that their course relates to the real world, but it will also make them better informed about global issues and different cultures.

9

**Take a field trip.** Research suggests that getting students out of their own cultural comfort zones can help them better engage the world as a whole. Find ways to take your class to off-campus locations that will give them new experiences and perspectives.

5

**Make class projects outreach projects.** Create class projects that meet local needs around Waco. Doing so will give your students the chance to apply what they are learning in a tangible, meaningful way and may require them to engage with perspectives different from their own to create a successful final product.

10

**Practice what you teach.** Culturally aware teachers tend to produce globally-engaged students. Keep a global mindset when you are putting together your lectures and assignments and that mindset will make its way into what your students gain from your class.

# TA Take Note

In this segment, a graduate student Teacher of Record asks a question about teaching and an expert faculty member responds.

## Dr. Alex McNair, Associate Professor and Division Director, Spanish and Portuguese, Modern Languages and Cultures

### QUESTION: “HOW DO YOU INCORPORATE GLOBAL ENGAGEMENT IN YOUR CLASSES?”

The phrase, “storehouse of consciousness,” taken from George Steiner’s *After Babel: Aspects of Language and Translation* (1992), goes straight to the heart of what I want my students to develop in the classroom, and beyond that, what I want them to take into their lives as engaged global citizens. Steiner contemplates the incredible diversity of expression that the many languages of the globe have made possible, but also laments the rapid rate of extinction of endangered languages: “many will dim into oblivion before rudimentary grammars or word lists can be salvaged. Each takes with it a storehouse of consciousness” (56). Every language, every dialect, represents a unique way of perceiving the world and expressing our relation to it and to one another. In Spanish, for example, you cannot “fall in love” as we do in English; you “in-love yourself of someone” (*te enamoras de alguien*). The process is passive and accidental in English. In Spanish, it is much more deliberate.

The differences point to the richness of thought available to us when we decide to open up another storehouse of consciousness, an *almacén de conciencia*. In Spanish, *almacén* implies a more concrete structure, and *conciencia* can mean both “conscience” and “consciousness.” So when I say *almacén de conciencia*, there is an ethical component involved, a sense of “awareness.” The journey of one phrase from English to Spanish has taken us from the “storehouse of consciousness” – a space for perceptions capable of shaping our thoughts – to an *almacén de conciencia*, that warehouse full of knowledge and moral responsibility.

In teaching students to negotiate between languages, we are teaching them to unlock another storehouse. When students begin to understand a second language in their own terms, they gain access to another way of perceiving the world. My hope is that students realize somewhere along the way that language is much more than a tool for communication, it is a storehouse of consciousness, an *almacén* full of clues about how another community of speakers



perceives the world, and about what they value.

In the fourth and fifth semesters, students begin to read and listen to native speakers to improve their grammar and vocabulary. In this process, they are seeing the world anew through another set of eyes and ears. My students follow the headlines of *El País* (a Spanish daily newspaper), and they keep journals on the articles they read. A part of our class discussion each day involves a conversation about what they are learning from Spanish media about our world. Newspaper articles from

the Spanish-speaking world have very different perspectives on US politics, for example, than the *NY Times* or *Waco Tribune*. The coverage of the election on Univisión may seem visually analogous to that of the English-speaking networks, but the reactions and concerns of the commentators are quite different.

Another important component of these classes is to experience language as artistic expression, as in the forms of poems, songs, short stories, and one-act plays. I find this helps students to connect to language and culture on a more human level. It’s one thing to read a third-person account in English about someone’s immigrant experience, for example, or a socio-economic analysis of trends in global migration; but it’s hard not to place yourself in another’s shoes when you read a first-person account of the hardships and heartbreaks of moving to another country to escape violence or seek a better life for loved ones. We need both types of text to make sense of the world: the sober third-person report, and the personal, first-person account. The one gives us data points and context, the other shows us a human face.

I want my students to become more proficient with the language, obviously; knowing another language, having another *almacén de conciencia*, is an extremely useful tool that I want my students to have. But in developing this expressive “tool” they are necessarily beginning to see the world from the perspective of communities other than their own. They expand their awareness and exercise their consciences. This, to me, seems to be one of the keys to encouraging global engagement.

# 2016 Master Teachers



Pictured from left to right: Corey P. Carbonara, Ph.D., Professor of Film and Digital Media, College of Arts and Sciences; T. Laine Scales, Ph.D., Professor of Higher Education, School of Education, and Associate Dean of Graduate Studies and Professional Development, Graduate School; and Gaynor I. Yancey, D.S.W., Professor of Social Work, Diana R. Garland School of Social Work.

Baylor University Interim President David E. Garland has announced that the designation of Master Teacher—the highest honor given to Baylor faculty members for sustained excellence in teaching—has been conferred on Corey P. Carbonara, Ph.D.; T. Laine Scales, Ph.D.; and Gaynor I. Yancey, D.S.W. Garland made the announcement during the annual fall faculty meeting August 25, 2016, at Waco Hall.

