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ACKNOWLEDGMENTS

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Utilizing Hypnotic Trance to Facilitate Learning Within the Classroom

Craig. E. Abrahamson
James Madison University
Harrisonburg, VA

Objectives:

1. To describe the clinical definition of hypnosis and how it relates to classroom learning.
2. To identify the principles of Ericksonian hypnosis and how they can be utilized to enhance learning within the academic classroom.
3. To describe and demonstrate a hypnotic induction(s) within the seminar (classroom) setting.
4. To discuss and describe methods regarding how we might apply principles of the hypnotic trance to our own teaching as a way of empowering student learning.

Target Audience: Faculty, administrators, all learners.

Activities:

1. Introduce concept and components.
2. Introduce hypnotic trance activity.
3. Communications, sharing and suggestions for future implementations.
4. Share references with audience.
5. Summary and closure.

Introduction and Background Information:

For over thirty years, it has been my privilege to watch the development of the work of Dr. Milton H. Erickson and to actually participate in the implementation of hypnotic trance as a facilitating mechanism that has been shown to enhance learning within the classroom setting. Dr. Erickson is perhaps best known among therapists and educators alike for his technique know as "conversational hypnotic trance". Hypnotic trance is often defined as the evocation and utilization of unconscious learning. People are often most open to learning in this state due to the fact that one's usual frames of reference and beliefs are temporarily altered so one can be receptive to concepts and information that may be somewhat different from what already has been assimilated into his or her cognitive frames of reference. Dr. Erickson, often referred to as the "great genius" of trance induction, used anecdote as metaphor to affect what often seemed to be miraculous learning on the part of students. According to him, hypnotic trance is a normal daily occurrence, and if utilized within a "formal learning environment", it greatly empowers student's learning of new and often foreign concepts.

All aspects of learning create experiences, whether the content is subjective or empirical in nature. The utilization of hypnotic trance to facilitate learning within the classroom develops a context for both active learning and remarkable ownership of the learning, both in terms of process and content. It should be emphasized that this manner of using hypnotic trance does not consist largely of discussion or teaching in the usual sense. This method combines lecture, discussion and **action**, with the action being an assimilation of the new material into the student's cognitive and behavioral structure, with the action-taking place in the classroom and outside of it in the student's real world.

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What To Teach A Team Quickly
(Icebreakers Boost Team Work)

D. Perry Achor
Janet R. Achor
Purdue University
W. Lafayette, IN

Objectives:
Upon the completion of this exercise the participants will be able to:
> Explore the effects of setting clear objectives, planning, and organizing on team productivity and output.
> Examine different factors that may affect profitability.

Abstract
Most textbooks describe the management process as one that involves four functions: planning, organizing, directing, and controlling. How each of these functions **are** performed will determine, to a great extent, whether a company is successful or not in meeting its objectives.

Like larger systems, small teams must also consider these functions if they are to be successful. Frequently, team task accomplishment involves interdependencies among members and requires a high degree of coordination.

In both cases, tasks to be accomplished must be analyzed and objectives must be established in advance. Once these objectives are clear, the team must quickly get acquainted and plan how it will organize its members and utilize resources to achieve these objectives. In many companies, one of the objectives will involve profitability. Just as companies must plan and organize for production, they also need to plan and organize to ensure that profit objectives are met with the specified time limit.

Presentation Outline:
In this exercise, participants will have an opportunity to compete with other teams in constructing a structure. The teams will be given a package of lined 3x5 cards (100), one ruler, stapler, and tape. Initial **cost of supplies is $7000 (100 cards at $70 each). The success of each team will be measured by using the square inches of floor space, aesthetics, and quality of their completed structure to determine an appraised value. Profit is determined by subtracting costs from the total appraised valued of the finished structure**. As you will see, many factors are involved in determining the appraised value. Therefore, it is essential that each team analyzes this task carefully, set objectives quickly, and plans the best results having known each other for such a short period of time.

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Two Bags Full of Feedback

Janet Achor
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Objectives:
- To offer the participants an opportunity to provide one another with feedback about their interpersonal traits and behaviors
- To help each participant to determine his or her strengths and avenues for growth; to provide a growth opportunities
- To assist each team member in developing a set of action steps for personal growth

Abstract:
Maybe it's memories of grade school. Everybody seems to dread evaluations (Dannhauser, 1999). In the workplace, the dreaded performance evaluation has evolved because of this very thing. Lawsuits can result if a person is given positive reviews year in and year out and that person is later reprimanded or let go because of poor performance. In recent years, the employer-employee confrontations have resulted in lawsuits based upon faulty or flawed performance reviews Rappoport & Zevnih (1994). If you think you are doing a good job when others don't agree but are afraid to say so, you probably won't modify traits or actions that can make you a better team player (Fisher, 1999). The evolution of the performance evaluation has led to the 360-degree performance evaluation that is used frequently in the workplace today. Because organizations are relying on team structures to accomplish goals, the 360-degree performance appraisal makes perfect sense.

A 360-degree performance appraisal utilizes feedback from the full circle of people with whom a person interacts (Robbins & Coulter, 1999). These authors offer advantages to this type of performance appraisal. One is that they offer a more comprehensive perspective of an employee's performance. This type of appraisal also offers more credibility and is less likely to be biased. Lastly, the 360-degree performance appraisal permits an employee to compare his or her own perceptions with the perceptions that others have of his or her attitudes, skills, styles, and performance. With the increased use of teams in the workplace, this is an effective use of feedback. In the classroom, a variation of this type of appraisal can be used for teams to evaluate performance.

Presentation Outline:
The *Two Bag Full of Feedback* exercise allows students in teams to offer constructive feedback to members in a non-threatening activity. As in the workplace, students in teams dread offering negative feedback to fellow team members. However, this non-threatening and constructive form of feedback focuses on strengths, growth opportunities and allows each member to freely state their opinions. Through this procedure, each participant is given two bags labeled strengths and growth opportunities. They are given a list of words that may be used as strengths and growth opportunities. Using 3x5 cards (cut in 4 pieces) the team members fill the bags of the other team members. Each participant shares his or her strength cards with the entire class and later in the team where critique and feedback is given to the participant. The participant receiving feedback contracts with the team to take specific action steps in pursuit of the chosen growth opportunity and writes them on the back of the 3x5 card.

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How Does Your Profile Compare with Your Colleagues?

Lynne Anderson
John Carta-Falsa
National University
Costa Mesa, CA

Individual awareness of a learner's profile has a profound effect on educators. As educators view themselves as both learners and teachers, their traditional perspective of teaching and learning shifts. By becoming more aware of learning profiles, educators become profoundly aware of the duality in the roles of teacher and learner. Teaching and learning are dynamically linked. Consequently, teacher and students begin to view themselves as both teachers and learners and mentor each other.

Through self-discovery tasks, participants will share their stories of learning that will be shaped into a composite picture of learning profiles. Workshop participants will become aware of their own learning profiles and, as they do so, they will become aware of the possible differences among learning profiles.

Tools for Understanding: Comprehension Strategies

Jo Ann F. Bass
Randall V. Bass
Valdosta State University
Valdosta, GA

Target Audience:

The intended audience for this presentation is all higher education teachers in all subjects.

Objectives:

1. To engage participants in a conversation about strategies they use to assist their students in understanding material taught in their courses.
2. To demonstrate the use of some comprehension strategies with which participants are not familiar.
3. To discuss with participants the uses of these strategies to improve students' learning.

Content:

Numerous comprehension strategies have been developed over the years that are quite useful in promoting student learning. Most experienced faculty members are familiar with a few of these strategies, either through deliberate study, through their experiences as students, or by developing variations of them on their own. The intent of this session is to offer participants other strategies that may be useful in their classrooms. Some of these strategies will be demonstrated, with the attendees participating in the role of students, and others will be described briefly. All will be included in a handout with directions on how to use them. Strategies to be included are anticipation/reaction guides, semantic feature analysis, data charts, K-W-L, Oprah Winfrey strategy, list-group-label, and three-level study guides.

Format:

This session will be conducted using a variety of formats. It will begin with participants completing an anticipation guide in which they indicate their agreement or disagreement with some statements about the topic we are presenting. A discussion of techniques that the participants are already using, how they are using them, and how well they are working will follow this activity. Then we will demonstrate some of the strategies that are used by few of the participants, with the participants acting in the role of students. Throughout these activities, participants will fill in a data chart as each strategy is demonstrated or discussed. Finally, participants will complete a reaction guide in which they respond to the same statements that were on the anticipation guide and discuss the changes in their responses.

Student Identities and Media Literacy

Joan Basel Beaudoin
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Chicago, IL

"Those who tell the stories also rule society."
Plato

Humankind may have had more bloodthirsty eras, but none as filled with images of expertly choreographed brutality which enter our homes each evening through our television sets and computer screens. The unfortunate truth is that in average American households the television is turned on for more than 7.5 hours a day. If we wish to search for a common thread among all of our students - in areas of poverty or affluence, across cultures and class lines, immigrant homes or pilgrim descendants – it is that they are exposed to more hours of television/media than hours in school. Television offers our students a viewpoint of the world and a sense of identity that is carried over into the classroom whether or not we, as teachers, acknowledge what they watch.

Douglas Kellner, in *Cultural Studies, Multiculturalism and Media Culture* (1995) writes that "Radio, television, film and the other products of media culture provide materials of which we forge our identities, our sense of selfhood; our notion of what it means to be male or female; our sense of class and ethnicity and race; of nationality, of sexuality, of "us" and "them". Media images help shape our view of the world and our deepest values: what we consider good or bad, positive or negative, moral or evil." While we cannot be expected to become media experts, no matter what our disciplines emphasize we should also have a degree of "media literacy". Great teachers recognize the broad variety of learning styles in their classrooms and to utilize media as catalysts for discussion or as alternative methods of instruction for visual learners or as
means for a multicultural approach to various subjects are challenges we need to accept.

Objectives

    To document how Media, especially Television, have influenced our students
    To demonstrate how our culture, race, social class and gender affect how we perceive visual messages
    To explore exercises in Media Literacy and offer suggestions for further study

This interactive session will open with viewing a montage of TV and film clips to engender discussion of personal issues of race, ethnicity, sexual orientation, gender and class. A handout of statistics about media, identity, violence and stereotypes will be distributed as a source of further discussion of media's role in our perceptions. We will discuss how journals and small group questions can be utilized to help students recognize how they identify with TV characters and where their "cultural" ideas developed – from family, school or the media. The hour will close with a "Media Literacy Pop Quiz" by viewing more video examples and expressing our differing interpretations of the same visual images.

According to Carlos E. Cortes in *The Children Are Watching,* (2000): "Well before school educators even began *talking* about multicultural education, the mass media *were* multicultural education – a chaotic, anarchic, semicoordinated, multivocal, usually unintended but nonetheless relentless flood of media textbooks on diversity, emanating from radios and television sets, inhabiting movie screens, and occupying the pages of newspapers and magazines." Our students learned family values from *Lion King,* intercultural relations from *Pocahontas,* gender relations and whether they "fit in" from nearly *every* stereotype-laden TV show on the air. Meanwhile, many of us assert that we are too busy to watch television and wonder why we don't connect with our students.

As instructor and coordinator of several sections of the course *Culture, Race & the Media* at Columbia College Chicago I read student reviews of the class. Students write that they obtained more of their views about the world from television, especially in subjects in which they had no direct experience, than they previously realized. Media literacy, having the tools to recognize overt and subtle influences and "mediated messages", enhanced their ability to interpret information about their place in society. We have

provided similar workshops for new instructors at Columbia who are not teaching media-related subjects as well. The school recognizes that "active learning" takes many forms and instructors who utilize film, television and multimedia examples in the classroom achieve greater response and better retention of materials. But going beyond the "learning aide" approach, the more we understand about media literacy, the better we can provide the most beneficial media examples for our students, especially those from culturally different backgrounds.

Critical media pedagogy enables individuals to resist media manipulation and increases their freedom of choice. This ISETA workshop will challenge the audience to explore the possibility that the media can become an alternative approach to traditional education at least, and at best, become a means of connecting with our students on a new level. Instructors have two decisions: *if* they will utilize the media in their approach to education and how they will gain skills to become more media literate.

The session's interactive analysis of racial, ethnic and bias-ridden images, statistics regarding media literacy, small group activities and suggestions for recommended readings will benefit teachers and administrators who: 1) wish to improve their media-related skills, 2) recognize the value of the media for discussion of cultural diversity and identity and 3) wish to acquire easily adaptable media literacy exercises.

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The Integration Of The Self In College Teaching

Frank Belizzi
Quinnipiac University
Hamden, CT

Objective

To demonstrate and discuss how the "self" can be integrated in college teaching, and the value of such an endeavor.

Target Audience

All

Activities

Discussion and experiential

Piaget stressed that every thought an individual has is accompanied by an affective state and these states can be powerful reinforces for learning. In education we have created an environment that overlooks this basic principle. For nearly fifty years we have claimed and research has supported that learning is most integrated when it is meaningful and relevant to the learner. What is meaningful and relevant somehow needs to be connected to the learners' self concept-who he or she is; what life experiences they bring to the learning "table", and their dreams, goals, and expectations.

If we accept the fact that the "self" is the vehicle that synthesizes all of life's experiences, then it makes pedagogical sense to attempt to interconnect all of what a student is expected to learn within a holistic framework wherein both cognitive and affective states are engaged in learning process.

In this proposed presentation/workshop, participants will have the opportunity to examine and experience how the "self" can be incorporated into whatever discipline that is being taught. Exercise and small group discussions will highlight techniques and processes which can help the student tie-in the learning material in a way which is relevant to them. Participants will explore how the classroom academic experience can go beyond the traditional acquiring of information and concepts, to creating a framework for instruction in any discipline where learning can be viewed as a metaphor for life and in particular a vehicle for self-understanding and self-growth. The integration of the experiential and cognitive aspects of learning will also be demonstrated.

This program is intended for all audiences, and in particular for those faculty and practitioners who wish to explore the concept of "possibility" and confluency in the classroom.

Reflections from the Academy: Bridging Practice and Theory

Barbara Benson
Assistant Professor, Early Childhood Education
Piedmont College

Objectives:

 The purpose of this presentation is to examine how to strengthen more long-term learning from experiential learning by providing students more opportunities to reflect about the meaning of the experiences. Reflective experiences often take place in a variety of forms with in the context of experiential learning; students may be required to reflect about the experience via a written report, a journal entry, engage in a discussion about the experience and./or demonstrate what they have learned. Students often learn more from reflection on experience rather than on the experience alone.

Audience:

The session is geared toward professionals who are interested in exploring strategies to promote student reflection within the context of the field setting. The session is also directed toward professionals whose goal is to become more reflective.

Introduction:

Programs in higher education continually struggle to close the gap between practice and theory. Efforts to bridge this gap are often addressed through experiential learning in order to support student understanding of "real life" issues. Experiential learning refers to a wide variety of educational experiences, such as community service activities, classroom-based fieldwork including practicums and student teaching, sensitivity training internships, or experiences working in business or industry. According to McKeachie (1994), these types of experiences connect "learning, thinking, and doing" (p. 140). How do educators successfully guarantee that these educational experiences will carry over to classroom learning? Unfortunately, McKeachie suggests that there is minimal evidence to support the effectiveness of field experience in meeting educational goals or to guarantee that the experience will be educational (1994).

Activities:

The presenter will begin by sharing about her participation in an eight week practicum in a kindergarten classroom in a linguistically, ethnically, and socio economically diverse elementary school. Personal reflections and inquiry related to the role of reflection in field experience will be the focus of the discussion, using real journal excerpts to engage audience participants in the discussion. The second part of the presentation will focus on specific strategies for promoting the process of reflection. Students may not always understand how to reflect upon experiences deeply and may fail to see the underlying causes of many problems (Berlinger, 1992). How do educators teach the process of reflection? The present will share suggestions for helping students learn to become more reflective.

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Distance Cola: Effervescent learning ONLINE

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By definition, interactive learning can occur any time with two or more people, and before our electronic era, most of us who taught engaged learners in discussion within our small classroom group. Two-way radio and television opened new vistas by allowing participation from remote home communities. But speaking is one thing and reading what others write another, since commitment of ideas in writing allow re-readings and reflecting over time, while conversation is mis-remembered, if remembered at all. In early days, written work was copied and swapped in the classroom, taken home and read for subsequent discussion. With distance learning sites the fax machine and photocopier allowed similar though more costly and cumbersome exchange.

The dam broke with interactive online software; floods of new options became available for those willing to get wet anytime, from anywhere, 24 hours a day, seven days a week. Syllabi, readings and assignments are online or linked to my website [see below]. This summer 250 students posted their thoughts about the considerations and reading, commenting on each other's posts, and updating their thoughts in writing at least three times per week for ten weeks. As we end the course, postings number 12000, 48 per student, well over the 30 required. None are fully alike in length, style or quality, but the volume and content reveal extensive, enthusiastic engagement and definite learning. Frequency and repetition-variation over time is vital in developing growth in online skills.

I offer two types of courses: Comparative Arts and Ideas, in which we examine one story through the varied ways it is told in many distinctive art forms at different times, and Regional Arts and Cultures, where we explore many different arts in one cultural region over time. In both I set up a dozen areas to consider in an order of ascending complexity, and all students deal with those interactively in the required three online steps after reading assignments. The courses are each different, but the pattern remains similar.

First, each learner writes an explanation of the posted assignment, as they understood it. Second, they read each other's initial compositions, see the spectrum of approaches in many responses and write an update of their earlier views. Third, they repeat that step, reading many updates, paying attention to and keeping notes in their learning journals on what they learned, how their learning accumulated, and what they understood about personal ways and styles. They are asked to pay attention to how they may use that awareness to direct their future learning processes. The overall goal is to move toward self-direction in learning across the curriculum for the rest of their lives.

I use six models in my courses. One deals with how Change unfolds. A second deals with many aspects of Bias. Three is Components and Techniques within subject areas. Four is a Ladder of many levels for approaching study of a topic. Five deals with Evaluating Information Sources. Six covers Schools of Thought and how they shape interpretations. All six models rely and build on each other, as becomes ever more apparent through the course.

We begin the first of our weekly steps with the Change model, known as the Hexadigm. We examine the effects of Cultural Sequences, Mutual Influences, Regional Diversities, Modernizing Technologies, Expanding Comprehensions and Revised Interpretations plus their interrelation. Each learner does his three postings, plus commenting on the work of others. In the process they also begin to get acquainted with each other and share personal information. In week two each learner selects a topic to study for the semester: dance, sky stories, painting, history, trade, religion, animal lore, healing, and so on. They create an overview of their topic by imagining what happened within each of the parts of the change model, thereby creating an overview from their own prior knowledge or imagination around the structure provided. They must not look up of research their selected topic until after they have done this step, though some of them tell me later they found that highly difficult, and some fess up that they fudged just a bit.
In each subsequent week they pursue the same step with their diverse topics. In week three they gather information sources from library, web, interviews, museums and other diverse sources, gaining a wide

spectrum of views and databases.   In week four they examine the potential biases of each of those types of sources and authors. In week five they look for several different levels for examining their topic: literal, informational, structural, imagistic, cultural, symbolic and so on. Week six focuses upon the topic through it various components ways of functioning.   Weeks seven and eight are devoted to analysis of the sources of information and various ways they approach explaining the topic. The next three weeks explore the topic through early schools of thought, 19th and early 20th century schools and Global/Post-Modern schools.

Throughout these weeks, each student is presenting his findings about the topic within the scope of that weeks scheduled activity, and all are learning about the many topics and coming to see the nature of academic inquiry across all fields. Finally, they each create a "play" in which six or more personages representing different Schools of Interpretation debate the nature of the topic --- which is clearly the highpoint of the course, and some works are most imaginative, humorous and inspiring.

