

The Craft

A Publication of the Center for Teaching at the University of the South

INCLUSIVE TEACHING: A LIFELONG PROCESS

On **March 5**, the Office of the Dean of the College and the Center for Teaching welcomed **Barbara Lom**, Professor and Chair of Biology at Davidson College to share some strategies for and experiences with inclusive teaching, which she defined as "leveling the playing field" so that all students have the opportunity to succeed. After discussing some barriers to inclusive teaching, including what she labeled "fears" (of doing harm, of having no effect, of the enormity of the issue) and "lacks" (lack of time, knowledge,



resources, and rewards), Barbara led nearly 30 workshop attendees through individual reflection and group discussion of an inclusive teaching strategies inventory. She asked us to identify things we already do, what we'd like to do more of, and what we wanted to know more about, as well as strategies that we feel would not work for our specific context. If you are interested in seeing the inventory worksheet that was used in her workshop, please [click here](#). Later in the afternoon, Barbara met with several faculty to

discuss Davidson's current QEP, titled "Opening Wide the Gateways: Enhancing Student Learning and Promoting Inclusion in the Quantitative Disciplines." She shared data that led to the QEP focus and current interventions and programs that are being implemented. Barbara encourages anyone who has questions or would like to follow up to email her at balom@davidson.edu. We'd like to thank everyone who participated in the sessions and for your dedication to enhancing our students' learning experience.



ALEXANDER HEFFNER ON CIVIL DISCOURSE AT SEWANEE

On Wednesday, February 28, Sewanee hosted visiting journalist Alexander Heffner, host of [The Open Mind](#) on PBS. In addition to his keynote address that evening, entitled "Civil Discourse in an Uncivil Age: The Quest for a Post-Partisan Future," Heffner also led a session on promoting civil discourse in the classroom at the Center for Teaching.

The Center for Teaching session, which was co-sponsored by the Office of the Dean of the College (tied to University's "Learning to Speak--Speaking to Learn" initiative), and the Center for Speaking and Listening, highlighted opportunities for enhancing the civil discourse of our classrooms and campus community.

Heffner opened the session by describing the nature of his news production and pointing out its educational components. He then requested that those in attendance discuss the nature of civil discourse in the Sewanee community.

Small groups discussed multiple aspects of civility, including interactions in their classroom, the campus climate of civility, the implications of group membership on perceptions of civility, and supporting a sense of dignity for all students.



Heffner has contributed to the *Washington Post*, the *Wall Street Journal*, and *TIME* magazine, among other publications. He has covered American politics, civic life, and Millennials since the 2008 presidential campaign. His work has been profiled in the *Washington Post*, *New York Times*, *Los Angeles Times*, and *Christian Science Monitor*, and on NBC News, C-SPAN, NPR, CNN, and other media outlets.

"TEACHING WITH SIMULATIONS"

TEACH&TELL WITH AMY PATTERSON

Have you ever served as a representative to the United Nations Security Council? If you answered no to this question, then some of our Sewanee students have a bit more experience than you do. As Amy Patterson explained in our February teach&tell, students in her World Politics course (POLS 150) spend a week each semester simulating the roles of China, USA, Russia, or 13 other countries in a crisis scenario.

About two-thirds of the way into the semester, after some writing assignments designed to familiarize students with the country to which they are assigned, students spend one week working with the other countries in the U.N. Security Council to draft a resolution. As Patterson puts it, during the simulation week, students are no longer their usual selves, instead students must embrace the fact that "you ARE the diplomat from Bolivia all week," both in and out of class.

"You ARE the diplomat from Bolivia all week."

In addition to gathering knowledge about their assigned country, students develop numerous skills. Of course, they will engage in research for their papers, but the simulation will require of them the ability to speak publicly, engage in informal conversation and planning with collaborators, critical thinking, and persuasive communication. Substantial debriefing processes after the simulation point out that students not only learn a lot, but they also think differently about issues in the world around them. Some even write letters about the crises they discussed to congressional representatives. Not bad, for a classroom activity!



