

Education News	p. 1
Spring '05 Graduate Courses	p. 1
Current Trends in Education	p. 2
Faculty Focus	p. 2
Tips for Teachers	p. 3
Alumni Spotlight	p. 3
Dollars That Make Sense	p. 4
Quick Facts	p. 4



A PUBLICATION OF THE CEDARVILLE UNIVERSITY EDUCATION DEPARTMENT AND GRADUATE PROGRAM

FALL 2004

Education News

by Dr. Steve Gruber, Chair

Welcome to *CU in the Classroom*, an exciting new initiative of Cedarville's education department and graduate program. Designed for teaching alumni, graduate students, and other friends of the education department, this newsletter will connect you with what is happening in the world of education, both at CU and around the country. In each issue, you will find practical tips to use in your classroom, current trends in education, important information about continuing education

opportunities, and news from CU alumni who are making a difference in their school and community. *CU in the Classroom* will be published three times annually — in the fall, spring, and summer.

One of the great strengths of Cedarville's M.Ed. program is the exceptional faculty. The graduate faculty represent decades of teaching and administrative experience in both public and Christian education. This issue's "Faculty Focus" will introduce you to Dr. Ed Baumann, associate

professor of education and one of the outstanding educators within the graduate program.

Since continuing education is a critical part of every teacher's professional development, *CU in the Classroom* will also introduce you to the latest continuing education and graduate courses offered by Cedarville. More than a list of course options, the newsletter will show you the benefits of adding a particular subject to your knowledge base in order to increase your effectiveness as an educator.

As you review *CU in the Classroom*, we invite your feedback and input as to how this newsletter or CU's education program can most effectively serve you or your school. Please send your e-letters to me at grubers@cedarville.edu.

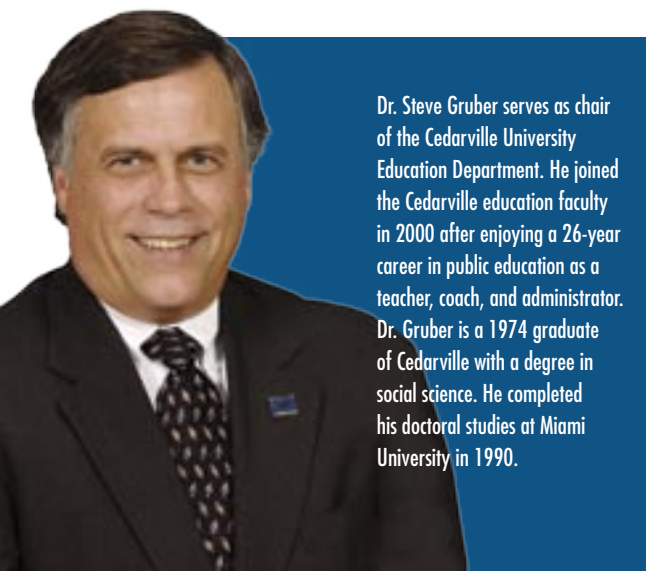
Spring 2005 Graduate Courses

For the upcoming Spring 2005 term, the graduate education program is pleased to offer "Learning Theory," taught by Dr. Ed Baumann, and "Intervention Strategies & Techniques," taught by Dr. Cheryl Irish.

"**Learning Theory**" is designed to help you understand the learning process. This course will acquaint you with current theory and research in cognitive psychology. Through class presentations, discussions, and research on topics of personal interest, you will learn about enhancing effective cognitive processing, developing intrinsic motivation, and addressing factors that enhance or inhibit student learning. By the end of the course, you will have used Scripture, course content, and your experience to develop a psychology of learning. This class will be offered on January 22, February 5 and 19, and March 5 from 8:30 a.m.-4:30 p.m.

Not enough time for graduate education? Here's the solution. You can complete a graduate education class in just four Saturdays.

"**Intervention Strategies & Techniques**" will teach strategies for improving performance of all students, but especially at-risk students with special learning needs and disabilities. You will examine literature regarding effective teaching practices and behavior change plans in order to develop strategies to implement in class. This class will be offered on January 29, February 12 and 26, and March 12 from 8:30 a.m. - 4:30 p.m. To register for these classes, call **1-888-233-2784** and ask for Bruce Traeger, associate director of admissions, or visit www.cedarville.edu/graduate.



Dr. Steve Gruber serves as chair of the Cedarville University Education Department. He joined the Cedarville education faculty in 2000 after enjoying a 26-year career in public education as a teacher, coach, and administrator. Dr. Gruber is a 1974 graduate of Cedarville with a degree in social science. He completed his doctoral studies at Miami University in 1990.