Interaction is high, encouraged by my giving each an A the start, which they keep by showing growth in ten criteria weekly: (1) knowledge, (2) arts terminology, (3) arts component relationships, (4) information source skills, (5) author and source evaluation, (6) analysis and synthesis, (7) explaining causes and relationships, (8) writing and posting, (9) online discussion, and (10) constructive helpfulness. There is no curve, and I see this takes the pressure off, focuses on learning and growth, gives hope to those who have previously done poorly, creates community, demonstrates trust and confidence and evokes integrity

During the final weeks they summarize and synthesize for each other what they think important to tell about their topic, comment and respond to each other synthesis, and evaluate the course, their own work and make some future guesses about where their topic seems to be headed. All of this is done interactively online and some deep friendships develop as a result.   As teacher, I read all new posts each day, comment where I feel it is necessary and stay out of the way as much as I can. It is the most rewarding and productive teaching or fostering of learning I have ever experienced in my fifty years as a teacher.

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SPANNING THE BARRIERS TO APPLIED SCIENCE LEARNING: RESTRUCTURING TRADITIONAL APPLIED SCIENCE LECTURE-LABORATORY COURSES TO INCREASE DELIVERY SUCCESS THROUGH A MODULAR - VERTICALLY INTEGRATED LEARNING APPROACH

Jeffery M. Bridges
John (Jack) S. Avens
Colorado State University
Fort Collins, Colorado

Objectives:

An example will be illustrated to participants where student enrollment will be increased by enhancing availability of single-credit unit portions of a lecture-laboratory food processing course, to nutrition and food science majors and majors in the basic sciences of chemistry, biology, microbiology, and engineering. This model applied to other courses will enhance flexibility in student course schedules and faculty teaching schedules. Examples from participants' courses will be adapted by the group to determine fit to the case study presented.

Format:

1. Verbal and visual presentation.
2. Presentation of actual case study examples and data from implementation.
3. Dialogue from participants relative to use and applications in their specific courses.

Profile of Intended Audience:

Teachers of lecture-laboratory courses in any basic or applied field of study.
Administrators of courses of instruction where multidisciplinary skills must be applied.

Content:

A variety of cost, scheduling, student demand, and course content issues exist associated with the rigorous single course implementation of a Junior-Senior level course, "Food Processing". The course is challenged to uncover a full range of science, engineering, and nutrition concepts coupled with a survey of commercial food processes and unit operations spanning the full range from **A to Z** (**A**eration to **Z**ymurgy). The course requires an integrated lecture and laboratory format to effectively uncover the subject matter and satisfy national accreditation requirements.

In the traditional delivery format, the course was not recognizable or accessible to more than a relative few Food Science majors due to prerequisite restrictions and infrequent, biannual scheduling. Even though the course uncovered nutrition delivery topics that would provide very valuable knowledge to Nutrition Science, Dietetics, and Restaurant Management majors, few if any of these students could take the full course. Likewise, the course did not appeal to students in majors such as Chemistry, Biology, Microbiology, Engineering, Animal Sciences, Crop Sciences, Horticulture, and other scientific disciplines even though the practical application topics in the course would be of value and considerable appeal if they could be individually accessed.

The course has been modified to be an organized menu of one-credit modules, which can be taken individually or in total, thus accommodating the same content coverage with a broader, more diverse student enrollment. Each individual course module has a defined set of processing topics, scientific and mathematical concepts, and laboratory experiences. Each is described in a concise web based and printed outline form to aid students and advisers to select course modules that best fit individual degree requirements, interests, and career goals. Multiple modules may be selected to provide greater focus in specific technical processing areas or broader coverage of a more diverse set of concepts. The menu of module choices is presented with a defined and recognizable food product orientation, in order to have

broader student recognition and appeal. Presentation of each module will use the specific food product group, as a delivery vehicle to focus on important nutrition and processing concepts the students will learn.

A key element in the success of this delivery approach is the implementation of vertically integrated teaching concepts focused on fundamental applied science and mathematics skills. In traditional teaching approaches, it would generally require a four or five semester sequence of courses to provide students with learning opportunities for these same skills. The traditional learning approach would include broader theoretical coverage that may not have direct application to problems and issues that can be clearly identified by the students. The vertically integrated approach is more focused on the technical competencies required to successfully produce products or manage processes. These competencies help to cement an understanding and appreciation of the value that these technical disciplines have to the eventual success of the products or processes of interest.
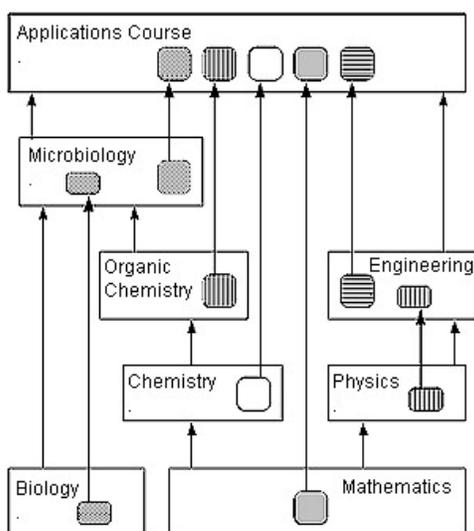
Traditional Prerequisite Learning relies on broader accumulated knowledge and skills, of which only a small portion may be applicable to any given subject.
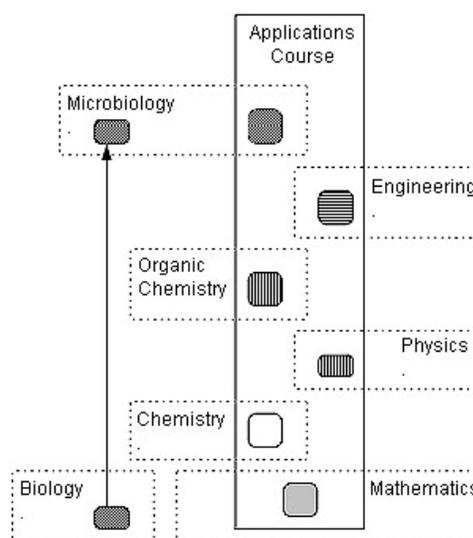
Vertical Learning is a multidisciplinary learning approach that includes skills at multiple levels focused on problem solving for specific practical applications.

The initial implementation success indicates a four to five fold increase in student enrollment just based on elective choice and word-of-mouth course identification. We anticipate an increasing number students outside the Department of Food Science and Human Nutrition, will choose to incorporate at least one or two of these food processing modules into their degree programs as recommended applications options. This modular approach effectively offers the topics more frequently and in a more focused, multidisciplinary, vertical learning format. Each module will serve as a recruiting vehicle into the Food Science major and related disciplines. Some of the topics will have broad general appeal on an ongoing basis, while others will attract smaller enrollments.

The initial one-credit modules of vertically integrated "Food Processing", with food product topics and unit operations to be uncovered, are:
- A) Brewing Science (heat blending, mixtures, fermentation, enzyme processes, spray drying, bottling),
- B) Wine Making Processes (titration, expression, concentrations, fermentation, filtration, oxidation, product life cycles and aging),
- C) Pasta Processing (dry mixing, forming/molding, extrusion, heating, dehydration/drying, freeze-drying, packaging).

Two modules offered at a slightly more introductory level are:
- D) Bread Processing (dry milling, ingredient selection and preparation, mixing, forming, radiant heating, diffusion, canning, blanching, freezing),
- E) Ice Cream & Yogurt Processing (wet mixing, separation, coagulation, bacterial fermentation, heat transfer [pasteurization, freezing], emulsification).

Developing Alternatives to the Journal and Test: Student Reflections and Assessments

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Summary

The constructivist theory of the nature of knowledge and learning suggests that classrooms and activities must be interactive, relevant, purposeful, and meaningful to students. Experience plays a critical role in the social construction of new understandings. Students are empowered when their existing knowledge is connected to new information, so meaning is actively constructed in the minds of these learners (Brooks and Brooks, 1993). Therefore, assessment under such a model must take place in authentic circumstances in which the knowledge of the student is evaluated using alternative methods.

In order to provide a more complete view of whether a student has integrated the coursework knowledge, a variety of assessments must be utilized (Knapp, 2000). Assessments such as observation, student's constructions of their evaluations are particularly important in order to develop lifelong techniques for reflection and improvement of their own learning. Such assessment and reflection techniques take into account both student knowledge of content and their social values and beliefs.

Target Audience

Practitioners who are reflecting on the call for alternative assessments should find this session of interest. The focus is on the theories and development behind the choices of our evaluation systems.

Presentation

The presentation will cover the following topics in depth about the construction of alternative evaluation systems within the university classroom:

Concept development
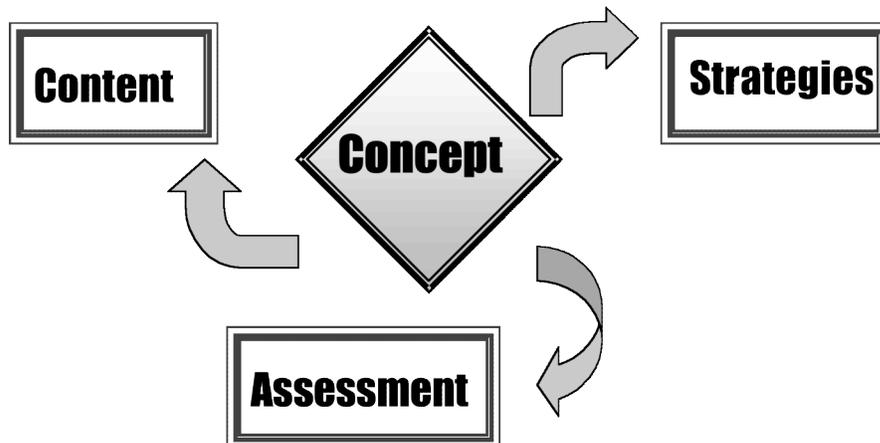
Rethinking the intersection of content and form
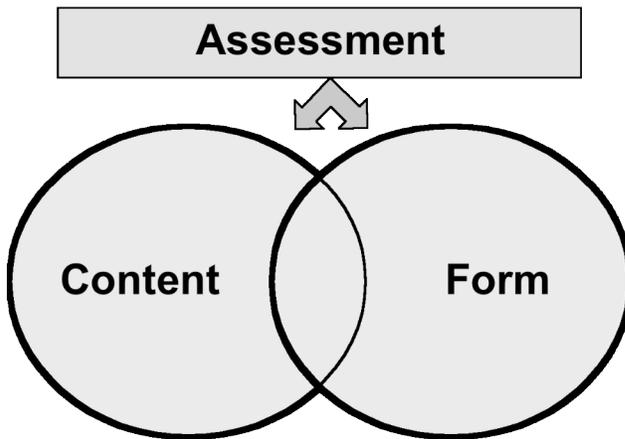
Instructional development: Choosing the assessment to fit the task

| Philosophy Standards Guidelines | Performance, Learning Outcomes or Objectives | Performance Assessments | Evaluation of Performance Assessments | In Class Strategies: Content to Achieve Outcomes |
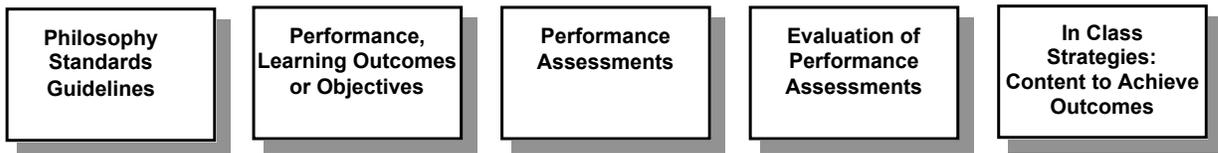
Strategies for the classroom and their assessments
(Additional strategies will be discussed during the presentation)

Strategies and/or Activities	Assessments
Annotated bibliographies of books, resources, software, web pages, etc. developed by students	Have students turn in one copy to instructor and make copies for classmates, share highlights aloud, evaluate on accuracy/appropriateness of references.
Case study	1) Rubric or point scale for student's case study. 2) Journal reflection for understanding, instructor should provide analysis questions, grade on depth of understanding.
Email discussion	Check-off of participation and accuracy/depth of discussion.
Field trip	1) Instructor lead - Evaluate written reflections, photo logs with titles, or discussions of students. 2) Student lead - have all students write reflections of the field trip and its appropriateness to the curriculum and future teaching, base grade on peer reflections.
Fieldwork with children in classroom settings	1) Have student video tape themselves and provide a reflection of their impact on student learning, view their video and grade on accuracy/depth of teaching and reflection. 2) Have cooperating teacher provide a narrative of student's success.

The Mirror of Learning: Improving Your Professional Practice While Increasing Student Achievement

Angela Humphrey Brown
Cheryl Hudson Puckett
Piedmont College
Athens, GA

*"The acquisition of the body of knowledge of a discipline and its
method of instruction without reflection is substance without form
and reflection without knowledge is form without substance."*
(Roth. 1989, p. 33)

One goal of higher education is to challenge students to analyze and evaluate their beliefs about and purposes for learning. Students and educators enter into a zone of communication when reflection is a critical part of the learning environment. The process of reflective thought is also a vital component of educators' understanding of why they teach, how they teach, what they teach, and whom they reach (Brookfield, 1995; Hatton & Smith, l995; Russell, 1993). That understanding will better enable them, the educators, to facilitate a higher level of thinking and learning in their students which, in essence, will expand the boundaries of intellectual growth (Sparks-Langer & Cotton, 1991). In this session participants will explore why reflective experiences should be used to prepare students to see the world in new ways and how college faculty can incorporate reflective experiences into their classroom instructional practices.

Many areas of meaningful investigation are yielded as a result of reflection. If educators are to make the most of those potential investigations, they need to be in control of their own professional lives and need to develop a spirit which is conducive to professional growth, not only for themselves but also for their students (Wildman & Niles, 1987). Reflection provides educators with the means to establish that control and to embrace a positive spirit for professional development. The practice of reflection also assists educators in gaining new perspectives on their practices while at the same time questioning the foundational beliefs of those practices. According to Brookfield, educators should reflect through four lenses: the eyes of their students; the pertinent, theoretical literature; the experiences of colleagues; and their own experiences as educators and learners (1995). It is important, therefore, for educators to understand research relating to reflection and how to integrate research findings into their instructional practices (Copeland, Birmingham, De La Cruz & Lewin, 1993; Roth, 1989).

The following questions will be addressed in this session: (1) What are the effective strategies for enhancing the reflective process and how can these strategies be developed? (2) Which factors are important in fostering the development of patterns of reflection? (3) What are the essential conditions for improving reflective practice? (4) Why is reflection important to the enhancement of college instruction and facilitation of students' learning experiences? In this session, participants will be given the opportunity to ask questions, make observations, design one classroom activity using reflection, and offer additional examples of classroom activities that utilize reflective experiences.

This session is directed toward college and university faculty who are interested in exploring the avenues of reflection as a tool for enhancing and improving their professional practices as well as fostering student leaning, and will assist those educators in analyzing and facilitating the process of reflection for the purposes of improving the effectiveness of their teaching practices. The facilitators' aim is to foster session participants' desire to use reflection for cultivating student intellectual growth.

Modeling audience collaboration and discourse will be the focus of this session as participants explore the essence and benefits of reflective thought through interaction with both a college faculty member and college student who have been engaged in the study of teaching and learning through reflection. The session facilitators will utilize sample syllabi, student work products, classroom action research results, self-reflection and review of pertinent literature relating to the process of reflection. The facilitators will provide participants with a bibliography of reference materials and ideas for implementation of reflection activities designed to foster professional growth for both college faculty and students.

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Using Investigative Simulations to Promote Transition to the Learning Paradigm

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Karen Barrett
Martin Cohen
William Coleman
Charles Ross
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Once in the history of our species' education will transition from teaching styles based on an metaphors about how we think people learn, to pedagogies founded on an understanding of the cognitive development of learning. We are the stewards of this change. The transition will be challenging because in many disciplines faculty have been trained primarily as researchers and teaching has been perceived simply as the delivery of content. However, the past decade has witnessed the emergence of three developments that hold great promise for deep educational reform. First, alarmingly low public literacy's have prompted serious soul searching within educational communities about how we learn and about the effectiveness of our teaching styles. Second, we are just emerging from the *Decade of the Brain*, which has produced an explosion in our understanding of how the brain functions in learning. These two synergistic advances constitute a pedagogical revolution, transition from the traditional *Instructional Paradigm* to the *Learning Paradigm.* Third, educational technology is looming as a preeminent force in higher education. The learning potential of this technology closely parallels the pedagogical goals of the *Learning Paradigm*: (1) fostering active learning, (2) facilitating the engagement of more cognitive processes, and by (3) integration of powerful feedback and assessment tools, and promoting the social experience of learning. However, the adoption of these powerful tools has not advanced rapidly. Partly, this is because the pedagogical potential of the technology is subtle to faculty untrained to exploit it. More importantly, since the greatest pedagogical potential of educational technology resides in learning-centered pedagogies, much of the best instructional technology is poorly matched with current practice. The potential of instructional technology will remain latent until it is actuated by the emergence of the *Learning Paradigm*. We will illustrate the learning-centered pedagogical feature set of advanced instructional technology in a series of investigative simulations that we have authored.

Investigative simulations are perhaps the most promising marriages of instructional technology with learning centered principles. Recent cognitive research indicates that our brains are not innately wired for critical inquiry, which is probably why the scientific method is such a recent invention in human history. The "inquiry" portion of our brain seems to have evolved from a brain region that we use for perception, which makes lots of assumptions and snap decisions as it directs our daily activities. For example, when we walk down the stairs, our perceptual brain doesn't require us to pull out a ruler to confirm that each next step is really the height that they seem to be; our brain interprets "reality" on the fly. It appears that the "inquiry" parts of our brain still approach inquiry in a similar way, without seeking alternative hypotheses or waiting for and utilizing evidence well. For most of us, critical inquiry skills have to be developed through extensive practice and experience.

In this presentation, we will illustrate a series of research simulations, in both the sciences and the humanities, designed to promote student experience in the process of scholarly investigation. We will illustrate a learning continuum from very structured systems intended to facilitate the mastery of

foundational information to very open-ended simulations designed to emulate the experience of research. These environments illustrate the roles of three of the major pedagogical features: interactivity to promote active learning experiences, sensory-rich delivery of content to engage desirable cognitive engagement, and assessment tools to serve a variety of functions. The roles of the assessments tools vary over the learning gradient. Structured assessment tools (like quizzes) can be applied advantageously in experiences intended to promote the mastery of foundational information, but it is more challenging to integrate suitable assessment tools in open-ended environments. Some educators maintain that assessment is ill advised in open-ended simulations because these systems are intended offer students more freedom to explore the content area, which is an experience that might be compromised by structured assessment. We agree that assessment must be approached with care to avoid compromising the decision-making and interpretive freedom that a student should have, but open-ended simulations can be challenging and therefore "pedagogically leaky". Many students may be under-prepared to fully appreciate the experience and the role of assessment is to encourage metacognitive refection by the student, to increase the likelihood that the simulation assisted the student to learn with understanding. We will suggest a variety of approaches to integrate assessment into open-ended investigative simulations.

Collaborative Learning and Effective Base Groups:
The Role of An Intentional Learning Environment

Susan L. Caulfield
Western Michigan University
Kalamazoo, MI

To best describe this presentation, it is helpful for me to place it within its larger context. Some of the courses I teach at the University are centered on conflict resolution, while many others are required courses in both sociology and criminal justice curriculums. My research and activism of the last several years have centered on training 3rd-12th graders to be peer mediators, supporting such programs, and publishing in the areas of peaceable schools and social justice-oriented classrooms. Therefore, the best audience for my presentation would be fellow educators, at all levels, and in all disciplines who are interested in pursuing peaceable and collaborative approaches to teaching and learning.