CENTER FOR TEACHING MINI-GRANT "SEEKING REFUGE, FORCED TO FLEE"

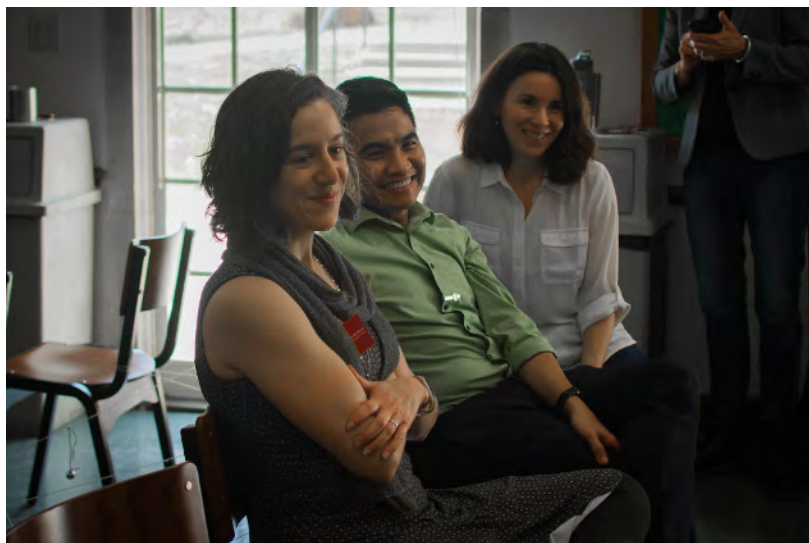
In the fall of 2017, Professor Mila Dragojevic (Politics) was awarded a Center for Teaching Mini-Grant. This grant was designed to bring a refugee camp simulation to Sewanee's campus. Simulations, and this simulation in particular, help students gain perspectives on the experiences of others first hand.

As described by Dragojevic: "On February 23rd, 2018, Sewanee and St. Andrew's Sewanee students of migration, politics, and human rights, faculty, staff, and members of the Catholic Charities of Tennessee from Nashville, BRIDGE from Chattanooga, and Catholic Relief Services participated in the refugee camp simulation 'Seeking Refuge, Forced to Flee.' This simulation, aimed at providing students with a simulated experience of refugees passing through border crossing, registration, health services, school, and the UNHCR (United Nations High Commissioner for Refugees) was brought to Sewanee by Catholic Charities of Tennessee and sponsored by the Politics Department, the Office of Global Citizenship, the Office of Civic Engagement, and the Center for Teaching as complement to Immigration, Politics, and Identity class."

Photos by Sarah Ousley.



CENTER FOR TEACHING MINI-GRANT "SEEKING REFUGE, FORCED TO FLEE"



CENTER FOR TEACHING INNOVATIVE TEACHING GRANT "ALAN FRASER PIANO INSTITUTE"

Written by Innovative Teaching Grant Recipient **Bernadette Lo**

Once in a masterclass at the Manhattan School of Music in New York, world renowned American baritone Thomas Hampson asked the audience, if anyone knows the number of keys on a grand piano. The answer came almost instantly: there are 88 keys. Hampson then asked the same audience, if anyone knows the number of ribs in a human body. Surprisingly, no one could answer. Hampson then commented that it is astounding that although non piano players know the number of keys on the piano, no singer in the audience, not even one, knows the number of ribs, let alone their skeletal structure. While the human body is the instrument of a singer, very few possess a basic knowledge of how this particular instrument functions in relation to his/her art.

This is a fundamental problem in the education of performing arts. In the applied lessons at a conservatory or major university, the majority of time is spent on the discussion of musical interpretation. We view ourselves as artists, not as athletes. But to play a two-hour-long solo recital at Carnegie Hall, which seats 3000, or to sing a three-hour-long opera over a large orchestra, takes a tremendous amount of physical energy. And in these instances, a musician is very much like an athlete. Yet knowing the structure of the muscles and the skeleton in one's body is almost never mentioned in piano lessons or related classes. The so-called "piano technique" is no more than series of scales, arpeggios and various etudes to train finger independence and agility. These exercises have been assigned to students religiously, starting in the early 19th century when modern piano began to take shape, and flourished especially during the golden era of piano playing (roughly late 19th century to first half of the 20th century). When the piano began to offer a bigger, more powerful sound through its new design, pianists were required to produce more virtuosity and digital brilliance in the performance. But fingers alone cannot produce the massive sound needed to fill a big auditorium; to achieve power and agility, finger independence is clearly not enough. And this is why some of the famous pianists suffered from serious hand injuries and had to take time off the stage temporarily, while some, tragically, had to end their careers early. If professional pianists are not immune to injuries, inexperienced students from the conservatory or university are even less likely to avoid them. Many of them, including myself, have suffered from various degrees of tendonitis, which makes playing the piano incredibly painful.

