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*by Dr. Mary Stephen, Director
Reinert Center for Teaching Excellence*

When I was given the task of writing an article on how I integrate teaching and research, my first response was "Well, I couldn't get the job done without integrating them." That might be an exaggeration, but integrating teaching and research simplifies my professional life and makes me both a better



tor who is accessible, willing to share his or her credit with you, and who has significant connections to senior researchers in your field.

Be aware of gender-specific challenges. Research has shown, at least in the sciences, that women report being less assertive and having more vague career aspirations.

Be dedicated to hard work.

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Is there a key to achieving success as an academic? It seems that success is largely dependant upon integration, that is, the harmonization of personal or family, teaching, research, and other elements of life. Here, I would only like to note a few practical suggestions about how to overcome those challenges:

Find your most productive time and setting, and guard it from interferences.

Find your passion and develop your research and teaching around it.

If teaching is your primary form of scholarship, find ways to disseminate your work.

Find a supportive men-




-vidual course assessment requirement for accreditation.

In summary, I believe that issue-based teaching can benefit both the student and engaged scholar. Since, as the professor, I get to at least influence the issue the course addresses, I can ensure that the course coincides with my current research interests, thereby allowing me to focus my thoughts and energies upon a single issue rather than feel as if I am conducting multiple, fragmented research projects. For students, an issue-based approach to learning more closely simulates the experiences they will have outside of the university—the presentation of equivocal messages and multiple perspectives for interpreting those messages. Finally, it encourages all of us to engage it what Langer calls mindful learning. “A mindful approach to any activity has three characteristics: the continuous creation of new categories; openness to new information; and an implicit awareness of more than one perspective” (Langer, 1997, p. 4)....and isn't that really what a liberal arts education is about?

Bear with me here. I was asked to share my thoughts regarding the integration of teaching and research. I was not told to make it a “how to,” nor was I told to make it an academic discourse waxing philosophic about the symbiosis between the two. I am thoroughly puzzled and troubled by the need to have the conversation. Let me explain.

My father was the first of our clan to commit to college. His parents did not understand the desire to go to college and regularly pushed him to “grow up” and get a good-paying job in the foundry at John Deere like the

Langer, E. J. (1997). *The power of mindful learning*. Perseus Books Group: Reading, MA.



-tion is the role and scope of the university. Simply put, the university is the place where people of potential are equipped to lead a society forward. The research, service, and teaching mandates of university faculty are manifestations of our contributions to societal change.

When I joined the academy, I had a very clear understanding of my identity and

my mission. I make my personal mission very clear to my students in any and every setting. I am a professional learner, paid to continue my own learning, model and guide that learning for others with the ability and desire to accept my mission as their own, and share my learning with those committed to taking learning out into society. I cannot compartmentalize my life into arbitrary re-

search-teach constructs as if they were discrete, even opposed, entities. At the core, there is me. I am not a researcher; I am not a teacher. I am a professional learner that loves all ways and shapes of knowledge. For me the integration of research and teaching is very simple. Research and teaching are integrated in my person.



I'd like to twist our theme of integrating teaching and research to present a strategy for helping students develop their own research skills. Dr. Bernie Dodge developed the WebQuest concept in 1995 at San Diego State University. He describes the WebQuest as "an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web." A WebQuest might run for one class period, a week or two, or an entire course.

A WebQuest typically revolves around an open-ended question that can be approached from multiple perspectives. Students are presented with a task to complete, a process by which to complete the task, and suggested resources for research. According to Dodge, by pre-selecting resources the WebQuest creator is "using learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation."

Role-playing is an interesting aspect of the WebQuest process. Students assume roles associated with the question, and conduct research from the perspective of this identity. Role-playing can make approaching a controversial topic such as Euthanasia or capital

punishment easier, because the student is forced to interact with the subject from a fresh perspective. After the research process, students are typically asked to come to a consensus about the question.

Popular in K-12 schooling, WebQuests are starting to find their way into the higher educational setting. Writing a good WebQuest can be a challenge, but fortunately there are scores of excellent WebQuests already in existence on the web, so you may find one you can use in your class.

Here are several examples of high quality WebQuests, ready for classroom use. This summer the Reinert CTE and Pius XII Memorial Library will co-sponsor a weeklong WebQuest Project for faculty who are interested in developing their own WebQuest. The Project, which will be held from June 7

The Sun Conference on Teaching and Learning

March 5-6, 2004

University of Texas at El Paso

This international conference gathers university faculty and instructional staff to share their latest successful ideas on teaching practice in higher education. Keynote speakers will include Dee Fink, Brian Coppola and Lary K. Michaelsen. Online registration begins on December 1, 2003. For more information about this conference, please visit www.utep.edu/cetal/sun or call (915) 747-8794.

**The Teaching Professor Conference:
Celebrating Teaching and Promoting Learning**

May 21-23, 2004

Hilton Philadelphia/Cherry Hill

This conference offers four tracks, panels and poster sessions for various roles and concerns of teaching professors. For more information about the conference, about submitting proposals and registration, please visit the website:

<http://www.teachingprofessor.com/conference>

or contact *The Teaching Professor*, 2718 Dryden Drive, Madison, WI 53704-3086, (800) 206-4805 or e-mail: conferences@magnapubs.com.

**Faculty Development for Teaching,
Learning and Technology:**

Principles in Practice

June 14-18, 2004,

Portland State University

This conference offers two tracks, one for administrators and one for faculty developers. The featured presenters are Alan Guskin and Mary Marcy, Co-Directors and Senior Scholars for the Project on the Future of Higher Education at Antioch University. For more information, please check the website: www.oaa.pdx.edu/cae/smrinst04.html or contact Devorah Lieberman, Vice Provost & Special Assistant to the President at (503)725-5642 or liebermand@pdx.edu.

SAPES/STLHE 2004: Society for Teaching & Learning

in Higher Education:

**"Experiencing the Richness
of the University Mosaic"**

June 17-19, 2004

University of Ottawa

www.uottawa.ca/services/tlss/stlhe2004

This conference focuses on how to reach individuals through diversity of culture, language, accessibility, learning styles and strategies, expression, technologies, etc.

**Twenty-Sixth Annual Summer
Institute on College Teaching**

The Virginia Tidewater Consortium for Higher Education will hold its 26th Annual Summer Institute on College Teaching from June 6-11, 2004, at The College of Wills3-6(g)-n-5(g-6(/.d/sth)-c

**Learning to Look:
Teaching Humanities with Visual
Images and New Media**



January 23 @ 1:30 p.m.
Verhaegen 212

Incorporating Technology Into
Student Assignments
Sandy Gambill, Reinert CTE

These workshops are offered by the Reinert Center for Teaching Excellence. They are designed to assist graduate students and faculty enrolled in the Certificate in University Teaching Skills program to meet the technology requirement. All sessions will be in Verhaegen 212, and last approximately 1 1/2 hours. Please register for these sessions by email: cte@slu.edu. For more details, contact CTE at 977-3944.

Getting Started with Learning Technologies

February 3, 2004
2:30-3:30, VH 212

Using Online Templates to Design Learning Activities

February 18, 2004
2:30-3:30, VH 212

Simple Website Development—Part I

February 25, 2004
2:30-3:30, VH 212

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On May 11th, 2004, from 1-4 pm, the Office of the Provost of Saint Louis University, the Reinert Center for Teaching Excellence, and the First Year Experience Program will sponsor a conference about teaching freshmen and incoming students. For more information, or to register for this conference, go to:

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Teaching Excellence**

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