This presentation is designed to introduce participants to the interrelationship of course/classroom guidelines, the nature of group work, and educating students to be nonviolent problem solvers within their social milieus. The presentation is part of a process that I introduce at the beginning of each course, and is intended for an audience interested in creating a specific type of learning environment. The intentional learning environment I envision is one where everyone fully participates, discussions are centered on scholarly debate, students do collaborative learning through base group meetings and projects, and non-violent/non-harmful approaches to interaction and conflict are modeled by both students and the professor.

Key to creating this environment is creating a set of guidelines that will guide the interactions of everyone in the environment. This is not a novel idea by any means. Many teachers have relied on the creation of classroom rules and often find it useful to post such rules around their rooms. Where my approach differs is in both the type of guidelines that are created and the process by which the guidelines are introduced to the students. We know that students are often not very receptive to the establishment of guidelines. Often, this is because they see the guidelines as having very little relevance to their lives. While I do not suggest that my students eagerly embrace my approach, I do believe that they quickly see the relevance of the guidelines to the course experience and to many of the activities in which they must participate. While the approach is no panacea to creating student participation and engagement, it has already proven useful in many areas of the course experience. Importantly, the guidelines and the process by which they are introduced emphasize the importance of group work, both small base groups and the larger collective group. With increasing emphasis being placed on the ability of students to work in groups, there is an increasing need to create intentional, interactive ways in which we can make relevant the need to work in groups. This process is designed to address this need.

The process is as follows:
Students are led through a discussion around the group work required in the course. They are asked to reflect, individually, on their worst group experience and what they see as their own strengths and challenges in group work. Then, in their base groups, they are asked to (a) identify the strengths and challenges of their base group members, (b) list key practices that will allow them to effectively work as a base group, (c) list resources or practices they will need in order to do the practices listed in part b, and (d) match their list of important practices from part b to the guiding principles of the course.

Two very useful outcomes derive from this process:
First, the entire group ends up with a list of key practices and resources that allow people to work effectively within groups (this is typed and distributed at the next course meeting). Each practice and resource has asterisks to note how many groups deemed it to be important. Now everyone has a reminder of what might help them in doing their work both in their base groups and in the larger collective.
Second, part d of the process allows for a direct link from their own list of important practices to what have been identified as important course principles. Now the principles are no longer abstract, they are partially owned by the students. This allows for a greater possibility that the principles will be practiced in the course.

The guiding principles include:
It is important that everyone show up and be fully present.
We conduct ourselves with honor and integrity.
None of us will collude with negativity.
It is unacceptable to engage in "third-partying."
Each of us agrees that we should be actively engaged in our education.
Each of us is responsible for our own inclusion.
Each of us will promote a "both/and" rather than an "either/or" perspective.
Each of us agrees not to impose "our stories" on others.
Each of us will accept that conflict is co-created.

What I envision doing during this 60 minute presentation is guiding the audience through a set of activities that link the practices of good group work with the guiding principles of a course. The activities include self-reflection, discussion and consensus building in small groups, and application of ideas generated in small groups to lists of key course concepts.

Specifically, the audience would be put into small groups. Second, each group would be asked to come to consensus regarding key practices that they see as necessary for groups to do effective work. Third, a representative from each group will share the top three practices identified by their groups. Fourth, a list of all practices will be generated so that everyone can see the list of practices that have been identified. Fifth, there will be a brief review of the guiding principles, which will be provided on a handout with explanations. Sixth, each group will be asked to match up guiding principles with key practices they identified earlier in the process. Seventh, we will have a summarizing and concluding discussion on how the principles are intricately related to what the group identified as important and effective group practices.

At different points in the process, I will share examples of what has been generated by my students in doing these same tasks. I anticipate that the groups in this workshop will generate comparable lists of effective practices and similar linkages to the guiding principles of the course.

As a final discussion point in this session, I will share examples of how the guiding principles have been useful in different courses, specifically as they pertain to issues arising around the work of the base groups, and ask participants to discuss additional ways in which these principles might prove to be useful.

Asking questions:
A support system for promoting student critical thinking
in effective online discussions

Christina Ching-Chiu Chao
Pennsylvania State University

Presentation Abstract

New technologies are challenging traditional paradigms of instruction because they support powerful alternative vehicles for teaching and learning. Online discussion has been widely used as an instructional activity to support classroom learning or learning at distance in web-based instruction. Knowledge is cognitively distributed among a group of people and is socially constructed. Collaborative effort of knowledge construction is done through negotiation of meanings and reaching consensus on an issue among the group of people. Asking questions - asking thought-provoking questions is an effective means to challenge learners' critical thinking, negotiate meanings and arrive at in-depth understandings toward a problem or an issue being discussed.

In this presentation, I will discuss and share a presenter-developed web-based learning support system used in real life courses with instructors who would try to moderate effective online discussion. Topics like (a) asking question as effective learning b) constructivist learning theories and collaborative learning reflected in these activities, c) why, when and how to ask questions, d) types of questions as key components of critical thinking, e) examples and student practices, and (f) students' responses on engaging in online discussions, will be addressed.

Teaching Within the Circle:
Methods Reflecting an American Indian Teaching and Learning Style
(an Indian Tribal Paradigm)

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University of Wisconsin - Green Bay
Green Bay, WI

Linda Ellen Oxendine (Lumbee)
University of North Carolina - Pembroke
Pembroke, NC

OBJECTIVES:

To provide the basics of a teaching style through description, discussion and demonstration utilizing actual teaching practices of presenters

To provide demonstration of learning and teaching style including the following methods:
a) Participation learning (learning while doing, utilizing oral tradition methods)
b) Personal sovereignty, respect, reciprocity and relationship tribal values incorporated in teaching and learning
c) Oral traditional learning through a group process
d) Oral reviews, testing and evaluation

AUDIENCE: Members of the Academy who are interested in exploring an alternative mode of teaching based upon classic American Indian tribal values and non-Academy people interested in learning a way to interact with those who are culturally different from the dominant group in the United States.

ACTIVITIES: This presentation is a discussion and demonstration of a teaching strategy based on American Indian values, psychology and philosophy as understood, researched and practiced by the presenters in our respective classrooms. At the core of the process is the cultural pedagogy reflected in Elder wisdom and oral tradition. We seek to provide not only cultural content but cultural context to students in ways that reflect the real and current world of the American Indian, particularly in courses that focus on various aspects of American Indian studies. We attempt to address the challenge of trying to fit the circular world view of tribal peoples into the linear form of the Academy or as it were, fitting the circular peg into the square hole.

We try to reflect these methods and values through techniques called Circle teaching tools. The teaching and learning circle forms a function wherein the "shape" of each person is recognized at the beginning of the teaching circle. We ask that students participate in learning in an active way through a required group process, with peer teaching as a focus of exchange. We ask the students to know each other and the teacher through ancient forms of respect, reciprocity and relationship practiced in Tribal country. Emphasis is placed on exchanging ideas and engaging in dialogue while using critical thinking and reflective skills during discussion and the working activities.

Spiral teaching is utilized where it is not necessary for learners to show mastery but students are encouraged to move from the level where they begin to a higher level or a fuller understanding as they progress in the class. Students are encouraged to participate as they learn, approximating the learning while the teacher reinforces whatever approximation appears towards the goal of learning. Oral learning is valued, reinforced and practiced within this method. Basically the idea is that anything written can be presented orally and that oral presentations can be rigorously examined using tests and unobtrusive methods to check on the progress of the students toward the learning goal.

We will discuss and demonstrate some of these teaching/learning concepts and methods while relating them to the traditional American Indian tribal process of education.

A Way To Maximize Learning
Through A Lesson In Instructional Design
For Secondary School Students

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Marywood University
Scranton, PA

Objective of the Presentation/Seminar   To acquaint secondary school students with the field of Instructional Design as it relates to their lives as consumers of education and to help them to be more successful in testing situations by teaching them to understand the types of knowledge they are expected to learn and at what level they are expected to master that knowledge.   Note: While the secondary student is the focus of the training in this presentation, it is understood that the secondary teacher will be a vital link to the success of the recommended lesson.

Format   The presenter will review all aspects of this presentation/seminar with the participants and will lead a discussion and sundry activities with the participants during the 60 minute session.

Audience   Teacher and administrator preparation professors, public and private school teachers, curriculum supervisors and building level administrators.

As a consumer of education haven't we all had at least one experience where we walked out of a high school class after taking a test and lamented "the test did not resemble what was taught in the unit of instruction or in the course?"   One of the biggest mistakes that teachers seem to make with respect to teaching and testing students in high schools today is in designing instruction that does not match the assessments. By this statement the author does not mean that teachers are not teaching the test. However, the author believes that many teachers teach information at one level of learning (such as the knowledge level of learning found in Bloom's Taxonomy) and than test the students' understanding of the information at another level (such as the application level of learning found in Bloom's Taxonomy) where they have not been previously taught to apply knowledge but to simply know it. This practice confuses the student and in many cases causes the student to become discouraged and unmotivated for future lessons.

As a former high school principal the author has long held the belief that student achievement is not an accidental happening. Instead, experience dictates that student achievement is the direct result of the actions of teachers, principals, curriculum supervisors, parents and other stakeholders. While a great deal of work has been done in the last ten years in the area of instructional design practices of our school practitioners, the author feels that it is sad to say that "much of what has been learned about the design of instruction by university professors seems to have escaped the attention of many of our K-12 teachers who should be implementing successful design research in their classrooms on a daily basis and our students as well."

The author will discuss a way of ensuring that our teachers are consciously implementing sound instructional design research by citing the design of certain professional development experiences, which actually train teachers to teach their secondary students what the design of good effective instruction, and good testing should look like. Also discussed will be the notion that helping students learn what kinds of knowledge they are expected to learn and at what levels of acquisition they are required to learn it can be very beneficial in shaping their study habits and in helping them prepare to be successful in testing experiences.

The primary component this presentation will be to present, and to collaboratively discuss, a creative secondary school student-training lesson on the field of Instructional Design in general. This presentation will include the following topics to be briefly reviewed:

1. The origins of instructional design.
2. The influences of instructional design on public school practice (i.e., how we are taught and how we are tested).
3. Four levels of learning (Reigeluth, Gagne, Merrill, and Bloom).
4. M. David Merrill's Component Display Theory (CDT) which synthesizes knowledge about learning and instruction from three major theoretical perspectives: behavioral, cognitive, and humanistic. The emphasis here will be on the cognitive domain of learning.

Participants in this presentation will be provided with <u>sample lessons</u> on the four levels of learning (previously stated) and the different types of content (concepts, facts, procedures, and principles) because good teaching and good testing consists of teacher consistency between what is taught and what is tested (in other words, how consistently is what is taught measured at the level that it was taught?).

The <u>culminating activity</u> of this presentation will consist of the participants being given an opportunity to collectively develop an evaluation matrix to determine the whether a high school test in a given subject actually measures what was taught in a given subject by <u>matching</u> the curriculum guide/lesson plans/curriculum map/etc to teacher made tests.

This presentation should result in at least <u>two major outcomes</u> on the part of the secondary students and on the part of the classroom teacher. First: there should be a <u>heightened awareness that a basic understanding of the field of Instructional Design</u> and its' impact on teaching and learning is very important to <u>teachers</u> (because they design the instruction and want students to be successful) and on <u>students</u> (because they consume the instruction and must prove mastery through successful performance on assessments), second, even a rudimentary understanding by students and their teachers of what levels of content (i.e., memorization, meaningful understanding, application, higher level thinking skills) and what types of knowledge they learn (factual, conceptual, procedural, principle) will help both parties with respect to <u>establishing clear understanding about what is to be taught and what level it is taught as well as tested</u>.

The False Image of Social and People Perceptions:
A CLASSROOM REFLECTION ON FIRST IMPRESSIONS

Beverly Davis
William Krug
Alexander Crispo
Purdue University

Objectives:

This interactive and fun session will give participants an opportunity to participate in the perception process. Through participation and discussion, attendees will be able to share a new level of insight with their colleagues and students.

Format:

This session will offer a fun yet insightful activity in perception. Participants will examine the power of their perceptions and how the perceptions of others can be equally as powerful.

Audience:

Everyone can benefit from this session. All are welcome.

Inventors, Catherine Walter and her brother John Walter, decided that mirrors will never be able to tell us who is the fairest one of all; however Catherine Walter argues that the false information provided by a standard mirror can lead to an imperfect perception of the physical self and this in turn can produce social awkwardness (O'Mara, 1999). Catherine and John developed the "True Mirror". The mirror is actually two mirrors joined together in a box at a perfect 90-degree angle. When one looks into the box, the reflected image is not only true, but also three-dimensional (O'Mara, 1999). The Walters realized that there is a major difference between a one mirror image and reality, they believe that people who use a mirror everyday are being lied to. The "True Mirror", however, is not meant for grooming. The "True Mirror" is for introspection. The Walters said that many people who look into the box stand back and see themselves as others see them for the first time and look outwardly instead of being consumed by the personal experience of themselves (O'Mara, 1999). Unless we find the Walters at a street fair somewhere in America, most of us will not have the "True Mirror" to help us with this introspection process. The best way to see how others see us is to take a closer look at how our own process of perception interprets and unconsciously prejudges others in everyday engagements and interactions.

We all have our own unique way of looking at the world. Our perceptions are the lens in which we see the big picture. Our perceptions are formed when we are children and are reinforced and strengthened as we age (Mckay, Davis & Fanning, 1983). Social Perception exists when one observes and forms impressions and evaluations of others and acts based on these impressions and observations. People perception is the part of social interaction that deals specifically with observing other people, processing information about others, forming impressions and evaluating and acting based on these impressions. (Martin, 2001).

The impressions and evaluations that result from people perception can lead to inappropriate reactions. Prejudgment is the process by which one takes in and interprets information about other people based on first impressions of others. The prejudgment process is automatic and goes largely unnoticed by the conscious mind (Mckay, Davis & Fanning, 1983). A person's past experience, needs and wishes, and assumptions are transferred when encountering a new person. These past experiences and assumptions greatly influence how we interpret and format our feelings (Mckay, Davis & Fanning, 1983). The common adage that first impressions count is known technically as the primacy effect. Weighted averaging would explain this effect by saying that the information we get first is weighted more heavily because it is assumed to be more important (Fisher, 1982).

Social perception is a powerful force in human interaction. People perception is a critical process in the formation of stereotypes. Inaccurate first impressions often go uncorrected and research shows that roughly two thirds of one's first impression of another person remains unchanged after months of regular interaction (Mckay, Davis & Fanning, 1983). Based on the little information one has when you first meet a person, most people are evaluating and many times acting on inaccuracies of perception. Social attitudes are positive or negative responses to people that we learn as we grow. Once a stimulus class (ethnic group, racial group, religious group, political party, etc.) is given a value, the individual sees things related to it in a particular way, in a selective way, and one reacts accordingly. Attitudes remain in effect so long as conflicting knowledge does not wear them away. In perceiving the world, we tend to structure all experiences so that we remove ambiguity and make things fit our conceptions. This process is known as categorization and involves grouping people by similarities and types to simplify our perception of others. One doesn't need a "True Mirror" to see the damaging effects of prejudgment, prejudice, and stereotyping that occurs when each of us allow our perceptions to blur reality.

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Visual perception & social perception.
        http://www.pierce.ctc.edu/tlink/general/visual_social.html

The Psychological Contract Applied to the Classroom

Beverly Davis
Purdue University
South Bend, IN

Objectives
1.   To present the application of the Psychological Contract to the classroom
2.   To discuss the topic through interactive discussion
3.   To offer suggestions on how to successfully address the Psychological Contract in the classroom

Format:
The presentation will begin with the author sharing the paper followed by open discussion on the topic of Psychological Contracts in the classroom. The presenter will offer suggestions and participants will be asked to share thoughts and classroom experiences to further enhance the learning environment.

Audience: *The intended audience will be any classroom instructor interested in teacher/student relationships throughout the classroom experience.*

There have been many studies on Psychological Contracts and the effects on organizations. A Psychological Contract can best be defined as an unwritten set of expectations operating at all times between every member of an organization and the various managers and others in that organization (Makin, Cooper, & Cox, 1996). These authors further define this term by arguing that the emphasis of the psychological contract is upon the 'relations' between the individual organization, rather than 'transactions.' (1996). This means that people have expectations on how they should be treated and if there is a discrepancy between this expectation and the actual treatment, there is a psychological response. The importance of the psychological contract cannot be overestimated. Breaches of the contract have a number of deleterious effects, such as the lowering of trust and job satisfaction (Makin, Cooper, & Cox, 1996). Stephen Robbins (2001) agrees and states that the Psychological Contract is a powerful determiner of behavior in organizations. Robbins goes on to describe role expectations in that management is expected to treat employees justly, provide acceptable working conditions, clearly communicate what is a fair day's work, and give feedback on how well the employee is doing. Employees are expected to respond by demonstrating a good attitude, following directions, and showing loyalty to the organization (2001). As educators, it is important to study this phenomenon in our classrooms.

As educators, we can see the Psychological Contract at work in the classroom. *The Teaching Professor* (2001) reported that researchers have consistently found that the grade a student receives influences their evaluation of the course. This publication included the findings of a study by researchers Remedios, Lieberman, and Benton. These researchers studied the topic of grade expectations and course evaluations. In their final conclusion, the researchers make a distinction that ought to be considered to understand the relationship between grades and course evaluations. The researchers reported that it is not grades per se that influence students' evaluations of a course but rather how these grades compare to what those students expected. Remedios, Lieberman, and Benton studied one particular group of psychology students and found that only 18% of the students did better than expected, 14% did the same as they expected, and 68% did worse than expected. The researchers asked a small subgroup whether they thought they deserved a better grade and 50% thought they deserved a better grade, 35% thought they got the grade they deserved, and 16% thought they deserved a lower grade. The tale therefore seems to be one whereby students expected a lot, achieved less, and were disappointed. This disappointment, however, did not prevent them from rating the course positively. The researchers end by suggesting that faculty should help students set realistic expectations early in a course. The Psychological Contract can be seen here in the expectations of the students. The conclusions shows that if there are clear expectations in the beginning of the course, course evaluations remained high for the semester. But when clear expectations aren't set in the beginning, students rely on psychological contract or implicit expectations of the Professor. Without clear expectations, when grades are lower than expected, the blame is placed on the Professor. Robbins (2001) suggested that when management is derelict in keeping up its part of the bargain, we can expect repercussions on employee performance and satisfaction. Management is expected to treat employees

justly, provide acceptable working conditions, clearly communicate what is a fair day's work, and give feedback on how well the employee is doing. The study by Remedios, Lieberman, and Benton show that student grades themselves didn't influence the course evaluations but how well the grades compared to what was expected. According to this study, if students know what "a fair day's work is and if they are given feedback" lower grades won't influence the course evaluations. If Professors help students set realistic expectations and if they provide continual feedback on progress throughout the semester, course evaluations will not be compromised.

The Psychological Contract includes the unwritten commitments and perceived obligations between students and the Professor. And just as the Psychological Contract can be a powerful determiner of behavior in organizations, it can have a tremendous impact on the success of students in the classroom and their perceptions of their classroom experience. At the beginning of the semester, one should ask oneself what the Psychological Contract is in that particular classroom. Appendix A offers a suggested questionnaire that can be used as an icebreaker on day one of a new semester. With this type of questionnaire, the Professor and students can identify the implicit expectations of the classroom. It also can serve as an icebreaker by putting the students in small groups to discuss the questionnaire. When the activity begins, the students should be made aware that they are involved in developing the student/teacher contract for that class. The Professor should provide the course objectives for each student to study. Each student should first work alone and then be put into small groups. After the activity, the Professor will use the student-generated suggestions and develop a student/teacher contract. Each contract will be signed by the teacher and the student and distributed the next class period. This contract, along with student progress feedback throughout the semester will define expectations and thereby address the powerful determiner of success in the classroom, the Psychological Contract.