It was for this reason that people began to look for a remedy, and for many, this magic cure is the "rotation," a term popularized by the famed pedagogue Dorothy Taubman. She argued that the cause of tendonitis was due to tension resulting from pure finger independence without any other forms of muscular support. She firmly believed that by utilizing the rotation of the forearms (imagine the motion of opening a door knob), and by allowing your arms to move freely (rocking side-to-side and moving in-and-out), one would be able to play the piano in a healthy way. Taubman's rotation approach has successfully rehabilitated many who suffered from serious hand injuries, and several of her faithful disciples have established Taubman Institutes trying to help those whose technique remain incomplete by traditional piano teaching.

However, Taubman's approach is not beyond criticism. While her disciples religiously advertise the practice of forearm rotation and discourage anyone from using any sort of finger



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independence, many professional pianists, without any experience of injury, pointed out that they all have strong, solid finger independence. They heavily argue against abandoning the idea of finger independence because only fingers are able to execute different types of articulations, which make different musical ideas come alive. They criticize the Taubman pianism for lacking clear articulations and variety of sounds; often cited is the rather clumsy sound made by intentional and sometimes excessive use of forearm rotation. This is what prompted me to search for a better answer to concerns about tendonitis, and other tension problems, than the Taubman approach. Not only have I suffered from serious injuries, but the teacher who helped me recover also suffered from the same experience. He used the forearm rotation to retrain my technique, yet he also warned me that this rotation technique has its limits, especially for producing different sounds. For many years, I had no clear idea of how to teach healthy finger independence without using clumsy forearm rotation, until someone introduced the teachings of Alan Fraser.

Fraser believes that healthy finger independence can be achieved through the combination of forearm rotation *and* articulations from the metacarpophalangeal joints. He stated that those joints do not have tendons going through, hence articulating from them will never cause tendonitis. He also stressed that those knuckles are very much like one's knees. The knees support one's body yet allow the feet to walk, to jog, or to run. The knuckles carry the arm weight but allow your fingertips to execute different articulations. Articulation from the metacarpophalangeal joints is not a novel idea, but as far as I know, Fraser is the only active proponent. The result is quite astonishing, especially for students who are used to playing fast scales with tension. The immediate sense of freedom can be felt almost instantly.

Another new discovery from attending the Alan Fraser Institute is the notion of "perpetual motion." When I was a student, I was taught to maintain a stable upper body, especially for music that is slow, regal or tranquil, to reflect the character of the piece. Therefore, I often sat immobile trying to look stately. But Fraser encourages pianists to have every part of their bodies in constant readiness to move. He pointed out when a runner gets ready to sprint, he/she does not stay motionless before the sound of the pistol. It is the same thing with piano playing: one should be ready constantly for the next move. And through him, I was able to realize the reason I could not maintain the fast speed while playing scales at the top register of the piano was because my hip was immobile, preventing my arms to follow the fingers completely. Instead of helping the arms, the hip was working against them, hence unnecessary tension occurred. Fraser encouraged me to make my hip "mobile." The movement of the hip is, in reality, extremely minimal, but the effect on my playing is huge! He pointed out that very often we do not prepare our bodies for the next move. When one doesn't prepare the body, the quality of the movement becomes problematic, tension surfaces and is accumulated, and this results in injury.

The other big component of the Alan Fraser Institute is the "Movement through Awareness" class. Alan is a Feldenkrais Method practitioner. Feldenkrais is very similar to Alexander technique; it encourages each person to be fully aware of his/her body movements. Through this class, I was able to observe where my tension (both obvious and hidden) is located and find ways to alleviate the tension by proper gentle stretching. I also became more aware of the quality of my own movements when I play the piano. The benefits of attending Alan Fraser Institute are tremendous. Not only have I personally have improved my own playing, but I have also become more aware of my students' movements on the piano. Moreover, now I have the tools to correct and develop their technique. For this, I am extremely grateful for the grant

ALLIED ACADEMIC PROGRAM SPOTLIGHT

The Office of Civic Engagement

What is The Office of Civic Engagement?