Current Trends in Education:

Cliques Hurt Middle School Kids

Though the literal definition of a clique is “a tightly knit group of friends,” the term can often evoke feelings of loneliness and unworthiness for those who are outside the clique’s circle. Even students that seem very friendly, well-rounded, and popular can be impacted by a peer’s rejection; however, this type of student is usually not the target of the lonely feelings a clique can induce. Students who are socially awkward, have low self-esteem, or who may not have the “right” personality or appearance are more than likely feeling some type of negative effect from a clique.

Cliques are forming among students as young as elementary age, and being part of one of these groups is becoming more important than family relationships. Children struggle to find acceptance due to our culture’s importance on having the right hairstyle, clothes, or other accessories, and they look to their peers for that affirmation. Their status is often determined by which of these things they have. Once in a

clique, girls can often become catty with nasty comments centering around material possessions and appearance, while boys usually emphasize athletic ability and physical feats.

It is important to be educated about cliques and to try to stop the negative influence they can cause before too much damage is done. As an educator, help your students understand how to treat others, and be a listening ear for those that are hurting from rejection. Hopefully, when they look back on their middle school years, the situations of rejection and hurt will only be seen as a learning experience on how to cope with negative situations throughout the rest of life.



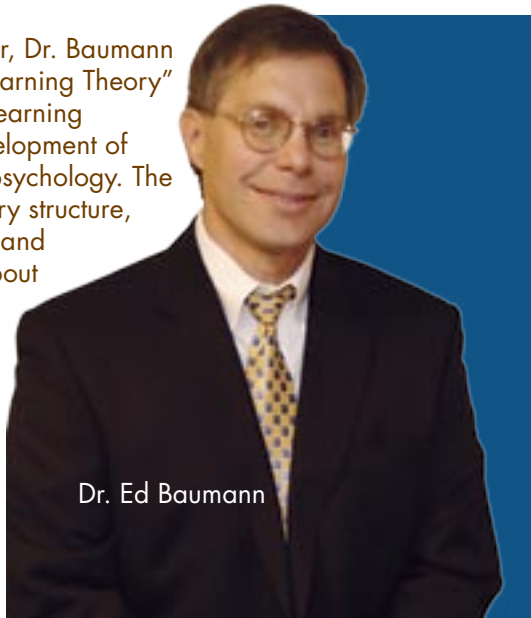
Summarized from “Current Trends in Teaching: Cliques Hurt Middle School Kids” by Jo Maurer. Ohio Association of Secondary School Administrators, Fall 2004.

Faculty Focus:

Ed Baumann, Ph.D

Dr. Baumann serves as associate professor of education and teaches “Educational Psychology,” “Philosophy of Education,” and the secondary education class “Teaching Thinking Skills.” He has been instructing at Cedarville since 1993. Dr. Baumann earned his B.S. (1983), his M.S. (1987), and his Ph.D. (1995) from the University of Wisconsin. He and his wife, Teresea, who is a middle school teacher at East Dayton Christian School, have two children. He also teaches adult Sunday school at his church.

For the 2005 Spring Semester, Dr. Baumann will teach a course called “Learning Theory” for the graduate program. “Learning Theory” is a study of the development of current theories in cognitive psychology. The class examines human memory structure, including encoding, storage, and retrieval processes; beliefs about oneself; intelligence; and how the nature of knowledge affects knowledge acquisition and the development of critical thinking, problem solving, and reflective thinking.



Dr. Ed Baumann

Why Take “Learning Theory?”

Learn Answers to these Vital Issues

1. There are many competing learning theories. How we view learning affects how we teach, so it is vital to evaluate current learning theories from a biblical perspective. How do we do that?
2. The belief that learners develop their own understanding of the world (constructivism) is an increasingly influential theory in schools. Can a Christian teacher be a constructivist, or does this theory violate the concept of absolute truth?
3. What are some of the implicit assumptions about learning made by the No Child Left Behind Act, and are they biblical?
4. How does our current understanding of issues such as intelligence and motivation affect our approach to issues such as school funding, curriculum, and instruction?
5. What are the major theories of learning that affect the practice of American schooling?
6. How can we develop a biblical approach to understanding learning theory?
7. What is intelligence, and can it be tested?
8. Are multiple intelligence theories biblical?
9. What is motivation, and how can it be increased in classrooms?