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        course evaluations.

"Exploring the Ethical Dimension in Introductory Human Communication Courses"

James P. Dolhon
King's College
Wilkes-Barre, PA

Objectives:

The essential aims of this workshop are easily expressed in the following objectives;
a) To provide participants with an exercise for stimulating classroom discussion about the ethical dimension implicit in all human communication activity.
 b) To provide participants with insight into the possible opportunistic use of pop culture as provocative classroom context.
c) To provide participants with a model for engendering student reflection upon the kinds of ideas teachers find interesting (like the ethics of communication) within a realm that students all too often only seem interested (pop culture in its many incarnations).

Target Audience:

This workshop is intended for teachers and administrators who are interested in exploring the dynamics of collaborative learning in basic human communication courses. It should be of particular interest to those who, at one time or another, have wrestled with the task of getting students to contemplate the practical ethics of their communication behavior. And anyone who has considered using popular culture as possible classroom context might find this workshop helpful as well.

Explication:

"How do you help students to become aware of and recognize the sacred presence of other human beings when they express themselves in public life?"
"How do you grow in them a sensitivity to and respect for the thoughts and feelings of other human beings with whom they may be interacting, or about whom they may be dialoguing?"
"How do you provide the opportunity for students to begin to take personal responsibility for the ways that their communication behaviors affect real human beings in the real world?"

As a professor teaching basic human communication courses primarily for first and second year college students, I have grappled with these questions time and time again, in a varying array of classroom exercises, and with varying degrees of effectiveness. All of us who teach courses of this nature have used and abused the clichéd references to Adolph Hitler's dynamic but diabolical oration, Jimmy Jones' mesmerizing cult-ethic, and even more recently, President Clinton's compromising sexual exploits. And I suspect we have all concocted, at one time or another, varying "real-teen-life-scenarios" in our best attempts to lay bare a basic morality implicit in human interactions as well. But sometimes opportunity presents itself in a manner and mode that is a bit more accessible to this particular student age group.

Such was the case, I think, in the March broadcast of the 2001 Grammy Awards of the American Academy of the Musical Performing Arts, on CBS. Near the show's end, a rock music icon of three decades, Elton John, and the latest lightning rod for controversy in the rock music world, Eminem, teamed for a much-anticipated musical duet, following some calculated remarks by Michael Green, the academy's president. This happening in the ephemeral world of pop culture provided an unconventional means, I thought, for illuminating the ethical dimension within human communication. I figured it was the sort of "pseudo-event" to which my students might be able to relate, and one about which they may even have some background knowledge. I was right on both of these counts, and happily, a few more as well.

In this workshop I hope to stimulate the participants to think and express and dialogue as my students did, wrestling with the sometimes discomforting relationship between pop culture and a moral contemplation of the human condition. But truly, the workshop's core exercise is a lot less burdensome than that!

Format:

1) We will establish a basic working definition of ethical communication as the sharing of thoughts, feelings and actions in a manner that recognizes, is respectful to and takes responsibility for the thoughts, feelings and actions of other human beings with whom and about whom one communicates at a given time and place; essentially, the 3R's of ethical communication.

2) We will share *7 principles as operative guides* for human communication;

      a. *Do you speak up when the situation calls for it?*
      b. *Does the purpose of your message harbor ethical intention?*
      c. *Do you share topics of inherent value to & for your audience?*
      d. *Is your information accurate to the best of your knowledge?*
      e. *Have you fully contemplated the influence of your message?*
      f. *Are you giving your audience a full & genuine effort?*
      g. *Are you manipulating your audience for self-gain?*

3) We will view a videotape of the performance by Elton, Eminem, and Michael Green.
4) We will break into small groups to discuss all three performances (and any other comparable examples the participants may bring to the exercise) according to the definition & principles of ethical communication listed above.
5) The participants will be asked to choose 3 principles (of the 7) that seem most relevant to each performance and rank them in order of their importance or explanatory value.
6) We will then re-convene to reflect upon the exercise using the following discussion probes;

      a. What responses will students most likely assert?
      b. How can this exercise lead to a discussion of basic human motives?
      c. What questions will students most likely ask?
      d. How can this exercise lead to a discussion of basic human values?
      e. What follow-up materials could provide students with context for further discussion?

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CUES for Enhancing Student Learning

Marjorie Donovan
Oliver D. Hensley
Christopher Ibeh
James Otter
Gary Wilson
Pittsburg State University
Pittsburg, KA

Audience:: This workshop is designed to emphasize field-tested, validated, epistecybernetics fundamentals upon which all of us can enhance student learning in all academic disciplines. It is designed for experienced faculty and administrators as well as for new faculty and administrators wishing to enhance student learning in a time-constrained and resources-constrained environment.

Objective: Participants will apply the principles and philosophy of a new approach to knowledge stewardship to enhance student learning.

Activities: The presenters introduce participants to a powerful, flexible, field-tested, and validated **epistecybernetics assessment model** that relies upon criterion-based performance objectives.

> What is CUES?
> Philosophical foundations of CUES Instructional Delivery and Assessment
> > ✔ Epistecybernetics, a new approach to knowledge stewardship
> > > ➤ Student-Instructor *partnership*
> > > ➤ Mastery-based learning
> The CUES Model of Instructional Delivery and Assessment
> Validating Models for Structures of Knowledge of a Discipline
> Structures of Knowledge & Applying them to Assessment of Student Outcomes
> **<u>Small-Group Work</u>**: Doing a CUES protocol for *Your* Class. Participants construct a CUES Protocol for one of *their own* classes.

Length of workshop: A double session (approximately 1 _ hrs)

Selected Bibliography and Nature of Presenters' Experience with the Topic:

Hensley, Donovan, Ibeh, et. al., *"The CUES Assessment Model, "* Best Assessment Processes IV: A Working Symposium, Rose-Hulman Institute of Technology, Terre Haute, Indiana, April 6-8, 2001.

Androsova, Natalya, *"A Model of the Structure of Knowledge for the English Language,"* Masters Thesis, Pittsburg State University (PSU), 2000. Pittsburg State University, Graduate Dean's Distinguished Thesis Award 2001.

Liao, Hsiu-Chu, *"Introduction to American English Using American Idioms,"* Masters Thesis, Pittsburg State University, 2000. Pittsburg State University, Graduate Dean's Distinguished Thesis Award, First Place, 2001.

Hensley, Ibeh, Donovan, and Otter, National Science Foundation (NSF)-funded Research Experience for Undergraduates (REU) course (ETECH 795, Research Topics in Polymers and Plastics) at Pittsburg State University, offered to REU and RET (Research Experience for Teachers of Science) participants as the *PSU/NSF-REU/RET Summer 2001 Program*, Summer 2001.

Hensley, Otter, Donovan, and Ibeh, the *PSU/NSF-REU/RET Summer 2001 Ethics Program*, Pittsburg State University, Summer 2001.

Hensley, Otter, Donovan, and Ibeh, *"Research Topics in Polymers and Plastics,"* National Science Foundation (NSF) funded Research Experiences for Undergraduates (REU) program course at Pittsburg State University, ETECH 795 (senior/graduate level) offered to REU and Research Experiences for Teachers (RET) participants, Summer 2000.

Hensley, et. al., ***Structure of Knowledge for Engineering Curriculum Development (Best Paper 1993)***, presented ASAE and ASEE 1993.

"***The Structuring of Knowledge for Nursing,***" Odessa College, Texas, Carol Boswell & Hensley, 1993.

"Developing a Protocol for Evaluating the Efficacy of the Air Force's Flying Curriculum," conducted by Major Gary Ergish and Dr. Oliver Hensley, Strategic Air Command, 1992.

Each of the aforementioned presenters, including Mr. Gary Wilson, uses the CUES Protocol for curricular validation and program assessment. Also, CUES Protocol currently is used to evaluate courses and to assess the extent of student learning-- including in courses that are offered on-line-- at a public comprehensive state university in the Midwest. Additionally, there is a plan at a Midwestern comprehensive state university's engineering technology department to incorporate the CUES Protocol in the senior capstone courses in the areas of plastics, electronics, construction, mechanical and manufacturing.

Mind-Centered Pedagogy: From Cognitive Theory to Classroom Practice

Peter E. Doolittle
Virginia Tech
Blacksburg, VA

Audience:
You! This presentation is appropriate for all professors that teach, regardless of discipline.

Objectives:
    Participants will be able to take their minds out and play with them.
    Participants will be able to experience, value, and articulate processes of thought.
    Participants will be able to describe five essential cognitive learning principles.
    Participants will be able to construct theoretically sound instructional strategies.
    Participants will be able to apply specific learning principles to specific instructional needs.

Format:
Experiments. Activities. Discussions. Laughter. Surprise. This presentation is structured to allow the participants to engage in a series of experiments and activities designed to reveal the nature of human thought and learning. These experiments will spawn cognitive principles that will then be used to create mind-centered pedagogy. The majority of this *spawning* and *creating* will be derived from participant feedback and participation.

Abstract:
    Cognitive psychology has revealed much concerning the processes that underlie teaching and learning. The past fifty years are replete with empirical studies addressing the characteristics inherent in human learning. Unfortunately, this "science of human learning has never had a large influence upon the practice of education" (Anderson, Reder, & Simon, 1998, p. 227). This gap between research and practice is lamentable and serves to deny students and teachers access to powerful forms of teaching and learning.

    Addressing this gap between research and practice in teaching and learning in the college and university classroom involves the recognition that "learning is a basic, adaptive function of humans" (Bransford, Brown & Cocking, 1999; p. xi) and that "learning theory does not provide a simple recipe for designing effective learning environments" (Bransford et al., 1999, p. 119). Bridging the gap, then, involves examining the adaptive function of humans to determine the mental structures and processes that are responsible for learning, as well as investigating how these various mental structures and processes may be applied in the classroom to create effective learning environments. In pursuit of these structures and processes, the knowledge extant in cognitive psychology, relative to human learning, is already sufficient to provide significant benefits to the dedicated college and university professor.

    But wait! This presentation is for the conference of the International Society for Exploring Teaching Alternatives, and you may be asking yourself, what's "alternative" about this presentation. Well, nothing, but then, everything. This presentation represents concepts that must be included in any and all alternative pedagogies. Often pedagogy is created without a substantive theoretical foundation. This type of pedagogy results in trial and error teaching, or worse yet, harmful teaching. This presentation will use alternative pedagogy in the pursuit of several core theoretical principles that help to illuminate the learning and instruction process.

    The primary purpose of this presentation is threefold, (a) to explore and experience a series of principles that address the mental structures and processes of cognition, (b) to derive concrete applications from these cognitive principles, and (c) to apply these practices to the teaching, learning, and use of technology in the college and university classroom. While the list of principles to be explored does not exhaust all of what is known about cognition and instruction, it does provide a salient list of the more robust and applicable findings. Ultimately, this session will be comprised of several active learning activities designed to explore the nature of learning, memory, and cognition, and relating the results of these activities directly to pedagogy.

References:

Anderson, J. R., Reder, L. M., Simon, H. A. (1998). Radical constructivism and cognitive psychology. In D. Ravitch (Ed.), *Brookings papers on educational policy: 1998* (pp. 227-255). Washington, D.C.: Brookings.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (1999). *How people learn: Brain, mind, experience, and school.* Washington, D.C.: National Academy Press.

Transcript Analysis in Assessment of the Major

Jane Ellington
Austin College
Sherman, TX.

Audience: Faculty interested in assessment of the major, regardless of discipline.

In 1996 the faculty of the discipline of psychology within the Department of Psychology, Sociology, and Anthropology at Austin College approved the use of transcripts as one form of assessment of the major. A year earlier the faculty had articulated five goals as desired outcomes for our majors: writing effectively, communicating orally, learning the basic knowledge of the discipline, gaining awareness of ethical considerations, and preparing for the world of work and career. In the past few years we have developed a multi-method approach to assessment of each goal. The ongoing transcript analysis has provided part of the evidence concerning the third goal, learning the basic knowledge of the discipline.

The first transcript analysis, designed to give a baseline of our majors' coursework, sequencing of courses, and grades, included all majors who were graduated in the years 1993 through 1996. We update the analysis with the transcripts of graduating majors in each successive year. The analysis is particularly useful in spotting trends across years. The transcript data are encoded and analyzed in SPSS, the Statistical Package for the Social Sciences.

Following are a few of the questions the transcript analysis has answered:

> Are majors taking required psychology courses in a logical sequence, with a beginning, middle, and end? How does the average GPA in the major of those who follow the numerical sequence of required courses compare with that of those who don't?

> Are majors getting a well-rounded grounding in the Humanities and Natural Sciences, as well as in the Social Sciences?

> Are majors taking their psychology courses from a number of psychology professors, or are they limiting themselves to multiple courses from just a few professors?

> How do single majors and double majors compare in terms of overall GPA and GPA in the major?

In some cases the faculty were pleased with the evidence from the transcript analysis. In other cases the analysis sparked discussions, which have led to improvements that have been verified in subsequent analyses.

The purpose of this presentation is three-fold:

> to provide a brief history of transcript analysis of psychology majors at Austin College,

> to share both tips and pitfalls to consider in conducting a transcript analysis,

> to share insights and ideas with participants who have completed transcript analyses or who are contemplating attempting them.

Brain-Based Learning in the College Classroom

Mary Mattson-Evans
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Objectives:

♦ To inform audience of physiological aspects of basic brain functioning in relation to learning
♦ To inform audience of developmental phases of brain development
♦ To inform audience of premises of Rita Smilkstein's Natural Learning Theory
♦ To model the stages of Smilkstein's Learning Theory through audience participation
♦ To influence the future planning of audience members when they construct lessons for their students

Purpose:

Have you ever felt overwhelmed trying to make sense of brain-based research in your classroom? How do you implement theory into practical, daily lesson plans or projects? This session will lead you through a hands-on practice of how to write and sequence lessons based on Rita Smilkstein's Natural Learning Theory. In small and whole group discussions, participants will review notions of brain research, examine lesson plans, and analyze the shortcomings of these plans. A handout providing the bases to implement these ideas will be given to audience members.

Format:

Presenter will begin by inviting the audience to introduce themselves to the person next to them and share what comes to mind when they think of how the brain learns. Members will then share in whole group discussion a number of basics of brain functioning (many of which will be addressed in the session).

Following this warm-up, the presenter will review notions of brain development from neuroscience and the premises of Rita Smilkstein's Natural Learning Theory (using transparencies). Participants may follow along in a handout and ask questions throughout the presentation portion. Along with the basics of Smilkstein's theory, the presenter will introduce practical pedagogical strategies that illustrate the concepts in everyday teaching terms.

Then the session will transition to small group work. Attendees will work with others in groups of four - five analyzing a lesson plan selected by the presenter. The analysis will consist of an effort to determine whether the procedures listed in the plan follow the stages Smilkstein outlines in her theory. Where do the authors of the plan demonstrate strong teaching strategies and where may students fumble during a lesson due to poor planning? Participants will share their analyses with the whole group who will add comments, insights, etc. The presenter will clarify in this trial and error portion of the session.

The gathering will end with a short summary by the presenter, explaining to participants how the format used in the presentation illustrated the first four stages of Smilkstein's theory of brain-based learning. A question and answer period will conclude the session.

Audience Profile:

Truly anyone who is interested in teaching, whether in a formal or informal setting, may find him or herself gaining valuable information from this session. The information level will be geared to a community of professionals, but the ideas will center on a practical "how to" perspective rather than on a purely theoretical one.

The Interactive Case:
Low-tech strategies for generating high-energy, high-yield discussions
of teaching cases dealing with ethical issues, interpersonal conflicts,
and other affective topics.

Linc. Fisch
Lexington, Kentucky

A need: College teachers are increasingly turning to cases in order to initiate discussions on problems and issues. Cases work particularly well in approaching affective goals, such as helping students analyze problems, examine values, consider new behaviors, and develop interpersonal skills. Study of cases can be an easy and effective way of reducing teacher dominance in the classroom and providing opportunities for students to be more active learners. Typically, students read a case before class, perhaps considering a few questions to guide their thinking. Once the class meets, they engage the issues through discussion, seeking understanding and resolution. It's a very effective instructional mode--IF students do the reading, IF they give more than cursory thought to the questions, and IF they are willing to enter into the discussion. If these conditions are not met a teacher sometimes has to struggle to generate the energy on which productive study of a case often relies.

This session will deal with strategies for writing and presenting cases and responding to them interactively that virtually assure that case discussions become dynamic entities with meaningful outcomes.

Goals: The primary goal of the session is to demonstrate interactive case strategies, allowing audience members to discover the efficacy of the methods through direct experience. A debriefing at session's end will focus on how the strategies can be adapted to individual teaching venues. A secondary goal is to help teachers develop new insights into ethical issues, which pervade academe. (Because of time constraints, extended consideration of the ethical issues raised by the case will be approached primarily through handouts.)

The focus of the experience will be "The Case of the *Very* Dedicated Professor," in which a student reports to his advisor that one of his professors is requiring a course project that exceeds reasonable expectations and may in fact be forcing students to collaborate in the professor's own personal and political agenda; the student pressures the advisor to intervene in the situation.

Audience: The session is intended to be of interest and value to all teachers who are using teaching cases or who are thinking about using them, as well as to teachers who are concerned with the ethical dimensions of teaching.

Format: The workshop will open with presentation of a case as a staged reading by selected members of the group attending the session. The readers will speak from a specially prepared script, and the viewers may follow the action on their own copies of the case. Then, brief discussions directed to certain focal questions will take place in subgroups.

Subsequently, the readers will begin a reprise of the case, but with a critical modification: a viewer may interrupt the presentation at any time with a question or suggestion to one of the readers. A viewer may also halt the action to make an observation to the group or--in the ultimate interruption--to take the place of a reader and pursue alternate behaviors. Activity of this nature will continue throughout the central portion of the workshop (about 30 minutes).

Based on the above activities, participants and facilitator together will frame guidelines that lead to successful employment of the strategies. The final event of the workshop will involve participants identifying ways they individually can adapt the ideas encountered in the session to their own teaching situations.

Please see the following page for "Dynamic Cases," a succinct description
of the technique that can be copied and distributed for educational purposes.

AD REM…
Dynamic cases

College teachers are increasingly turning to cases in order to initiate discussions on problems and issues. Typically, students read a case before class, perhaps considering a few questions to guide their thinking. When the class meets, they engage the issues through discussion, seeking understanding and resolution. Cases work particularly well in approaching affective goals, such as helping students examine values, consider new behaviors, and develop interpersonal skills.

It's an effective instructional mode—IF students do the reading, IF they give more than cursory thought to the questions, and IF they are willing to enter into the discussion. If these conditions are not met, a teacher sometimes has to struggle to generate the energy on which productive study of a case often relies.

I've found several strategies for writing and presenting cases and responding to them interactively that virtually assure that case discussions become dynamic entities resulting in didactic gain.

Once I identify outcome goals and the issues pertaining thereto, I try to write a case that realistically portrays a relatively common situation to which students can relate. A case likely will engage them if it is open-ended, incomplete, composed with dialogue, and characterized by visual and emotional components. Brevity and a final scene that triggers response round out the set of basic criteria I use.

Presenting the case (or a critical portion thereof) as a staged reading by volunteers from the group heightens attention and engagement of other group members. The readers speak from a specially prepared, highlighted case-script; viewers may follow the action on their own copies of the case.