The Office of Civic Engagement has a staff of six, engaged in a number of activities designed to support student learning and community development.

Civic engagement helps students interact meaningfully with the communities and people around them. This recent [Sewanee Feature](#) describes how four current students are working in and with partner communities for positive social change. We strive for COMMUNITY DEVELOPMENT by helping expand the capacity of organizations with whom we partner--locally, domestically, and internationally. Our goal is to increase collaboration as we work together with our partners to address community-identified needs.

Recent activities and how you can be involved

During the 2017 - 2018 academic year, our Bonner and Canale Service Interns are working in 26 local schools, non-profits and governmental organizations. During the upcoming school year, we will have 30 community partner sites in the local, tri-county area (Franklin, Marion and Grundy Counties). In addition, we sponsored Outreach Trips to Miami, New Orleans, and Houston during the 2017 - 2018 academic year, along with international Outreach Trips to Haiti, Jamaica, Costa Rica, Ecuador and Haiti.



Zamni Kafe partner Wilber Celine collects data with Sewanee students Kate Wilson and Huguette Ciza
[Photo: HIS]

43 Summer Civic Engagement Internships were sponsored by the OCE in 2017. 20 of these interns served as VISTA Summer Associates in the Summer Meal Program, which partnered with local community organizations like libraries and vacation Bible study programs. As a whole the Summer Meal Program served over 7,800 meals in June and July.

Through our UNIQUE PARTNERSHIP with the South Cumberland Community Fund (SCCF), the Office of Civic Engagement facilitates the Non-profit Capacity Building Program, and the South Cumberland Plateau AmeriCorps VISTA Program. 18 AmeriCorps VISTAs (Volunteers in Service to America) work in the tri-county area as full-time capacity-building volunteers at partner organizations. In addition, the Capacity Building Program provides training and professional development to local non-profit leaders to strengthen their organizations.



(front) Sam Seawell, C'17, with some of his (ATO) fraternity brothers who helped clean-up ATO Spring. [Photo: Buck Butler, University of the South]

We offer multiple CO-CURRICULAR, high impact community engagement programs:

7 Outreach Trips led by a combination of staff and experienced students. Locations include: Fall 2017 - Houston; Winter 2018 - Jamaica; Spring 2018 - Miami, New Orleans, Costa Rica, Ecuador and Haiti: Contact Dixon Myers to get involved.

55 academic year internship positions (Bonner Leader Internship; Canale Leadership and Service Internship): Contact Robin Hille Michaels for more information.

20+ Canale Summer Civic Engagement Internships at local, domestic, and international partner organizations (in collaboration with Career and Leadership Development). For more information, contact Jim Peterman.

20 AmeriCorps VISTA Summer Associates work to coordinate the USDA Summer Meal Program, sponsored by a partnership between the South Cumberland Community Fund and the University. For more info, contact Nicky Hamilton.

8 Philanthropy Interns are learning about the theory and practice of philanthropy. They will work with the South Cumberland Community Fund to shadow the grants process and eventually make supplemental awards to SCCF grantees. The inaugural 2017 cohort helped evaluate proposals and recommend 7 community organizations to the SCCF, who approved over \$28,000 in supplemental funding to these organizations.



(left) Kelsey Arbuckle, C'19, with Caroline McCullough of Tracy City Elementary School, a 2017 SCCF second round grant recipient. Arbuckle is from Tracy City and a member of the inaugural cohort of Philanthropy Interns, who administered the 2nd round of funding in 2017. [Photo: South Cumberland Plateau AmeriCorps VISTA Project]

We offer programming around democratic engagement designed to increase voter education, registration and turnout. We participate in the ALL IN Campus Democracy Challenge, and use TurboVote. In April, we are attending a conference where East Tennessee State University will present on their success at improving student voter turnout from 38 percent in 2012 to 47 percent in 2016.