Tips for Teachers:

Getting Students to Think Actively in a Lecture Situation

by Dr. Ed Baumann, Associate Professor of Education

While we can engage in all kinds of teaching strategies to get students actively involved in the learning process, we still find that one of the main modes of teaching is to give students information — the infamous lecture method. While lectures are sometimes berated as bad teaching, when done correctly, lectures are still the most time-effective way of getting content to students. Nevertheless, anyone that has ever used lectures knows that one of the main problems with the method is that students assume a passive, non-thinking, receiving role. Yet, if the information being presented is useful and students will be required to use it in the future, we must get students to actively engage the information.

One technique is the “one-minute pause.” After presenting information to students, the teacher stops and asks students to reflect on the information that has been presented. A variety of questions are used to get students to do this. The teacher may ask them to write down one new thing that they have learned or address how this information applies to a particular setting (for example, “How does this apply to you as teachers?”). The teacher may ask students to write down an example from their own experience that illustrates a concept just talked about in class. Of course, these questions may vary according to the material presented. Some teachers usually have a set of questions they ask based on the content so that their students answer questions that are in line with the objectives for that day’s lesson.

There are several variations that are used just to keep the technique fresh. Students can write down a few sentences or a paragraph about what they have learned. Other times, students can turn to a partner and share an idea. Students may share their insights with the class as a whole or with a partner and then ask the partner to share that insight with the larger group (to promote more active listening). Since any technique can become routine if overused, these variations allow the teacher to keep students active and on-task. Of course, the act of having people share insights means that the “pause” may go longer than one minute, but the review is good in that



students may engage and get insights from their peers, and the teacher can check to see how he or she is doing in presenting information and if the students are receiving that information accurately. In general, these “pauses” take about three to four minutes.

One other thing to note in using this technique — timing is everything. A general rule of thumb is that you should never lecture longer to students than one minute for each year of life up to 15 minutes. So, if you are dealing with the typical sixth grader, who would be 11-12 years old, 10-12 minutes is sufficient for a lecture presentation; then engage in a “one-minute pause.” Any longer than that and the students may start to lose attention. Just a quick change in the demands we make on students can be enough to keep them active in the learning process and make lectures more effective.

Alumni Spotlight:

In Our Next Issue: Craig and Celeste Dunlap

In our spring issue, we will feature Craig and Celeste Dunlap, who graduated from Cedarville in 2002 with their master of education degrees.

The Dunlaps currently work at Calvary Christian School in Covington, Ky. When they decided

to get their graduate degrees, they were looking for a local program that was affordable with a good reputation for teaching excellence. At first they decided to enroll in a local graduate program in Kentucky, but they soon realized that it was not the right place for them.

They heard about Cedarville’s graduate program through a brochure they received in the mail. Through the work of God, they were able to attend CU’s program.

According to the Dunlaps, the graduate program exceeded their expectations.

They were stretched to think about education in an entirely different way. One way that the program helped them was to teach them more about technology in the classroom. They even learned how to create a Web site.

Read more about this couple and their experience with Cedarville’s graduate program in the next issue.

Dollars That Make Sense

Would you take graduate education classes "if only they were more affordable?" We have great news!

Cedarville University's graduate education program is pleased to offer early registration and need-based scholarships available for your continuing education! Our goal is to make a Cedarville graduate education competitive with state programs and affordable for those on limited budgets. You should have received in the mail information on how to qualify for an early registration scholarship. In addition, you may apply for a need-based scholarship by visiting www.cedarville.edu/gradaffordable and clicking on "Scholarship Application." If you have any questions, call Bruce Traeger at **1-888-CEDARVILLE (233-2784)**.

Earn your M.Ed. at

CEDARVILLE

university



inspiring.

Join us in the fall or spring and complete a class in just four Saturdays.

**www.cedarville.edu/graduate
1-888-CEDARVILLE (233-2784)**

The University does not discriminate on the basis of ethnicity, color, sex, or national origin. The University admits students with various disabilities.

Mission

To prepare compassionate, professional educators who are committed to the integration of faith, learning, and life as demonstrated in teaching competence and Christlike character through leadership and service.



Cedarville Graduate Education Quick Facts

- Designed to increase professional effectiveness
- 32 credit hours (11 may be transfer hours)
- \$290 per graduate credit hour, \$145 per CEU
- Classes offered conveniently four Saturdays in the spring and fall; one to three-week modules in the summer
- Relevant, thorough, and distinctly Christian content
- Two-year or three-summer completion options
- Accredited by North Central Association of Colleges & Schools and Association of Christian Schools International (ACSI)
- Satisfies ACSI biblical studies requirement

CEDARVILLE
UNIVERSITY
251 N. Main St., Cedarville, OH 45314

RETURN SERVICE REQUESTED

Non-Profit Org.
U.S. Postage
PAID
CEDARVILLE, OH
Permit No. 1