

## Scholarship of Teaching and Learning Events, 2004-2005

Register for events at: [www.indiana.edu/~sotl](http://www.indiana.edu/~sotl)

### Friday, September 24, 2004

Roger Hangarter—Biology  
Taking the Excitement of Discovery to the  
Classroom and Beyond  
Frangipani Room, Indiana Memorial Union  
Noon – 1:30 pm

*\*Lunch provided from 11:30\**

### Friday, October 1, 2004

Michael Nelson—Graphics and Publications  
Toolbox: Design Workshop for Poster  
Presentation  
Teaching and Learning Technologies Center  
(Main Library, Undergraduate Tower, 3<sup>rd</sup> Floor)  
3:00 – 4:30 p.m.

*\*Light refreshments provided\**

### Friday, October 8, 2004

George D. Kuh—Education  
The Research University and Innovation in  
Undergraduate Education  
Georgian Room, Indiana Memorial Union  
Noon – 1:30 p.m.

*\*Lunch provided from 11:30\**

### Thursday, October 21 through Sunday, October 24, 2004

International Society for the Scholarship of  
Teaching & Learning Inaugural Meeting  
Indiana Memorial Union

*\*Registration required: [www.is-sotl.indiana.edu](http://www.is-sotl.indiana.edu) \**

### Friday, November 5, 2005

Toolbox: Turning SOTL Conference Papers  
into Publications  
The SOTL Team  
Coronation Room, Indiana Memorial Union  
Noon – 1:30 p.m.

*\*Lunch provided from 11:30\**

### Friday, January 28, 2005

Frederika Kaestle and April K.  
Sievert—Anthropology  
Linking Professional and Classroom Practice: A  
Survey of Professionals on Hands-on Instruction  
Georgian Room, Indiana Memorial Union  
Noon – 1:30 p.m.

*\*Lunch provided from 11:30\**

### Friday, February 11, 2005

Bernice Pescosolido, Suzanna M. Crage, and  
Emily Fairchild—Sociology  
Getting Our Money's Worth: Consumerism  
Attitudes among Indiana University Students  
Frangipani Room, Indiana Memorial Union  
Noon – 1:30 p.m.

*\*Lunch provided from 11:30\**

### Friday, March 4, 2005

Elizabeth A. Armstrong and Brian  
Sweeney—Sociology  
An Erotic Curriculum? A Comparative Study of  
Collegiate Sexual Cultures  
Georgian Room, Indiana Memorial Union  
Noon – 1:30 p.m.

*\*Lunch provided from 11:30\**

### Friday, April 1, 2005

Carol Hostetter—Social Work  
Creating Social Presence in Online Learning  
Georgian Room, Indiana Memorial Union  
Noon – 1:30 p.m.

*\*Lunch provided from 11:30\**

### Thursday, April 14, 2005

The SOTL Community and Jeanne Sept—Vice  
Chancellor for Academic Affairs and Dean of  
the Faculties  
SOTL Spring Celebration  
IMU University Club  
4:00 – 5:30

*\*Refreshments provided\**

### May 12 and 13, 2005

SOTL Writing Retreat  
Cosponsored by the Scholarship of Teaching and  
Learning Program and the Campus Writing  
Program  
Devault Alumni Center, 1000 East 17<sup>th</sup> Street  
8:30 a.m. – 4:00 p.m.

*\*Proposal required: [www.indiana.edu/~sotl](http://www.indiana.edu/~sotl) \**

## Scholarship of Teaching and Learning Kickoff Event

Taking the Excitement of Discovery to the Classroom and Beyond

## **Roger Hangarter, Associate Professor, Biology**

**Friday, September 24, 2004**  
**Frangipani Room, Indiana Memorial Union**  
**Noon – 1:30 pm**  
**Lunch will be provided from 11:30.**  
**Register at: [www.indiana.edu/~sotl](http://www.indiana.edu/~sotl)**

Plants typically move and change on timescales that are too slow to be easily observed by most people. This temporal disconnect contributes to the phenomenon of “plant blindness,” in which students fail to see plants as alive and tend to regard them as boring and unchanging. As a result, students who might otherwise make good plant biologists fail to develop the skill of detailed observation that is so fundamental to science. They often enter other areas of specialization that look exciting by comparison. To address this fundamental misconception and cultivate in students the skills that would dispel it, Professor Roger Hangarter drew on the same time-lapse methods that he uses in his research to give students a fresh look at plants. Specifically, he has made available to students the time-lapse movies he uses to analyze how plants respond to environmental stimuli, such as light and gravity. As they do for scientists, the movies reveal to students important details that are often missed by relatively simple before-and-after comparisons.

The rich connection that Professor Hangarter made between his research and his teaching has set in motion an innovative teaching agenda that continues to expand. While the quality and character of the questions that his own students ask have clearly improved after the introduction of the videos, a more surprising outcome has been their enthusiastic reception by a much broader audience. An award winning public educational web site, several artistic collaborations and creations, exhibits at the United State Botanical Garden and the Chicago Botanical Garden, citations in scientific and popular journals, and significant interest from the National Science Foundation suggest that this work is addressing a widely-recognized problem. In this presentation, Professor Hangarter will discuss his realization of a serious misconception among biology students, how that developed into a teaching innovation that draws on actual basic research methods, and his further extension of this work into a powerful demonstration of the dynamic nature of plant growth and development to the public at large.



See

[www.bio.indiana.edu/facultyresearch/faculty/Hangarter.html](http://www.bio.indiana.edu/facultyresearch/faculty/Hangarter.html)