

The Teaching Professor Conference  
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Nashville, Tennessee.  
Report  
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The 2006 Teaching Professor Conference in Nashville resulted in an opportunity to attend a number of informative sessions on teaching strategies. Along with attending sessions, I had the opportunity to network with faculty from other institutions, which yielded illuminative informal meetings and discussions on area topics in teaching and learning.

The following brief summary represents a few sessions I attended.

### **Leadership: Out of the Class on to the Stage**

This session incorporated theater as a means for students to generate leadership skills based on material covered in class discussions. The session covered the guiding thoughts for learning, the “art” of leadership, benefits and limitations of linking leadership to theater group structure, reforming script writing information covered as class discussions. The presenter further discussed how students are required to form subunit groups to render the distinct tasks for presenting the play.

### **Teaching Ourselves to Teach: Building a Learning Community via a Lecture Series**

This session focused on how the Howard University (CETLA) Center for Teaching Excellence is building a learning community via its Guest Lecture series, where they focus on Howard University faculty presenting their best practice strategies. Each presentation is posted on the CETLA website. The session workshop covered areas such as identifying topics of interest to faculty, recruiting faculty experts, setting lecture parameters, selecting a setting, event publicizing, and how to introduce and objectively evaluate the lecture.

### **Teaching and Learning through the Psychomotor Domain**

The goal of the lecture focused on examining how students actually learn, and developing experiences to achieve goals and meet objectives. During the session, we reflected on our teaching practices and our students’ learning, and whether the three domains are considered in designing our instruction. Three Domains codified as Cognitive-Thinking, Affective-Feeling, Psychomotor-Doing were presented. The Three Domains were connected to the Conscious Competence Model. “Bloom’s” *Taxonomy of Educational Objectives* as edited in *Handbook I: the Cognitive Domain*, and *Handbook II: The Affective Domain*, edited by David Krathwohl were discussed. The question of where’s *Handbook III*, the Psychomotor-Doing and its impact on instruction into knowledge became central in the workshop.

Presentation Handouts: [Click Here](#)