Programming brief initial discussions in subgroups, often with assigned focal questions, encourages broad participation and response. Returning to a full-group discussion helps bring ideas together.

I've found the next option to be one of the best strategies for making study of a case a dynamic experience. After a group's general discussion, the readers begin a reprise of the case, with one critical modification: a viewer may interrupt the presentation at any time with a question or suggestion to one of the readers. The reader may respond in any appropriate way, although better results seem to obtain when remaining in character insofar as possible, defending behavior rather than modifying the action to accommodate the challenge.

A viewer may also halt the action to make an observation to the group or—in the ultimate interruption—to take the place of a reader and pursue alternate behaviors. I cite only one caveat: allow ample time for this stage of the process because viewers usually throw themselves into it vigorously and become frustrated if time constraints curtail their learning.

I still help guide the discussion with questions and other discreet interventions, such as suggesting returning to the script and moving on when the value of a particular interruption-discussion seems to be diminishing. And I try to bring relative closure to the session by asking participants to write brief statements on the most useful concepts or ideas they gained or what they will do differently as a result of the session. Then I randomly distribute the statements and they are read aloud in a "hearing-every-voice" exercise that is more meaningful to students than any summary I might contribute.

Sometimes I compile these responses and return them to participants later to refresh their memories of the session and to help extend its benefits beyond just that class or workshop.

The "interactive case" and associated strategies add spark to the classroom. More importantly, they really work to combat discussion lethargy and enhance learning outcomes.

Linc. Fisch is retired in Lexington, Kentucky, but he continues to stir the educational pot through writing, consulting, and conducting workshops for faculty. He can be reached at <lincfisch@aol.com>.

Assessment Driven Instruction: A More Authentic Approach

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Indiana Wesleyan University
DeMotte, IN

Introduction: The university faculty has recently completed a two-year curriculum revision project to explore ways to upgrade core courses replacing traditional assignments with authentic assessment pieces. This new approach emphasizes instructional approaches that require more authentic learning, teaching, and assessment. The result has been a more student-centered learning climate that fosters cooperative group learning and student collaboration. Assignments are more closely aligned to real world applications and, therefore, more meaningful to student candidates. This workshop will describe the process that the faculty employed and share results of this new approach to facilitating practical learning outcomes.

Audience: This workshop is designed to emphasize effective teaching practices that are the result of a commitment to the development of a program based upon authentic assessment products. The workshop is designed for both new and experienced faculty who desire to explore innovative ideas for designing authentic assessment pieces and the instructional strategies that accompany such assessment.   This workshop will expand the repertoire of instructional strategies for workshop participants; it is applicable to numerous academic disciplines. This session will present numerous ideas on the process of designing application-based projects to address course objectives and the alignment to appropriate instructional strategies.

Workshop Objectives: This workshop will be flexible to meet the needs of the participants but will cover the following general subject areas:

> Brief overview of the university's experience with project-based learning
> Authentic Assessment
> Engaged student learning
> Alignment of instruction to authentic assessment
> Ideas for fostering dialogue in and amongst students
> Ideas for enhanced student participation through expert reports

Included in the workshop will be how-tos such as
> Developing rubrics for authentic assessment projects
> Using of technology in student-centered learning
> Creating space for learning to take place
> Generating concrete examples and demonstrations of "real world" applications driven by authentic assessment
> Providing "Assessment for Learning" formative sessions to drive student growth and not just product improvement.

Activities: The presentation format will include a brief PowerPoint presentation outlining the process of redeveloping course structure based upon a more authentic approach.   Participants will look at samples of course objectives with traditional assessment pieces and then go through the step-by-step process developed to convert to an authentic assessment piece. Participants will then explore ideas for developing a range of instructional approaches to align to the authentic assessment documents. Participants will study

rubrics developed for authentic assessment and evaluate instructional approaches designed for such assessment. Presenters will role-play the "Assessment for Learning" formative conference that has become the hallmark of the graduate education portfolio process.

After studying the process used at this university participants will then explore the possible authentic assessment pieces that they would like to incorporate into their own programs and begin to apply the same process to their own courses. Participants will share products with the group and discuss additional methods for redesigning traditional course strategies to generate a more real world product.

David Gillette
David Christiansen
Truman State University
Kirksville, MO

The primary objectives of our presentation are to identify the issues facing any university as it contemplates emphasizing interdisciplinarity; to provide a forum where participants can explore the challenges of engaging students in interdisciplinary thinking and analysis; and to motivate all session participants to experiment with further use interdisciplinary teaching in the classroom. We also hope to use our experience to provide both a tale of caution and a model for inspiration by sharing some of lessons we've learned about the kind of things that do or don't work well. Ideally we will provide a forum for discussion that will elicit the sharing of successful interdisciplinary teaching experiences.

We will set the stage for the session objectives by providing the background and rationale for our University's interdisciplinary requirement. The presentation will focus on the faculty decision to adopt this requirement in its curriculum and the role interdisciplinarity plays in a student's liberal education. We will provide a brief description of how we, at our University, define interdisciplinarity, contrasting it with other types of "disciplinarity," especially multi-disciplinarity. Our discussion will include some of the hurdles we have crossed, and still have to cross, in order to provide our students with a meaningful interdisciplinary experience within the context of a rigorous liberal education program. We will provide a description of one professor's experiences researching, developing, and teaching an interdisciplinary course; share a teaching model employing the use of classroom discipline consultants; and use student writing samples to provide an opportunity for session participants to evaluate student essays for their interdisciplinary content.

Incorporating Service Learning into a College Course

Betty L. Goerss.
Indiana University East
Richmond, IN

Objectives:

To share a format for integrating service learning into a college course, providing an opportunity for students to apply what they have learned in their course while serving the community.

To communicate the benefits to the participant in your course and the recipient when service learning is a part of the educational process.

To discuss with participants opportunities for using service learning in their courses to prepare students for service throughout their lives.

Format:

This presentation would include a mini-lecture about the rationale, organization, and assessment of the service-learning project used by the presenter. This would be followed by a brainstorming session about how service learning could be incorporated into the disciplines of participants, and would end with a question/answer session about issues and benefits from using service learning.

Audience:

This presentation is applicable to all disciplines as service learning is university-wide. It would have particular appeal to those in Education as the presentation data comes from service learning in a Reading Methods course in Education.

Abstract:

This presentation will discuss the rationale for including service learning in a college course and the format used for integrating service learning into an education course. It will also include ideas for selecting a service-learning component and provide data based on student feedback from integrating service learning into an education course.

The primary rationale for integrating a service-learning component into any course is that it provides an opportunity for application of what students have learned in their course while benefiting the recipient of the service. Service learning is specifically applicable in a Reading Methods course. It builds confidence in students' ability to plan when they have the opportunity to integrate reading strategies in a non-threatening environment, one-on-one with a Study Buddy. It provides an excellent opportunity for students to recognize some of the challenges of helping children read when they are in their own classrooms along with an awareness of how to meet those challenges.

While the service learning component enhances student understanding of their content, it also is a service to the community. In Reading Methods, it meets a need of the local school district as they seek volunteers to serve as mentors for at-risk readers. The greatest benefit is for the children who receive one-on-one tutoring by a pre-service educator under the supervision of a university professor. This tutoring is designed to help the student improve in reading, but also includes self-selected reading activities with the goal of developing a life-long love of reading in the child.

Service learning provides a valuable opportunity to help students become proponents of service. This is particularly true for future teachers as they may carry over into their jobs as teachers further promoting the opportunity for service learning.

Service learning can fit into almost any course. This session will provide some suggestions for how to find and develop community partnerships for developing service learning. There will be time for brainstorming and sharing of ideas for an appropriate service-learning component for courses taught by the participants. The presenter will provide opportunity for questions and answers about selecting and integrating service learning projects and share reactions from students who have participated in service learning.

ADAPTIVE STUDENT LEARNING:
THE KEY MEASURE OF TEACHING SUCCESS

Ronald Goodnight
Purdue University
Cottage Anderson, IN

Abstract:

Unfortunately, the classical pedagogical teaching approach continues to be used by many instructors endeavoring to educate college students. Once again, the often-used lecture method of "I know and I am willing to impart the word…but you must listen and learn" may be satisfactory in some isolated instances. But, rarely is this teaching technique superior to the andragogy method of instructing students. This is true especially for adult learners who are trying to prepare themselves for a career or profession while facing an ever-changing work and personal world fraught with complexities never encountered before. The superiority of the andragogy method is even truer when the majority of your students could be properly classified as "non-traditional."

The andragogy method is infinitely more superior when a more modern definition of college or adult education is used, especially in this electronic age. The learner must be the focus of the definition that is "the preparation for and acquisition of knowledge, skills and understanding to become an adaptable human being."[1] During the first weeks of any course the instructor and the students must develop a positive relationship - one that is conducive to improved learning. During this period the instructor clearly lays the necessary foundation of knowledge from which all else evolves. This phase is followed by either one-on-one or instructor-team dialogues to reach a mutual and satisfactory knowledge of course expectations. The students, individually or in teams, must be actively involved in defining their interim and ultimate learning objectives, and in establishing their responsibilities and accountabilities. The role of the instructor becomes primarily that of a facilitator, consultant and resource helping each student and /or team successfully accomplish their defined objectives.

Introduction:

The typical student at the Purdue University campus in Anderson, Indiana, is really atypical. These students almost exactly fit the category of being 'nontraditional'[2] as evidenced by their average age of thirty-two and over ninety-five percent are employed. Associate and bachelor degrees are offered in Organizational Leadership and Supervision where the majority of the andragogy methodology is used. However, this teaching-learning approach is also used in the Electrical Engineering Technology and the Computer Programming Technology degree courses.

The basis for this educational adult learner method originated with Malcolm Knowles[3] and its applications have been investigated extensively for years.[4,5,6,7] Andragogy essentially is built upon the premise that virtually all learning is self-directed through one's life-based experiences and interactions. As adults mature their readiness to attain more and greater knowledge and skills increases primarily if the subject matter content relates to their job/social role, is task or problem centered and has a time perspective of immediate application. Further, it is based upon a person's intrinsic motivation and the material or tasks are organized, meaningful and relevant to the learner. The positive reinforcement environment should be facilitative and highly participative for the learner.

Andragogy in Action:

This adult learning premise can easily be coupled with the standard syllabus, which includes defined course content areas and the ultimate objective. One technique used at Purdue-Anderson incorporates one of Stephen Covey's[8] seven habits "Begin with the end in mind." Generally, the students know the course content prior to enrolling from course description information that is readily available. This knowledge and understanding is greatly enhanced during the first individual sessions between instructor and student. In

these meetings the end objective is thoroughly discussed relative to each student's personal, developmental and learning goals. With this information the students write learning contracts in which they establish:

1. What they are going to learn relative to the course objective.
2. How they can apply this knowledge/skill/learning in their 'life/work' role.
3. Interim benchmarks or evaluations to be used to assess their progress.
4. How they are going to accomplish these targets.

The instructor reviews the contracts and conducts 'mutual understanding' sessions with the students. Once the learning plans are approved, the role of the instructor is established. He/she may function as teacher, trainer, counselor, mentor, facilitator, guide, confidant, consultant, resource agent, and etcetera. A study was conducted using the situational leadership model initially developed by Paul Hersey and Ken Blanchard[9] and later expanded as the Situational Leadership II model by Blanchard.[10]
An educational model was designed using their principles.

This situational approach is used based upon the amount of control and direction (Directive Behavior) needed by the instructor compared to the amount of encouragement and support (Supportive Behavior) needed. The needs vary depending upon the specific quadrant in which the majority of the students lay. This is determined by their course content knowledge and skills (competence) or task maturity. Their commitment or confidence level is also a factor in determining readiness for assuming responsibility in directing their own learning experiences.

Results of this study are reported in a companion presentation.

Conclusion:

Students, especially non-traditional students, should be taught and treated as adults. Following the andragogy adult learning guidelines will greatly enhance their learning. And, the method of teaching is much more fun than the child-oriented, lecture type method. Many techniques can be used such as the one based on the Hershey-Blanchard situational leadership model. Whatever method is used, everyone should learn to have fun while they learn and learn and learn – a lifetime goal!

"Worth a Thousand Words":
Using Classroom Drawing as a Tool for Learning

James B. Gould
McHenry County College
Crystal Lake, Illinois

Objectives:

1. To illustrate an interactive instructional strategy that has students move from reflecting to talking to drawing
2. To provide several examples of how this strategy can be used in the classroom
3. To give participants a chance to
   a) experience the strategy
   b) ask questions, make observations and offer additional examples of classroom activities that utilize drawing
   c) brainstorm and share ideas about how this activity can be adapted to other courses.

Format:

The workshop will include both facilitator presentation and participant interaction.

1. The workshop will begin with an activity that demonstrates the strategy.
2. The facilitator will provide a theoretical explanation of the model and several examples that illustrate how the strategy can be used in class.
3. Participants will discuss and share ways in which this learning method can be adapted for use in the classroom.

Audience:

This workshop will be of most benefit for teaching faculty and curriculum designers.

Purpose and Rationale:

Many instructional methods can be used in college classrooms. The instructor can lecture or lead a discussion. Audio-visual materials can impart information, role-playing exercises can provide learning experiences, and guest speakers can share their expertise. With most of these instructional strategies, however, students are passive spectators rather than active participants in the learning process. The tendency of many college students is to passively absorb information by collecting, borrowing and compiling the thoughts of other people. True knowledge, however, must be actively constructed for oneself. As Piaget said, "to understand is to invent".

In this workshop I illustrate one pedagogical strategy that I use in college courses. The starting point for the strategy is the question "what do my students already know about X that I can use to draw them into the topic?" The learning method follows a spiral of repeated activities, moving from gathering data to constructing models and doing so in ever-widening circles. It begins with individual student reflection, moves to a small group where visual drawings are produced, and ends with large group discussion where drawings are compared, generalizations drawn and connections made with theory and research. While the examples given will reflect my own teaching in philosophy and thanatology, the strategy is easily adaptable to other disciplines.

I have found that this instructional strategy makes students active participants in the learning process rather than passive spectators. It moves students beyond dependent borrowing of other people's ideas to independent creation of knowledge. They think for themselves, collaborate in small groups, support their own ideas and theories, consider alternative perspectives and draw conclusions. The strategy stimulates critical reflection, taps emotion-based experience and facilitates discovery learning.

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DEVELOPING STUDENT COMMITMENT TO A COURSE AND THE TEACHER

Fred Henney (Retired)
Thomas Nelson Community College
Hampton, Virginia

Objectives:
 To help attendees learn a method for gaining student commitment to course objectives, their classroom colleagues, and the teacher, using interactive/ collaborative student learning methods. The workshop is participatory rather than audience passive: throughout the workshop attendee-participants will be actively involved in learning techniques with emphasis on ways to use these in their classrooms.

Audience:
Those in any field of learning who wish to develop a classroom ambience that tends to prevent antagonistic relationships between student and teacher as well as among students. This presentation has been done with math/science as well as with humanities teachers. Whatever the teaching discipline, the techniques will be useful for those interested in learning how to strengthen supportive/cooperative relationships among students and with the teacher in the classroom.

Activities:
These activities are adaptable to any type of classroom presentation, and develop a sense of camaraderie and willingness to work together even among students who have never met. The camaraderie among students works well to mitigate development of antagonism between students; the activities involving the teacher and students develop a relationship that works to prevent antagonism toward the teacher:

Attendees (in pairs) will briefly interview each other to find out their partner's name, birthplace, home area, curriculum, hobbies, etc., followed by introduction of partners.

Attendees (in pairs) cooperate in solving mind puzzles for five minutes, then join with another pair in continuation. (This demonstrates the joy of discovery along with the discovery that groups are better at solving problems than pairs.)

Individuals in each group work on brainstorming and then listing student expectations of the instructor, followed by listing of instructor expectations of the students. HANDOUTS

Groups work on listing six agreed-upon student expectations of the instructor, followed by listing of six agreed-upon instructor expectations of the students (group recorders must be men).

Group spokespersons (must be women) report group lists, which are listed on the easel by the presenter.

Interactive discussion/negotiation between presenter and groups will determine final acceptable lists that the presenter will write on the easel pad. (The teacher/student-group negotiation/interaction develops student acceptance of responsibility for classroom conduct).

As time permits, presenter will have attendees list major objectives of a specific course (e.g., introduction to mathematics, or a freshman English composition course) followed by a listing of personal goals for such a course. The presenter will illustrate how this activity can be used following the expectations activity above to obtain even greater commitment to achieving course objectives. If time does not permit, the presenter will explain the use of this technique while pointing out where this list has been used in sample actual lesson plans. Handouts of sample lesson plans, along with explanation and discussion of their uses, with overheads to emphasize major points.

Past the Podium

Fifty Ways to Leave Your Lectern

Susan Copeland Henry & Bruce M. Saulnier
Clayton College & State University Quinnipiac University

Description:

Pedagogical research indicates what common sense suggests: humans learn best when they are actively participating in the learning process. Too often instructors live a strict classroom life lecturing behind a lectern. This method not only delineates a rigid relationship with their students, but it also makes learning a passive rather than active experience. Thus, the learning experience is diminished. However, many teachers have left the lectern, discovering innovative methods to engage their students in active learning. In this session, we seek to facilitate a quick sharing of ideas that colleagues have employed in order to improve teaching and learning by leaving the lectern behind.

Objectives:

Upon completing this session, participants will:

1. Recognize that active learning is more meaningful learning for our students;

2. Share ideas with colleagues on how to create the active learning experience;

3. Leave with new ideas about how to leave the lectern behind.

Activities:

During this session participants will:

1. Write down their favorite teaching tips around the session's theme on 3x5 cards;

2. Share their teaching tips in groups of three, selecting the top three ideas of all those presented;

3. Share each group's top ideas with session members as a whole.

"YOU SURE MAKE LEARNING FUN":
EFFECTIVE USE OF HUMOR IN YOUR CLASSES

Susan Copeland Henry
Clayton College and State University
Morrow, GA

John (Jack) S. Avens
Colorado State University
Fort Collins, CO

Rationale and Objectives:

According to the American Association for Therapeutic Humor, humor has three components: wit, mirth, and laughter. "Wit is the cognitive experience, mirth the emotional experience, and laughter the physiological experience" (Sultanoff). The resulting laughter has positive effects on the human body (Sultanoff). As our research across the disciplines and across the educational spectrum indicates, humor is an important element in effective teaching. This research reveals that, among numerous other effects, use of humor used in a responsible way creates a sense of community, helps students grasp material more easily, makes the classroom a more congenial place, eases interpersonal conflict, aids in tolerance of physical and emotional pain, and alleviates teacher burn-out. With these effects in mind, we will involve our workshop participants in an initial activity designed to experience humor and observe its effects, and then direct the discussion to share individuals' uses of humor, as well as abuses to avoid, in the classroom. On completing this double-session workshop, participants will:

1. recognize humor as a means of enhancing learning for their students;
2. learn effective uses of humor, as well as abuses to avoid;
3. obtain new ideas for use of humor in their own classes.

Format: During this workshop participants will:

1. participate in initial and closing scenarios designed to experience humor and observe its effects;
2. share ideas and experiences in which humor is used responsibly and effectively;
3. share ideas and experiences in which humor is abused in order to avoid those abuses.

Audience:

1. Teachers who enjoy meeting with students in a classroom setting and wish to enhance the learning experience through developing a more receptive attitude of their students.
2. Anyone who may think that "too much fun" in someone's class might detract from students' learning.

Content:

Presenters will start the workshop by role-playing an effective use of humor in their classes and noting its effects on the session participants.