We also sponsor CURRICULAR community engagement programming:

15 Community-Engaged Learning courses were offered in 2017 - 2018 and 26 in 2016 - 2017.

5 Civic Engagement Faculty Fellows received support to develop community-engaged projects for redesigned courses.

In a new **Certificate in Civic and Global Leadership**, students learn and implement the leadership for social change model. Through one of two interdisciplinary tracks--Community and Global Health, or Development and Human Capabilities--they examine the intersection of theory and practice, and engage their passions through an applied capstone. 12 students are enrolled in the CIVC 100 gateway course this semester. For more info, contact Jim Peterman, Amy Patterson, or Alyssa Summers.

We support EXTRA-CURRICULAR volunteer opportunities. These are opportunities coordinated by both community partners and campus organizations.

During the 2016 -2017 school year, the Greek community performed 23,861 volunteer hours and raised \$48,209 for various organizations through philanthropic efforts. We work with the Greek community to nurture sustained partnerships between houses and local organizations, and to unite fundraising efforts around common goals, like the Greeks for Thistle Farms initiative.

Sewanee students served an estimated 42,202 hours on the Plateau and around the world in 2016 - 2017.

OUTSIDE THE GATES

UPCOMING OPPORTUNITIES

8th Annual Alabama Conference on Teaching and Learning

May 7-8, 2018

University of South Alabama

The CoTL, with the theme this year of "Partnerships & Pedagogies: Engagement, Innovation, Impact," is welcoming interactive workshops, presentations, and posters across a range of topics related to the scholarly inquiry into teaching and learning.

This year's keynote speakers are: Peter Felten, Elon University and Angela Linse, Penn State University.

For more information and to submit a proposal:

<https://tinyurl.com/usacotl2018>.

For latest updates follow @USA_ILC on Twitter using #COTL18.

FREE WEBINARS available from Stylus Publishing:

April 20, 2018 @ 3pm CST

Linda Nilson on *Creating Engaging Discussions*

May 18, 2018 @ 3pm CST

Saundra McGuire: *Teach Yourself How You Learn*

These one-hour webinars are completely free.



Conversations with Donald Norman: A recap

A sincere thank you to everyone who came out to participate in our conversations with the Director of Student Accessibility Services, Donald Norman, on February 15. Donald enjoyed hearing from faculty on a variety of topics. He reports that the three issues raised most frequently at the CFT sessions were:

1. Will there be any testing space in the future for students with disabilities who are seeking alternative testing as an accommodation?
2. What do I do if a student has a disability but did not provide an accommodation letter?
3. Can students have ESAs (Emotional Support Animals) in the classroom?

Those who could not attend the conversation sessions can contact Donald with questions at any time at djnorman@sewanee.edu. You can also consult the handy FAQ that Donald provided to those who attended, available [HERE](#). Thanks to Donald for hanging out at the CFT! We look forward to many future collaborations.

COMING UP AT THE CFT

TWO TEACH & TELLS AFTER THE BREAK
SAVE THE DATES!

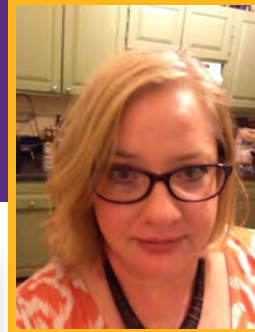
April 2 at 12:00 Chris McDonough:

"Old Dog, New Tricks: Tales of Retooling"

April 6 at 12:00 Kate Cammack & Brandon Moore:

"Collaborating across the sciences: Ways to develop an inquiry-based, cross-disciplinary lab experience"

More information and signup instructions forthcoming. Don't forget to read your weekly email from the CFT, every Monday morning!



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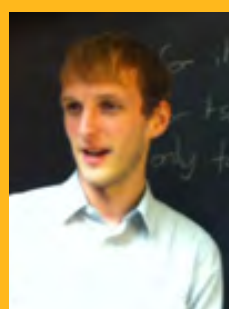
EMILY PUCKETTE



CHRIS VAN DE VEN



COURTNEY THOMPSON



MARK HOPWOOD



BETSY SANDLIN

Co-Director, CFT
Associate Professor, Spanish
bsandlin@sewanee.edu



JORDAN TROISI

Co-Director, CFT
Assistant Professor, Psychology
jdtroisi@sewanee.edu

OUR WEBSITE AND CALENDAR