“It is an honor and privilege to confer the lifetime Master Teacher designation upon Dr. Carbonara, Dr. Scales, and Dr. Yancey. All three faculty members were unanimously recommended by the selection committee as excellent teachers, whose years of dedication and commitment to teaching and to our students have been outstanding,” Garland said. “They truly represent the transformational experience our students receive at Baylor.”

The appointments are based on the profound impact of faculty members in the classroom and on students’ lives as judged by the record of

the faculty members’ achievements and the observations of the various nominators. Nominations may be made by former students of the nominated faculty member or by current or former staff, faculty or administrators personally familiar with the nominated faculty member’s record of teaching achievements and other contributions to teaching.

Master Teachers represent:

1. Knowledge and use of effective and engaging pedagogy
2. Advocacy for teaching and learning, as reflected by characteristics such as: passion for teaching and learning, engagement of students, and impact beyond the nominee’s own courses
3. Sustained (minimum 10 years at Baylor University) commitment to teaching excellence.

More information about these Master Teachers is available at the ATL website.

## Teaching Awards

Each year, Baylor University recognizes distinctive teaching by faculty and graduate student instructors. The Academy for Teaching and Learning is pleased to celebrate these excellent teachers.

### 2016 Collins Teaching Award:

**Dr. Bruce E. Hodson**  
*Senior Lecturer  
Chemistry and Biochemistry*

### 2016 Cornelia Marschall Smith Professor of the Year Award:

**Dr. Johnny Henderson**  
*Distinguished Professor of  
Mathematics*

### 2016 Baylor Centennial Professors:

**Dr. Sandra Cooper**  
*Mathematics Education*

**Steven Pounders**  
*Theatre Arts*

### 2015-16 Outstanding Graduate Instructors

**Megan Haggard**  
*Psychology and Neuroscience*

**Mike Milovich**  
*Management Information Systems*

**Amy Schroeder**  
*English*

**Grace Aquino**  
*Environmental Science*

**Olivia Carrol**  
*Political Science*

**Nathan Cartagena**  
*Philosophy*



Provost's  
Faculty  
Forum  
Participants

157

484

SET Attendees

20 University  
Teaching  
Development  
Grants Awarded

# ATL BY THE NUMBERS

2016 Participation

179

Attendees at  
Professional  
Development  
Workshops

Participants  
in Faculty  
Mentoring  
Programs

152

## The ATL fosters teaching excellence through:

### Programs

- Course Makeover Workshop
- Faculty Interest Groups
- Provost's Faculty Forum
- Seminars for Excellence in Teaching
- Summer Faculty Institute
- University Teaching Development Grants

### Services

- Faculty Mentoring
- Guest Presentations
- Interdisciplinary Collaborations
- Pedagogical Development Workshops
- Print and Video Materials
- Teaching Assessments

...and more.

## You can foster teaching excellence.

From generation to generation, Baylor students have been transformed by the teaching and mentorship of dedicated, caring faculty members. Outstanding professors have been central to Baylor's history, and nurturing the strong connection between faculty members and students is at the heart of *Pro Futuris*.

The Academy for Teaching and Learning invites you to remember a favorite faculty member by offering a gift in his or her name. Your gift in the name of a beloved teacher will enhance Baylor's identity as a place where the teaching and caring mentorship of students matter. Go to the ATL website and click "Give" for more information about our *Faculty Excellence Fund*.

# SET Seminars for Excellence in Teaching

## January

- 
- 25 Teaching with the Special Collections**  
3:30 - 4:30 PM
- 
- 31 What We Know about How Students Learn: Applying Memory Research to the Classroom**  
12:30 - 1:30 PM

## February

- 
- 15 Building Community in the Online Classroom**  
10:05 - 11:05 AM
- 
- 23 Promoting Student Learning and Academic Integrity through Effective Assessment Strategies**  
3:30 - 4:30 PM
- 

## March

- 
- 1 Creating an Inclusive Classroom**  
12:20 - 1:20 PM
- 
- 14 Teaching on the Road: Navigating Traveling, Learning, and Field Work with Students**  
11:00 - 12:00 PM
- 
- 20 Preparing Students for the Latest Paradigm in Knowledge Discovery: Computational Thinking**  
2:30 - 3:30 PM
- 
- 28 Global Engagement and Student Learning through Study Abroad**  
12:30 - 1:30 PM
- 

## April

- 
- 10 Public Displays of Learning: Making Assignments Matter**  
1:15 - 2:15 PM
- 

For more information about each SET and to register, visit [www.baylor.edu/ATL/SET](http://www.baylor.edu/ATL/SET).

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To support and inspire a flourishing community of learning.



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& LEARNING