Then the following will be actively uncovered:
Why use humor in the classroom? (Participants will generate list)
Types of humor, with **examples** (Participants will generate examples):
Nonverbal
External source
Untargeted
Student-targeted
Teacher-targeted

What should one **avoid**? (Participants will generate list)

How can one **use** humor effectively? (Participants will generate list)

Participants will role-play an effective use of humor in their class for other participants to critique.

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Teaching: The Secular <u>AND</u> The Sacred

Frances Ann Hill
Northern Arizona University
Flagstaff, AZ

Objectives:

Participants will explore ideas on how to invite students to engage in learning at a deeper level – a level that honors emotional intelligence, reflective thinking, empathetic exploration, and brilliant, poetic transformation.

Abstract:

We are entering an era where people who have always had strong intuitive knowledge, who are "tuned in" to life and the nuances of the Universe and the sense of the sacred in everything, are increasingly being identified and chosen to lead and instruct others.

We'll embark on this sacred journey with the help of a variety of Enlightened Guides including the following: Dr. Parker Palmer, Coach Krzyzewski (Duke University), Dr. Morrie Schwartz, Oriah Mountain Dreamer, Dr. Jane Tompkins, Joseph Campbell and Rachel Naomi Remen, M.D. – each of whom believe in a variation on a theme of the following statement:

> "Our very survival may require that we do something simpler and more human. That we become open beyond our expertise. That we learn to live closer to life, the life in us and the life around us. That we learn to **<u>listen</u>** to life and those quiet, gentle voices that so diligently try to nudge us and to guide us along." From Dr. Remen's Book: My Grandfather's Blessings

Intended Outcomes:

Once in a while we are given moments of real grace and eloquent reverence. This session will embrace that rare and unique ability to distill the moments of real grace and eloquent reverence with truth, beauty, goodness, and profound courage.

Look Who Showed Up: Exploring the Sixth Sense

Eugene Hodge
Quinnipiac University
Hamden, CT

Target audience:
>Anyone seeking alternative teaching techniques for adult learners
>Educators seeking to design better curricula and training programs
>Career and job counselors responsible for preparing individuals to enter the workplace.
>Individuals seeking career change

Objectives:
>Understand the power of the sixth sense and how to capitalize on what others see in you.
>Demonstrate alternative assessment techniques that will increase self worth, motivation and confidence of participants
>Demonstrate an assessment technique that provides instant feedback of saleable skills to adult learners

Activities
Participants will use their perception to create a collage to assess the qualities of a volunteer participant.

Format:
This fun and informative workshop is highly interactive and uses direct input from participant's viewpoint.

Summary
Imagine meeting someone for the first time. Imagine walking into a room full of people. It could happen at a training conference, on the street or in traveling. Imagine entering a door to meet an interviewer or to attend a meeting. At that moment, you 'show up'.

Imagine yourself looking at someone and they looking at you. Imagine the thoughts that might go through one's mind. Chances are, at that moment, their thoughts of you and other people like you 'kick-in'. They look you over from head-to-toe and immediately begin perceiving the type of person you are. Their perceptions of you are generated through what some call the 'sixth sense'. The power of perception.

Much of their thoughts of people like you are generated from past learning and experiences. Before you have a chance to speak, they recognize qualities and weaknesses and begin assessing the type of person you are.   How you look physically, your behaviors, body language, skills, abilities, etc. are all determined in the eye of the beholder. These perceptions, all of which are totally out of your control, contribute to the assessment of strengths, skills and abilities that other people buy into. Better put, what you have about you that's 'saleable'.

This workshop explores how others see you. It focuses on the qualities (strengths, skills and abilities) that you have developed and possess that other people recognize (your saleable skills). Using a volunteer, workshop participants will identify what they see in the volunteer and what type of individual they feel this person is. These techniques will provide the volunteer with instant feedback of qualities, abilities, skills, etc. that may better match the right type of person to the right type of job, career or employment opportunity. Participants will gain an awareness of how to recognize the qualities other people see in them and how to capitalize on it. The workshop will give participants a sense of self worth, self-image and drastically increase their motivation.

'Look Who Showed Up – Exploring the Sixth Sense' is the front-end module to an innovative job-training program called the 'Job Readiness & Computer Literacy Training Program' A program that

packages computer technology with the participant's motivation, interest, skills, abilities, character, and experience in a way that leads to productive and enjoyable employment.

Take 2001: Using Video in the Classroom

Christiana Hopkins
Libby McGlone
D. Michael Ehret
Columbus State Community College
Columbus, OH

Objectives:

To provide a rationale and strategy for the use of video in the classroom
To discuss the effects of the video conventions of the moving camera, editing, expressionistic sound, and special effects on storytelling
To engage participants in new ways of storytelling
To provide colleagues with a practical method of teaching visual literacy
To inform colleagues about nonlinear video production

Format:

Interactive workshop

Target Audience:

All disciplines at any level

Summary:

This interactive workshop will involve the participants in a demonstration and discussion of the effects of video conventions on storytelling.

Video has become a standard document in today's world. It is how we see the world, communicate with one another personally and publicly, and record our thoughts, words, and actions. Our students need the opportunity to become both literate viewers and users of video art.
To begin the workshop, the presenters will discuss the applications of desktop video production in the classroom. Having recently designed a course entitled Independent Video Art, the presenters will describe the nature of the course and its goals and rationale. In short, their video course teaches desktop video production using Macintosh's iMovie.

Following this discussion, presenters will introduce the audience to a series of video vignettes demonstrating the elements of video narrative, such as special effects, the moving camera, editing, and expressionistic sound. Participants will be asked to interpret each clip by constructing a scenario.

Attendees will be given the opportunity to reflect on the value and application of video art in the classroom for their particular discipline.

"Un-dreading" the Research Course:
Strategies for Student-friendly Instruction and Assessment

Ann Jablonski
Marywood University
Scranton, PA

Abstract:

In this session participants will have the opportunity to experience the instructional and assessment processes used to get students beyond 'learning for a test.' Participants will work in groups on various concepts related to research in the social sciences.

Tactile metaphors for various aspects of research used to enhance student learning will be presented. For example, to help students decide on a research question students work with play-doh; to learn sampling procedures students work with legos, and to understand and use linear correlations students work with French baguettes as well as rye and pita breads. Participants will experience how each of the metaphors among others result in a shift in student affect and enable them to be actively involved in their learning.

Alternative assessment in the form of group exercises and critiques of research studies will be presented.

Tracking self-efficacy of students at the beginning and end of the course as well as discussion of actual self-efficacy results will be discussed.

BlackBoard EXPOSED !
Some Real Life Experience with Bb

Nelson H. Kraus
Butler University
Indianapolis, Indiana 46208-3485

Objectives:

I.   Introduce the audience to web-based/virtual learning
II.   Share the Butler University experience with web-based instruction
III.   Share the BU PA Program experience with virtual learning
IV.   Provide an opportunity to "surf" the BU CCO Bb site
V.   Empower participants to feel more comfortable utilizing virtual classrooms

Audience:

The session is designed to provide information, and experience to a wide variety of teachers. Participants can include secondary teachers as well as undergraduate, graduate, and professional school faculty and staff.

Format:

I.   Demonstration of generic Bb utilizing demo disc and LCD projection

II.   Utilizing internet access, walk through the BU CCO Bb 2002 web site showing features such as:

> Documents
> Announcements
> Monthly Rotation Check IN
> Grade book

III.   Allow the participants to "play" with a Bb site similar to the BU CCO site to better appreciate ease of use

IV.   Open the session to Q & A and free discussion of the BU CCO experience with virtual classroom as well as the PA Program experience in general

USING COOPERATIVE LEARNING AND STILL COVERING THE CONTENT

Eunice Krinsky
California State University, Dominguez Hills
Carson, CA 90747

"How can I use cooperative learning? I have too much content to cover!"

"I put the students in groups and they didn't work well together."

"I don't know how to plan my class to use groups."

"What types of activities work best within group structures?"

"How can I implement these ideas in large lecture settings?"

Answers to these and similar concerns are addressed in this activity based, multi-disciplinary and inter-disciplinary workshop. Creative ideas that have met the student usage test will be shared.

Research studies show that cooperative learning, when correctly implemented, leads to improved student achievement, better racial relationships, and increased student retention (Cooper and Mueck, 1990). During the workshop participants will review materials from different disciplines (mathematics, physics, English, foreign languages, psychology, and education), which have been used and found effective.

Students is the presenter's classes are told that as an adjunct to the lectures and other activities in the course they will engage in a series of "team learning" activities based on Cooperative Learning procedures. A major purpose of these activities is to give them practice in using the skills and concepts presented in the course. A critical dimension of this procedure is the concept of student interdependence. That is, during these exercises the instructor would like them to develop a sense of responsibility for one another's mastery of the content. Working together in this fashion closely resembles the environment in the modern workplace and has been shown to enhance understanding and retention by the participants.
Ideas will be presented from several disciplines, which have met the dual goals of "covering the content" and developing critical thinking skills via cooperative group work. Participants will have opportunities to work together to begin the planning process critical to effective implementation of cooperative activities within the college classroom.

A quick review of the basic structure of cooperative groups (how to form them, how to grade, etc.) will make this workshop accessible to both the novice and the experienced practitioner. Those who have used cooperative groups will have an opportunity to share their experiences. In addition, a video of students working in a group setting along with some sample student work will bring the abstract ideas into the concrete world.

Finally, this workshop will provide an opportunity to establish a network of interested faculty who will share best practices on using cooperative learning as a primary method of delivering instruction. Come and join the team!

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"I Just Did What You Told Me To Do!"
(An exercise in communications.)

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Objectives:
Explore the communications process
Explore the effects of communications on class assignments
Explore the effects of differing individual communication processes
Discuss best practices on how to address communications in class projects

Format: This session will offer a fun yet insightful activity in perception. Participants will examine the power of their perceptions and how the perceptions of others can be equally as powerful.

Audience: Everyone can benefit from this session. All are welcome.

Abstract:
Communications, a simple act of transmitting and exchanging information or opinions, or is it? Reduced to its essence, communication is the process of acting on information. Someone does or says something, and there is a response in action, work, or thought. If communications is so simple then why does the process break down so often? For something that we do on almost a constant basis, why do we have so much problem with communications? Communication is rarely, if ever, as simple as "what we put in is what we get out." Effective communications are important in all aspects of everyday life, but it is critical if we are to be effective on the job. For teachers it is especially critical because we are passing on information and life skills to our students. Today communications is viewed as a transactive process- one in which messages are sent and received simultaneously. As you talk to someone, you respond to both verbal and nonverbal messages. The key is that when we communicate with another person, especially in a face-to-face setting, the context for most communications, the transactive nature of communications means that messages are simultaneously being responded to. The nature of communications then is that we cannot *not* communicate; therefore it is important to focus on and know what it is that we are really communicating. The Shannon-Weaver Communications model was developed in 1949 and is now taught in most communications classes. Learning the model is only part of the solution. Understanding the model and seeing the effects of the communications process is critical to effective communications. Without this knowledge over 70% of communications may be lost.

Presentation Outline:
This is an interactive workshop where participants will take part in a communications simulation that can be incorporated into any discipline where effective communications is a part of the exercise. This simulation is currently being used in a senior level leadership and team development course and can be done in a classroom setting. In addition, participants are asked to discuss the implications of communications in their courses and how it affects the difficulty of assignments. Participants are asked to share best practices in terms of getting students to learn and understand the communications process.

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How to Empower Students by Using the Group Process to Change Attitudes

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Objectives:
1. Demonstrate how the use of the group process can modify students' attitude.
2. Demonstrate the value of group thinking as a useful tool to solve difficult and unusual problems.
3. Provide practical and useful classroom techniques to structure and manage group projects.
4. Encourage instructors to use cooperative learning and experience the educational dynamics caused by the creation of positive interdependence among previously unknown group members.
5. Allow instructors to EXPERIENCE the group process and powerful, constructive impact of peer pressure on modifying attitudes.

Audience:
Any instructor who wishes to use cooperative learning techniques but who has been hesitant to try because of the fear of failure, actual knowledge of their value, or some other lame excuse.

Summary of the Problem:
Employers always claim they can train employees to do the jobs they've been hired to perform but that they can NOT do anything about the attitude that their employees bring to the job. If employers absolve themselves of changing attitudes, how do prospective employees learn the value of a positive attitude? Potential employees with "bad" attitudes are "weeded out" during the job interview and left with low self-esteem and even worse attitudes. Left unresolved, this tension added to an attitude that is already "bad" could deteriorate into unsociable or, even worse, violent behavior. The premise of this presentation is that in an educational environment, using the group process and cooperative learning techniques, student's attitudes about themselves, their jobs, and their coworkers can be changed for the better. Its rationale is that educational institutions have an obligation to individual students and to society, in general, to cause this to happen. Employers will NOT do it, correctional facilities don't do it; therapists and lawyers are overbooked; thus, it is the duty of educational institutions to intervene in the lives of their students – to create persons with positive, employable attitudes. Many educators, unfortunately, have also chosen only to teach, test and concern themselves with content knowledge. It has been found that "true education" includes instruction in values and attitudinal change. The presenter has been engaged during the past few years with exploring this educational process. The group process and cooperative education pedagogy has proven to be the most practical method of causing this change to occur with the majority of student

Workshop Activity:
Step 1: Divide the class into groups of three, structure the group so that students sit knee-to-knee, and assign the following titles and duties to group members:
Step 1: Summarizer; 2- Encourager of Participation; and 3- Elaborator
Step 2: Instructor provides framework of acceptable and unacceptable social skills. (Teachers must teach these skills as purposefully and precisely as academic skills. Collaborative skills include leadership, decision-making, trust-building, communication and conflict-management skills.)
Step 3: Provide groups with an activity designed specifically to require them to communicate with each other and mutually arrive at a probable solution to the problem.
Step 4: After completion of this project, allow time for each group to report to the entire class on their successes and failures.
Step 5: Repeat Steps 3 and 4, as time allows.
Step 6: Students should report orally, or in writing, concerning any changes in their attitude that they have experienced as a consequence of this workshop.

Sources:

D. W. Johnson and R. T. Johnson: "Cooperation and Competition: Theory and Research". Edina, MN: Interaction Book Company, 1989.

**Teaching Dimensions: An experiential approach to teaching the concept
of multiple components within a single construct.**

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DeDe Wohlfarth
Spalding University
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Objectives
1. Participants will learn a new technique for experiential learning.
2. Participants will learn some specific benefits of a concrete approach compared to an abstract approach to teaching the concept of dimensions.
3. Participants will learn new applications for the concept of dimensions to their own fields of study.

Audience:
      This presentation is designed especially for those who teach about the concept of dimensions, such as mathematicians, statisticians, and social scientists who teach about measurement. It is also explicitly designed, however, to be relevant for all those who teach about concepts that have related yet distinct elements such as the content and the form of a piece of writing or of a religious faith. In this way, the intended audience includes all instructors who are interested in an experientially based approach to abstract concepts.

Description
      This is a participatory session demonstrating an experiential or concrete approach to teaching the idea and the use of dimensions, particularly in contrast to an abstract or conceptual approach. Participants in this presentation will first hear and see information regarding the concept of dimensions with hypothetical examples of abilities. They will then learn the same concepts experientially, grounded in everyday examples of abilities. Additional elements will include a demonstration of one way to document changes in students, a discussion of the relevance of "math phobia", and a final group discussion applying this experience to participants' courses.
      Following an overview of the entire presentation, the first experience will resemble many traditional teaching settings. We will present a definition and various conceptual descriptions of the idea of dimensions in a typical lecture-style format, including some hypothetical examples of dimensions.
      After a brief example of assessment, the experiential-learning demonstration will follow. Through the process of participating in the same type of learning experience that we describe using with students, presentation participants will gain practical knowledge of how to use similar experiences with their own students. They will also gain insights into the way their students think and feel while experiencing these techniques.
      We will conclude with a final assessment and then a group discussion, applying the elements that participants experienced in this presentation to their own settings and courses. As noted, we will highlight the common experience of "math phobia" and its relevance to this approach. Based on past experience with groups, we expect that participants will suggest helpful new ways to refine this alternative approach to teaching dimensions.
      The presentation will begin in a lecture-style format, but will then change to an entire group participation exercise, followed by a group discussion. We will emphasize individual application of this general approach more than strict adherence to the details of our example.

Rationale
      Students in many disciplines find that quantitative concepts are some of the most difficult to grasp. Many instructors likewise find that even well thought-out and diligently prepared lectures on quantitative concepts are met either with glazed eyes or, perhaps worse, with smiles and nods during the lecture, but then with performances on exams that suggest the students have retained little or none of the material. The experiential approach to teaching the concept of dimensions that we demonstrate is both a particular technique for teaching this specific concept and an example of a general approach to teaching concepts through experiential processes more broadly.

Lessons Learned: A Case of Web-Course Development

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The topic of web-course development has recently generated much discussion and debate in higher education. Many anecdotal reports and studies have focused on optimal aspects for both teaching and learning, thus focusing on the destination rather than journey. Recent work in developing a web-course in a university environment, over a two-year period, provides lessons learned from the process of web-course creation.

This presentation describes the process used to design, develop, and implement a web-based course, including the pros and con, successes and pitfalls. A brief history of the origins of the project, team members involved, turnover, expertise required, and unforeseen challenges are presented as well as suggestions to overcome potential problems.

The experiences of the development team are presented, together with examples (via computer and handouts) from the course, which show discrete analysis of the work, time, and people involved. The presentation concludes with a discussion of participants' experiences on their own campuses and may be helpful to those who are beginning to develop web-based instruction.

Make Your Case!! - An Exercise in Building and Facilitating
Case Studies To Enhance Our Teaching

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Objectives

1) To promote discussion of the case method in the classroom
2) To illustrate the mechanics of case writing
3) Present a case building exercise that has proven successful for instructor and students
4) Present a case about a teaching experience for illustrative purposes

Audience

This workshop is intended and appropriate for any teacher or practitioner who wishes to explore the use of case studies in their teaching.

Content

The case method, as it has evolved, is widely recognized as providing students and instructors many benefits. Among these are the opportunities for the student to develop decision-making and interpersonal skills in a non-threatening environment, while covering course content. For the instructor, case teaching offers professional development opportunities as well as a method for reaching into the higher levels of Bloom's taxonomy.

I have taught with case studies for the past 14 years and find this method to be personally and professionally rewarding. Student comments such as" I finally was able to apply all that theory" and "This is the most real world course I have taken" are frequent. Case studies are useful across disciplines. I believe that every class can incorporate the method if desired. On one level, this workshop will forward that theme by presenting general instruction on case writing that anyone can utilize to write cases for their teaching. One of the classes that I teach is a case-based class covering human resource issues. I write about two thirds of the cases that I use in the classroom from personal experiences or current events that touch the issues that I wish to cover. They are of varying lengths and complexity and allow me to design instruction covering issues and topics that I feel to be of particular import. This ability offers a strategic advantage to us as teachers.

The other level that I will discuss in this workshop is writing cases about teaching. This provides us an opportunity for examination, discussion, and analysis of our teaching, again in a non-threatening environment. A possible end result – with this workshop being a catalyst and a beginning – is a booklet of our cases about teaching

Participants will leave with a hard copy of Case Method / Teaching Notes Instruction. Any information collected during the workshop will be collated and disseminated participants.

FORMATIVE AND PERFORMANCE ASSESSMENT: TOOLS TO ENHANCE TEACHING, LEARNING, AND CLASSROOM CULTURE

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Background/Introduction

In general, our classrooms of students be they "live," at a distance, or web-based, are becoming more diverse in terms of age, background, nationality, skills, talents, and work experience as well as other characteristics. Instructors can and should use the diversity that students present in order to better prepare and arrange learning activities.

This session is about the use of formative assessment coupled with the application of performance analysis methods to enable the instructor to obtain useful information from students at the beginning of a course or prior to the commencement of a course. These practices rest on the basic assumptions that: 1) each student group presents different needs, interests, expectations, and preferences; and 2) instructors may use information obtained from students to help shape the plan, format and activities contained in a course of instruction. These ideas are not new ones, however, the use of a performance analysis model to guide our efforts adds to our knowledge and understanding.

The invitation to students to provide information and the instructor's efforts to make the best use of student information will help to stimulate and create a positive, student-centered classroom culture and will enhance student performance. (Kofman & Senge, 1993; Barr & Tagg, 1995)

Audience

Instructors representing any level of college or university education will benefit from the content and dialog of the session. The session will benefit instructors who teach adults in other domains such as continuing education, training in organizations, and related educational activities.

Objectives

Session participants will:
1. Learn of some methods for obtaining information from a student group.
2. Learn to use information to challenge their own assumptions, knowledge, and understandings of student needs and interests. We want to value the personal truth that students bring with them to our courses (Palmer, 1997).
3. Obtain suggestions and tools to project to students that student interests are the focus of our efforts. Thus, we aid in creating a classroom culture that is student-centered.
4. Learn to invite student involvement and participation. There is potential to increase student (intrinsic) motivation in the course as invitations to participate and actual involvement help to generate and sustain interest. (Lawler et al., 1995).
5. Learn of another avenue for experimentation as teachers and caring individuals (Bickford & Van Vleck, 1997).

From this session, participants can take away:

Knowledge about how and why to use formative assessments
A framework or design for performance analysis aimed at "people development"
Tools and techniques (as handouts) in the form of surveys, question guides, etc., to reflect upon, to sample, to modify and try-out.

Format and Activities for the Session (order of presentation)

1. Introduction - A brief explanation of the purposes and goals of formative assessment and performance analysis.
2. Discussion - Invitation to session participants to share their current or past practices of formative assessment. This invitation and ensuing dialog models formative assessment activities and helps to establish a focus on our common needs as a community of practice (Wenger, 1998).
3. Presentation of a basic model of performance analysis. Performance analysis may be defined as follows (see Rossett, 1999):

> Performance analysis is partnering with students to
> help them define and achieve their goals. PA involves reaching
> out for several perspectives on a problem or opportunity,
> determining any and all drivers toward or barriers to
> successful performance, and proposing a solution system based
> on what is learned, not on what is typically done.

4. Define and explore - the elements of the performance analysis process are operationally defined. Then, they are discussed per practical examples by the session participants. The elements are: a) Partnering, b) Goals identity, c) Using many perspectives, d) Finding problems & opportunities, e) Clarifying barriers & drivers, and f) Creating solutions. All of these elements/activities are aimed at improving instruction, inviting student involvement, and enabling the creation of a positive, caring classroom culture.
5. Conclusions and Wrap-Up. The presenter has some handout materials (tools) that give instructors some starting places for implementing formative assessment and/or performance analysis activities. The presenter will briefly explain the use of the tools and give some information about the effects of their application.

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**Using Complexity Science to Grow Your
Classes**

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Objectives, Format, and Audience: By attending this presentation, participants will: (1) Become more knowledgeable about the concepts of complexity science, (2) Be introduced to ways that these concepts apply to the learning environment of higher education; (3) Develop ways that this information can be used in their own roles as educators. The format will involve brief review of basic complexity science concepts and our applications, along with discussion and application relative to participants= class situations. The session process itself will incorporate and model complexity ideas. The intended audience for this session includes anyone (e.g., teachers, administrators, etc.) interested in the conditions highly interactive and emergent methods that engage the productive energy and creativity inherent to the complex adaptive system known as a typical classroom.

Ours is an organizational world, each of us constantly interacting in one way or another with that most versatile and powerful of human social inventions, the organization. Organizations assist us into the world, out of the world, and provide for so many other things in between including educating us. Education and its methods are as much a product of how we think about our organizations as our organizations themselves.

For 300 (plus) years now, how we have thought about organizations has been mainly *in terms of* Newton=s *machine* metaphor that organizations ought to be designed along the lines of machines. Accordingly, the values that inform this perspective include control, efficiency, hierarchy, uniformity, specialization, predictability, equilibrium/stasis, constancy/reliability, rationality, impersonality, and harmony/absence of conflict, among others. From the Industrial Revolution right up to the present, these same values have framed the ideal properties we've tried to build into what we should expect from both our organizations and the people who inhabit them.

With mixed results. No doubt mechanism has been a productive organizational model in many respects. But its legacy to the 21st century is also a number of largely unforeseen and potentially devastating byproducts, not the least of which includes the following educational implications and outcomes (Rifkin, 1980):

> "Our entire learning process is little more than a twelve-to-sixteen-year training program
> for the Newtonian world view. In school, emphasis is placed on quantities, distance, and
> location but rarely on qualities or conceptions. Think of all the countless tests where the
> only questions asked were those concerning names, dates, and places things that could be
> precisely measured and that involved no ambiguities. The tests themselves are cut
> directly from the mold of classical physics. True, false, fill in the blanks, multiple choice,
> and matching answers are all based on the concept of causality; that for every set of
> initial conditions there is one and only one correct final state. The most important aspect
> of taking tests is not the answers but the process. We all forget specific facts over the
> years, but few of us will ever forget the concept of causality after being subjected to the
> testing process for so many years of our life" (p. 229).

> "Our educational system places its highest priority on facts. The more bits of information
> a student can collect and recall, the better grades he will receive. ...Our educational
> system is devoted to specialization. ...Learning has become fragmented into tinier and
> tinier frameworks of study on the Newtonian assumption that the more we know about

the individual parts, the more we will be able to make deductions about the whole those parts make up" (p. 230).

"Our professionals have become like thousands of little blind creatures poking their sticks furiously at different parts of the elephant, each with a different notion of what the beast must look like. The more they poke at the little space reserved for them, the more convinced they are that they know what they are poking at and the more wrong they become" (p. 231).

This kind of subtle inculcation of implicit lessons about the world is, to borrow some evocative phrasing from Buddhist master Shunryu Suzuki (1973), like *getting wet in a fog*: In a fog, you do not know you are getting wet, but as you keep walking you get wet little by little. When you get wet in a fog it is very difficult to dry yourself" (p. 46).

But dry ourselves, we must and will according to Rifkin (1980), in order to survive the demands of the emerging new world:
"Our current approach to education and learning will be rendered increasingly obsolete. ...For example, education will stress process over measurement. The notion of collecting, storing, and exploiting *stocks* of isolated facts will be replaced with the idea of examining the *flow* of interconnected phenomena (p. 231; emphasis in the original). ...Learning, then, will not be seen as a tool to carve up the world and fashion it into something else, but as a method to understand how to live within the limits of the world we've inherited from nature and which we are a part of. Learning as progress will be replaced with learning as the process of becoming. ...The educational process will be centered on a holistic approach to knowledge" (p. 232).

Recently, recognizing organizations as complex adaptive systems living systems rather than as machines has gained currency as a better fit with the exigencies of today's world: Let us be clear. 'Living systems' isn't a metaphor for how human institutions operate. It's the way it is" (Pascale, Millemann, & Gioja, 2000, p. 7). Complexity Science is the leading theoretical proponent of this view (Lewin & Regine, 2000; Pascale et.al., 2000). And like the mechanistic framework, particular values permeate the conceptions and applications emerging from complexity science, including: change, adaptiveness, uniqueness, diversity, serendipity, reproduction, nurturance, growth, nutrients, viability, holism, relationships, and learning, among others. And just as the tenets of mechanism have been translated into a particular educational approach, those of complex adaptive systems imply a different process of learning.

This presentation centers on both implications and applications of complexity science in the college and university classroom. It features an illumination and discussion of different complexity science principles, as well as various specific applications of those principles in the presenters= (and audience members=) classrooms.

For instance, we examine *the importance of initial conditions*, why first class meetings are so important, and what we've done first thing in our own classes to begin cultivating the learning community. We look at why the creative, productive, and human potentialities of complex adaptive systems depend on *relationships/connections*, why building a classroom community is a necessity, not a luxury, and how we've developed extensive, strong relationships and connections between *everyone* in our classes (with the so-called teacher as fellow learner). *Self-organization* is an essential property of complex adaptive systems. We consider the implications of self-organization for instructional methods (especially regarding empowerment/control issues), for the student/teacher relationship, etc., along with specific applications and assessments from our classroom experiences. Likewise, another important feature of complex adaptive systems is *emergence*, a variant of synergy=s well-known 2 + 2 >4 effect, except that quite often it's more like A2 + 2 = apples (Kelly, 1994, p. 12). We look at how and why emergence occurs, and what educators can do (and what we've done) to summon and help guide its manifestation. Additionally, *equilibrium* is a challenge to the viability of complex adaptive systems, and necessitates skillfully *disturbing the system* for the system to maintain and continually evolve its creative adaptiveness in solving problems. We discuss why this is, and what we've done to herd butterflies to occasionally nudge our classes to the *edge of chaos* (Pascale et.al., 2000), or what Lewin and Regine (2000) call the *zone of creative adaptability*, where order, novelty, creativity, and new patterns of adaptive behavior emerge. We examine the idea of *strange*

attractor, how an attractor Aorganizes@ diverse elements and interests of a complex adaptive system, and how we've used it to give coherence to our classes. We show how a mind-set of *constantly exploring small possibilities* can lead to the accomplishment of BIG learning objectives.

The list of potential applications goes on. This session contrasts the potentialities of complexity-based instructional methods with the limitations of mechanistic methodologies. It offers a provocative forum for audience members to examine instructional methods that are, we believe, more aligned with the needs of people as learners as well as the needs of the organizational world where those learners will live their lives.

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Promoting Media Literacy Through Term Projects
In Introductory Psychology

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My ongoing project is developing class exercises and assignments that inspire students to analyze concepts from psychology presented in the media and to become familiar with the psychology of modern media. The intent is to change the students' stance when consuming media information in order to promote active learning and questioning, as well as encouraging the application of their classroom learning to "real life." This presentation will provide descriptions and samples of at least three term projects that are part of my continuing efforts. The three types of project that I will present to my colleagues are:

The Movie/TV Project
The Web Assignment
The Article Review

Each of these requires the student to obtain material from the specified information source and critique it for accuracy, using guidelines and material from the course.

I will be interested in feedback from my colleagues about how to improve the assignment so that meets my intended instructional goals. I believe too that objective assessment is as important for teachers as it is for students, so that I am interested in hearing suggestions for how to assess the success of this term project in teaching students to keep intellects engaged whenever they are reading, listening and watching.

"Mirror, Mirror on the Wall"
Student Reflections Enhance Teacher Image,
Improve Instructor Evaluations

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Objectives

1. Learn a format for requesting a free student reflection and then be able to construct one for their own classes.
2. Share other ideas for supplementing required and formal summative assessments.
3. Obtain suggestions for appropriate class climate and timing of such assessments.
4. Learn to use reflections for enhancing your course and improving your methods and strategies.
5. Use free responses to enhance your annual evaluation.

Format

1. Introduction of participants—community building
2. Introduction of session—a brief overview of interest and concern about the use of formal student evaluations
3. Provide examples of student quotes to enhance your annual report section on student evaluations and feedback (obtain written permission to use student feedback)

Audience

Any instructor evaluated by students

Presentation

Accountability demands that colleges and universities require students to evaluate instructors and the instruction. Most colleges and universities collect data from student evaluation forms that do not permit a free expression of what the student considers to be the benefits of the instruction. Neither do the forms report what the teacher hopes the students have learned in terms of what the student should know and be able to do upon completion of the course.

The Scantron form used at my institution contains the following 16 questions with the five response options of **excellent**, **very good**, **good**, **fair**, or **poor**.

1. Feedback concerning your performance in the course was:
2. The instructor's interest in your learning was:
3. Use of class time was:
4. The instructor's overall organization of the course was:
5. Continuity from one class meeting to the next was:
6. The pace of the course was:
7. The instructor's assessment of your progress in the course was:
8. The texts and supplemental learning materials used in the course were:
9. Description of course objectives and assignments:
10. Communication of ideas and information:
11. Availability to assist students in or outside of class:
12. Respect and concern for students:
13. Expression of expectations for performance:
14. Stimulation of interest in the course:
15. Facilitation of learning:
16. Overall assessment of instructor:

The free response section is on the back of the form. Each response has only a six-line space that asks the following questions: what they liked the **most**, the **least**, their **reaction** to the method of grading, and **additional comments**.

This presentation will present an alternative assessment format, which will allow a free response for the students yet focus on the goals and objectives of the course and the instructor. With such a format, you are more likely to learn what students **really** want to tell you. Also, you will ask them for the things that benefit them the most; therefore, you likely will get positive responses. You will inform the students that you appreciate their hard work and will appreciate their feedback to help you plan your next course. Students realize that their free response will go directly to you and not to some giant Scantron in the administration building.

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Mavericks Need MOMs

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Are you a sort of free spirit? Are you the kind of person who doesn't follow the normal routine, but instead does your work the way you want? Do you often rub your superiors the wrong way? Do you also know that not following the rules is a real no-no and that your free spirit attitude may cause you to be the first to be let go?

Experts tell us that the free spirited people are the creative innovators of the workplace. Unfortunately, these innovators risk the wrath of the traditionalists and therefore jeopardize their own chances of tenure and promotion, just because they do not want to "play the game."

A lot of people see them as jerks because they like to stir the "pot," said Richard E. Cheverton (2000), who has been studying the maverick issue in the business world. He continues by saying that "these people are just really people who are driven to accomplish things anonymously. They just want to get things done, and they do not care about office politics or organizational charts. They even like to spread the credit around."

Upon reflection, the authors really identified with the newspaper article. This issue, by Anita Bruzzese, appeared in the business section of *Florida Today*, November 5, 2000. She was writing about the plight of business mavericks and company managers who do not understand them. She is the author of a book called *Take This Job and Thrive*. Even though this author is describing individuals in the business world, the maverick situation may be even more prevalent in the profession of education, especially at the college and university level. Upon inspection of the educational literature, there is indeed reference to educational mavericks.

Educational mavericks may find themselves in a veritable minefield. Risking career destruction, it seems prudent that these individuals would be well advised to find a mentor who will serve as a shield from bureaucratic superiors. Shannon (1988, 40) defines mentoring as:

> … a nurturing process in which a more skilled or experienced person,
> serving as role model, teaches, sponsors, encourages, counsels, and
> befriends a less skilled or less experienced person for the purpose of
> promoting the latter's professional and/or personal development.

Therefore, we suggest that Mentors of Mavericks (MOMs) are needed for innovators looking for tenure and promotion. This presentation will describe experiences and related educational literature that supports the need for mentors.

A Taste of Merlot
A National Initiative to Support Online Learning

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Susan M. Powers
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Objectives:

1. To introduce faculty from all disciplines to the MERLOT project.

2. To demonstrate how MERLOT can be effectively used to enhance instruction.

3. To explain how MERLOT can provide recognition to faculty members who design high quality teaching materials.

Format:

 PowerPoint presentation and site demonstration with concurrent interactive question and answer session.

Target Audience: College faculty from any discipline

The mission of MERLOT (Multimedia Educational Resource for Learning and Online Teaching) is to promote and enhance the scholarship of teaching by expanding the quantity and quality of peer-reviewed, media-rich, online learning modules available through the Internet.   Initially funded by the National Science Foundation and currently in its third year of existence, MERLOT (www.merlot.org) is a developing repository of online learning modules to assist faculty in identifying and selecting modules suitable for integration into their courses. Presenters are discipline team reviewers in business and teacher education who were selected by their state's commission for higher education to participate in the MERLOT project.

MERLOT is a concept supported by a consortia of leading higher education systems whose mission is to provide high quality digital learning materials to faculty who are using the Internet for traditional, distance learning, and web-based courses. In the pilot program for MERLOT, the project encompassed four disciplines (Biology, Physics, Teacher Education and Business) and involved 52 faculty members in four states (California State University System, University System of Georgia, University of North Carolina System, and Oklahoma State Regents System). As of the 2000/2001 academic year, the project has expanded to include twelve discipline communities with the addition of Chemistry, Foreign Languages, Health Sciences, History, Information Technology, Mathematics, Music, Psychology and twenty-three participating organizations of higher education.

Currently, MERLOT provides links to approximately 3,000 teaching resources that include: simulations, tutorials, drills and practices, collections, animations, assignments, references, and presentations. As with other scholarship and research, the peer review process is the cornerstone to developing and maintaining high quality digital learning material.   As a result twelve peer review discipline teams have been formed to assess materials that have been posted to MERLOT, and a formal evaluation process has been developed to guide the entire review process. Peer reviewers use three general categories of evaluation standards to assess learning modules: quality of content, ease of use, and potential effectiveness. Consequently, faculty who submit quality, educational materials to MERLOT are formally recognized for their work through expert reviews posted at the site and written acknowledgements sent to administrators.

Anyone can become a member of MERLOT by registering at the site. Advantages of membership include being able to contribute materials, add assignments to existing contributions, and provide user comments about the quality of existing modules. Membership profiles also facilitate contact with colleagues who

have similar interests. In addition, a record of individual contributions is also stored in each member's profile.

Presentation Outline

I.   Overview of MERLOT
        A.   Mission and purpose
        B.   Assumptions
        C.   Project participants
        D.   Site structure and contents (modules, assignments, user comments, peer reviews)

II.   Peer Review Process
        A.   Evaluation criteria
        B.   Faculty recognition

III.   MERLOT Demonstration
        A.   Searching for materials
        B.   Contributing materials
        C.   Membership profiles

        MERLOT is designed to promote cooperation, collaboration and communication among faculty from multiple disciplines. The goal of MERLOT is to make online learning modules easy to share and reasonable to use while at the same time providing international recognition to faculty who contribute materials. Grounded in the peer review process, MERLOT truly promotes the scholarship of teaching. This presentation will elevate participants' awareness of the multimedia educational resources available through the Internet and offer a means of formal recognition to faculty as they create and integrate online learning modules into their courses.

Most Important Mathematical Concepts to the Sciences

Deborah Moore
Moises Orengo-Aviles
University of Puerto Rico at Mayaguez
Mayaguez, PR

This presentation will be informative, content specific, and interactive using manipulatives and other fun, creative, learner-centered ways to teach mathematics concepts that are usually taught in a more traditional format. As a result of an extensive educational research study, the presenters (a mathematics and a physics professor) will share findings as to which mathematical concepts and procedures are most important in biology, chemistry, and physics and where those mathematical concepts are typically found in the undergraduate mathematics curriculum. The research study used questionnaires and interviews to gather information from hundreds of sources. Sample populations included mathematics and science professors, mathematics and science secondary-level teachers, mathematics and science undergraduate students, and future secondary mathematics and science teachers. The team of principal investigators, which included presenters as well as a biologist and chemist, also reviewed syllabi from mathematics classes and final examinations used in undergraduate level biology, chemistry, and physics classes to gather data.

In 1995 Barr and Tagg (*Change* Nov/Dec pages 13-25) proposed a paradigm shift in higher education to learning environments that are cooperative, supportive and active, calling on the faculty to become the designers of those environments. Also, with the implementation of the NCTM standards, many manipulatives have been created to help teach different arithmetic, algebra, geometry, and statistics/probability concepts in a way that makes the mathematics more meaningful and accessible to more students. If more mathematics professors would design and implement classroom activities (to replace or complement the traditional lecture) that are learner-centered and make effective use of manipulatives and technology, then students should be able to gain a deeper understanding of the concepts being taught.

Mathematics professors do not have time to teach all topics using contextual applications from every department and college whose students are taking the course. However, it is possible to improve the organization of mental inputs to strengthen the links for the crucial topics. For the most vital and useful ideas and techniques for the sciences, mathematics professors should use appropriate contextual applications in their lessons and explain that this idea will be used again and tell specifically where. This would alert students that they would need to use this information later. This helps prepare them for the mental link they will need. The responsibility, however, should not only fall on the mathematics faculty, but also on their colleagues in science. Before using a certain mathematical idea as a tool in a science class, this idea should be reviewed on a more elementary level. In this way, students are told that they need to access prior information.

What can be done to help students make the necessary links to apply concepts learned in mathematics classes to the needed situation in science classes? Come to our presentation to find out what we have learned.

"And on the Seventh Day the Course was Completed"
A Presentation on a Weeklong Compressed Course on the Nature/Philosophy
of Religion through Film

Anne Moore
University of Calgary
Calgary, Alberta

This presentation may be useful for two target groups. The first group would include any instructor who has or will be designing a time-compressed course.

The shift in student demographics from recently graduated high school students to second career seekers, from full-time to part-time attendees, and from single young people to married mature persons has necessitated a change in the delivery of courses. One of the most frequent adjustments made within many Universities and Colleges has been the creation of time compressed courses. The time compressed courses basically take the normal format of a thirteen to fifteen week course with 39 to 45 lecture hours and "compress" them into a six week spring/summer term, a series of weekend offerings and/or a one or two week block format. However, it is a misnomer to suggest that one simply "compresses" the normal course into a shorter time period. Time compressed or time intensive courses often require an entire new set of pedagogical techniques and strategies.

In the various studies and interviews, the following observations have been noted. First, instructors of time-compressed or time intensive courses are less likely to: 1) solely lecture; 2) use a standard textbook; 3) cover as much material as in a traditional course; 4) assign term papers; and 5) conduct as many labs as with a traditional course.

Second, instructors of time compressed courses tend to:
    promote in-depth discussions.
    organize individual and small group projects.
    arrange for off-campus activities.
    facilitate more class participation.
    use more computer simulation.
    use more audio-visual presentations.
    assign more quizzes and short essay assignments.
    use journal articles.

This means that most time intensive courses are process oriented and encourage experiential learning. This means the instructor takes on more a facilitative role rather than the authoritative position of expert. The varied class experience and the facilitative role of the instructor do promote 1) multidisciplinary exchange, 2) experiential learning and 3) interaction between faculty and students.

This presentation will provide an example of one very successful time compressed course. The detailing of this course will illustrate the application of some of the time compressed course techniques as well as outline how a time compressed course may be designed to incorporate insights about "spaced" learning and the process of creativity.

The second target audience would include any instructor interested in the incorporation of film into a course.

Film is generally used as a "teaching aid"; it is the visual accompaniment to the abstract ideas or concepts discussed either in a lecture of a textbook. However, film can be used more creatively within a course. Film can become a text analyzed and critiqued by the students as they discover or comprehend philosophical theories about the nature of humanity, political ideas such as the development of myth out of history, social theories about gender and the body and religious concepts about the body and soul. Film can be seen as a medium for philosophic discussion, political critique, social change and spiritual evolution. Students become aware that this major form of entertainment may also be a major vehicle for the

transmission of cultural values and the transformation of their own society. The intent is to heighten their awareness that film, as with all the popular medium of the twentieth and twenty-first centuries, requires an educated citizen body.

The actual presentation will be divided into three sections. The first section will be an illustration of an actual lecture or introduction to a film. The second section will involve a "lecture" on the development of the course, pedagogical considerations, preparation required and some "survival techniques". The third section will involve open discussion and questions. Participants will be provided with a sample of materials development for the course and a pedagogical explanation behind the various materials.

Using the film, 'Twelve Angry Men' to Teach Critical Thinking

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Objectives:

Given the importance of jury room decisions, ones sometimes resulting in the freedom or imprisonment or even the life or death of a defendant, students can be shown to understand the importance of critical thinking for everyone but especially for jurors. By participating in an analysis of the jurors' debate students can come to understand that jurors should weigh evidence carefully, consider every argument fairly and impartially. How using the film in either an introduction to philosophy course or a critical thinking is a good strategy for engaging students in critical analysis. Students come to see the importance of weighing evidence, the necessity of supporting one's opinions with argument, of meeting the demands of consistency, considering alternative interpretations, and of avoiding common fallacies in everyday thinking

Target Audience:

Teachers of Logic, Critical Thinking and Introduction to Philosophy

Abstract:

In the film classic, "Twelve Angry Men," Henry Fonda heads an excellent cast in an exciting, suspenseful drama of jurors trying to reach a verdict in a murder trial. Initially eleven jurors agree that the defendant is guilty, but Fonda believes the man may be innocent and sets out have his fellow-jurors reconsider their judgment. In addition to Fonda, the cast includes Lee J. Cobb as his main opposition; Ed Begley as a hateful bigot; E. G. Marshall as a cold, logical, stockbroker; Jack Warden as a baseball fanatic and Jack Klugman who shares the defendant's social and economic background.

This presentation will view key sequences from an edited version of the film and then raise the following points for participants to consider: ideal critical thinking skills and how they were exemplified, if at all by the jurors. Also the evidence for the defendant's guilt and how each argument for his guilt is undermined is examined and, finally, the fallacies the jurors committed during their deliberations are addressed.

The following fallacies will be defined and discussed as exemplified by the jurors: Hasty Generalization, Appeal to the Person, Appeal to Ignorance, False Analogy, Bandwagon, Appeal to Pity, Appeal to Force and Inconsistency.   The session will conclude with a discussion of the merits of using the jury room as an ideal setting for the study of critical thinking.

Activities and Handouts:

To generate participation and discussion of the film, each member of the audience will be given index cards and assigned one or more of the twelve jurors to analyze. Each participant will be asked to identify and assess the arguments or fallacies, if any committed by their assigned jurors in their attempt to determine the innocence or guilt of the defendant. At the conclusion of the discussion, a handout will be distributed listing the major fallacies (and their definitions) found in the film, questions on the film that may be used for discussion and testing, and a suggested strategy for effectively using the film in a classroom situation.

Modeling the Use of Communication Technologies in Learning Environments

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Preparation of college students in the ability to interpret information and manage its meaning in a technology-driven world is an essential responsibility of faculty members in all disciplines. The global nature of learning in academic and social settings necessitates student understanding of where to acquire a variety of types of information for consideration and review and how to investigate the applicability of that information for the specific assignment. An additional necessity for students is learning how to reflect, and then converse and collaborate with peers whether they are in the same room or in another state or country.

The ability to think critically about information and utilize it in practical ways within realistic contexts is essential to not only successful learning, but also successful professional performance. It does students little good to understand information in a strict academic context and not have the ability to apply that information in a "real life" fluid environment. One essential component in the authors' modeling the use of communication technologies in learning environments is their acknowledgment that instructional environments can be designed to more effectively encompass multiple intelligences and learning styles of students.

Ultimately, instruction should be designed so students understand the learning process and determine for themselves, how to learn best. Guidance of students as they enhance their learning and the development the communication strategies that will be most helpful to them is an important focus of teaching. The authors believe that the ultimate goal of instruction is to develop independent learners in students so they are better able to consistently demonstrate higher-level cognitive thinking skills and better able to consistently engage in effective communication. Such abilities will better allow students to enhance their learning and demonstrate leadership ability in their chosen professions in an information-laden world. In order to achieve all the goals of instruction for optimal learning, the ability to deliver content in a multi-sensory, interactive format to a community of learners changes the learning environment and its demands on faculty members.

During the presentation the authors will provide examples of course materials that are multi-sensory or that engage students in the use of multi-sensory materials during completion of course requirements, and allow time for questions and answers from the conference participants. The authors will present in an easy to follow PowerPoint format, provide two course overviews, including distribution of syllabi, sample lesson plans, and individual assignments to demonstrate application of the theoretical content. One course is a 300-level course in education, *Instructional Design and Evaluation*; the other course is a 100-level course in communication studies, *Public Speaking*.

Faculty members of any discipline in a higher education setting are the intended audience of the authors. Dr. Nottingham is Director of Campus Diversity, Coordinator of the Leadership Minor, and Faculty member in the Department of Communication Studies, and Dr. Howard-Vital is Vice Chancellor for Public Service and Extended Education, Associate Provost, and Professor of Education at the University of North Carolina at Wilmington.

The Best of Both Worlds: Just-in-Time Teaching

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USAF Academy, CO

David Pace
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Bloomington, IN

Objectives:
Participants will:
- Learn what JiTT is and why they might be interested in implementing it in their courses
- Browse sample JiTT materials from several disciplines
- Engage in pedagogical discussions about JiTT implementation issues
- Be given a JiTT resource packet, including our book: *Just-in-Time Teaching: Blending Active Learning with Web Technology* (Prentice Hall, 1999), sample JiTT materials and student responses, and URLs for JiTT templates and other sample materials. The workshop web page (http://webphysics.iupui.edu/iseta2001.html) will remain indefinitely as an available resource for participants after they return to their home institutions.

Audience:
The proposed workshop will be a hands-on event with participants actively engaged in Just-in-Time-Teaching (JiTT) case study discussions. Handouts of JiTT materials for various disciplines in the sciences and the humanities will provide incentive and resources to enable participants to implement the strategy in their own courses.

Most likely beneficiaries of this workshop are faculty who find traditional passive teaching and learning flawed in one way or another, and are ready to explore alternative methods. They will need to commit themselves to the active learner approach. They will also need institutional technical support to be able to utilize the underlying web technology. No technical expertise is expected of the participants.

Background:
Two years ago, at the ISETA meeting in Tempe, we presented an interactive workshop on Just-in-Time Teaching (JiTT), a web-based pedagogical initiative aimed at taking advantage of state-of–the-art communication technologies in order to enhance traditional classroom experiences. In preparation for an interactive classroom experience, students work with strategically constructed web-based assignments with due dates just before class time. Instructors base the daily classroom activities on the student submissions. The preparatory work creates a need-to-know atmosphere and gives students a sense of ownership of the learning process.

Since the Tempe meeting, the pedagogy has been adopted in courses at over sixty institutions across the country and it now includes all academic disciplines. For the Indianapolis meeting, we are proposing another interactive session on the philosophy and implementation of JiTT, including a summary of current JiTT courses with examples of instructional material and sample accounts of the experiences of faculty who have adopted the method. While the sample curricular materials will by necessity have specific disciplinary content, we plan to focus on interdisciplinary pedagogical issues. The presenters span the academic spectrum from physics to history. Workshop activities and presentations will underscore the fact that pedagogical issues do not respect disciplinary boundaries. Comparing notes across disciplines benefits all. The content-based interdisciplinary barriers disappear and a physicist learns from an historian. We are reminded that the object of the verb to teach is students not physics or history.
For more information about JiTT and for a non-exhaustive list of the current adopters please visit the JiTT web site at www.jitt.org**.**

What is Just-in-Time Teaching**?**
Just-in-Time Teaching is a pedagogical strategy aimed at many of the challenges confronting instructors and students in today's classrooms. Student populations are diversifying. In addition to the

traditional nineteen-year-old recent high school graduates, we now have a kaleidoscope of "non-traditional" students: older students, working part time students, commuting students, and, at the service academies, military cadets. At a minimum these students face time management challenges. They also need motivation and encouragement to persevere in what for many is a bewildering, unfamiliar task. Consistent friendly support often makes the difference between a successful course experience and a fruitless effort, and often it even means the difference between graduating and dropping out.

Education research has made us more aware of learning style differences and of the importance of passing some control of the learning process over to the students. Active learner environments yield better results but they are harder to manage than lecture oriented approaches.

To confront these challenges, the Just-in-Time Teaching strategy pursues three major goals:

1. To maximize the efficacy of the classroom session, where human instructors are present.
2. To structure the out-of-class time for maximum learning benefit.

3. To create and sustain team spirit. Students and instructors work as a team toward the same objective, to help all students pass the course with the maximum amount of retainable knowledge.

Although Just-in-Time Teaching makes heavy use of the web, it is not to be confused with either distance learning (DL) or with computer-aided instruction (CAI.) Essentially all JiTT instruction occurs in a classroom with human instructors. The web materials, added as a pedagogical resource, act primarily as a communication tool and secondarily as content provider and organizer.

At the heart of the JiTT approach are short, web-based assignments, often called WarmUps, that prompt the student to think about the upcoming lesson topic and answer a few simple questions prior to class. Quite often these questions, when fully discussed, involve complex arguments. We expect the students to develop the answers on their own, as far as they can. We finish the job in the classroom. These assignments are due just a few hours before class time. The responses are collected electronically and scanned by the instructor in preparation for class. They become the framework for the classroom activities that follow. In a typical application, sample responses are duplicated on transparencies and taken to class. In an interactive session, built around these responses, the lesson content is developed.

Students complete these assignments before they receive any formal instruction on a particular topic. They earn credit for answering a question, substantiated by prior knowledge and whatever they managed to glean from the textbook. The answers do not have to be complete, or even correct.

In preparing the WarmUp assignments for an upcoming class meeting we first create a conceptual outline of the lesson content. This task is similar to the preparation of a traditional passive lecture. As we work on the outline we pay attention to the pedagogical issues that we need to focus on when in front of the class. Are we introducing new concepts and/or new notation? Are we building on a previous lesson, and if so, what bears repeating? What are the important points we wish the students to remember from the session? What are the common difficulties typical students will face when exposed to this material? (Previous classroom experience and education research can be immensely helpful here.) Once we have produced this outline, we create broadly based questions that will force students to grapple with as many of the issues as possible. We are hoping to receive, in the student responses, the framework on which we build the in-class experience. When students leave a JiTT classroom they will have been exposed to the same content as in passive lecture, but with two important added benefits. First, having completed the web assignment very recently, they will be ready to actively engage in the classroom activities. Secondly, they will have a feeling of ownership since the interactive lecture is based on their own wording and understanding of the relevant issues. To close the feedback loop, the give and take in the classroom suggests future WarmUp questions that will reflect the mood and the level of expertise in the class at hand. Thus, from the instructor's point of view, the lesson content remains pretty much the same from semester to semester. From the students' perspective, however, the lessons are fresh and interesting, with a lot of input from the class.

Blackboards without chalk: distance-learning pedagogies

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In the classroom of old, instructors used blackboards and chalk to write down their ideas while students hastily scribbled down this information into paper notebooks. The process was slow, tedious, and worst of all, completely synchronous. "Getting the notes from someone" was critical when some other event precluded the student from physically attending class. Today, institutions are using computer-based technologies such as the Internet and campus-based networks to deliver learning to students asynchronously—that is, at a different time and/or place. Students, from athletes to those holding full-time jobs, have embraced this new paradigm as efficient, effective, and convenient. As educators, we must endeavor to cater to changing student needs and incorporate such pedagogies into our classes. This presentation will begin with a brief survey of what students feel is most important for success in learning. The resulting discussion will segue into a brief presentation on different methods of distance learning and focus specifically on one of the most popular products today—*Blackboard*™. Some of the features of *Blackboard*™ will be demonstrated and the audience will be invited to consider how these new technologies can be used to achieve the goals of the student survey. The intent is for faculty who have taught or are planning to teach a distance learning course to take away some ideas they can incorporate in their own courses. The target audience includes those new to distance education and those who would like to share their own experiences with their peers.

INTRODUCTION:
As technology has become a vital part of the campus-learning environment, so has the need to change the traditional pedagogies in teaching. Within the last decade, the emergence of the Internet and the personal computer has changed the way students and faculty interacts and learns. Students in grade school and, in some cases pre-school, are now being exposed to computers. The current traditional college student population has grown up with computers and they often take technology for granted, expecting their college courses to use computers. Unfortunately, many faculty have not kept up with technology and use computers in a limited manner in the classroom or may not use them at all. Even those who have created their own home page and use e-mail regularly may not feel comfortable giving up the familiar blackboard and chalk. This manifests itself in an even greater way in the development of on-line or distance learning classes. This seminar will attempt to address this issue by identifying those factors that students have deemed important for a success and investigate how they can be applied in an on-line environment.

Currently, there are numerous products on the market that allow faculty to develop and maintain their courses and websites without any knowledge of HTML or programming. Some of the commercially available products include Microsoft's *FrontPage*™, Macromedia's *DreamWeaver*™ and *ColdFusion*™, and Adobe's *GoLive*™. There are also a number of publishers who offer on-line course development tools such as Course Technology's *MyCourse*™ (www.mycourse.com), Irwin/McGraw-Hill's *PageOut*™ (pageout.net), and Prentice Hall's *CourseCompass*™ (cms.prenhall.com/coursecompass). Finally, there are companies that specialize in products exclusively for on-line course creation, including *eCollege*™ (ecollege.com), *WebCT*™ (webct.com) and *Blackboard*™ (blackboard.com). It is this last category that will be the focus of this presentation.

Changing paradigms:
The Traditional Approach: The student receives a paper syllabus from the instructor on the first day along with any necessary information regarding course policies, deadlines, supplementary readings, and other such material. Lecture notes created by the instructor (either by hand or using a tool like Microsoft *PowerPoint*™) are made available and distributed to the students in the form of an outline and/or handouts. Exams, usually given several times each term, are updated and then duplicated on paper prior to class. Student projects or programs are turned in either on paper or on floppy disks, which then have to be scanned for viruses. Grades, logged into a paper grade book or entered in a spreadsheet, are then used to create a printout of current grades that is periodically posted on the instructor's door. If this sounds familiar, you are not alone. Many faculty are still conducting their classes in this tried and true, albeit low-

tech approach. While this is fine for traditional on-campus classes, it does not lend itself to on-line education where students may not even set foot on campus due to time, distance, or other constraints.

The New Electronic Paradigm: The Internet and the World Wide Web have revolutionized the way we teach (Bender, 1995; Chimi and Gordon, 1997; Granger & Lippert, 1995; Adams, 1998), making it possible to move much, if not all, of what we used to do on paper into the realm of electronic media. The electronic classroom still revolves around the primary classroom document, the syllabus. This document, however, is no longer a paper contract, but frequently a living, dynamic electronic web page with multiple parts and pieces all linked together using hyperlinks (Purao, 1997; Falcigno, 1995). By using an on-line syllabus, the instructor can also link his or her syllabus to other external sites on the web and even include sound and full motion video. Any changes to the syllabus regarding dates of assignments and exams are immediately posted and broadcast to the students. Exams may be taken on-line and corrected automatically by the computer, ensuring accuracy and timeliness. Specialized programs enable an instructor customize tests according to need. Students come to class, log in to the test manager, and enter the exam password provided to them. They then complete the exam in the allotted time. Once they are finished with the exam, the program grades the objective questions automatically and saves the grades in a log file. Students may be allowed to see their score immediately upon completion of the exam and/or also view their exam answers on-line. These programs make the instructor more productive and he or she can now spend additional time assisting students.

Communication among students is a vital part of the learning process. As we move away from mini-computer based e-mail systems to fully integrated client/server solutions, it becomes increasingly necessary for students and the instructor to be able to communicate with one another at any given time (Zack, 1995). To facilitate such communication a class discussion group can be used whereby students can communicate with each other and with the instructor. In fact, the fastest growing application is that of the instant messenger which allows users to send text messages to each other in real time. More advanced technologies such as video-conferencing and audio-conferencing are useful when students are in physically different locations and the use of such technologies allows group interaction and communication, despite geographical isolation (Hall, 1997; McCormack, 1998; Motiwalla & Duggal, 1998). Finally, threaded discussion groups enable students to post messages and ask questions at any time. They log at their convenience using the Internet to read postings from the instructor or other students. This enables "conversation" to occur between students, albeit asynchronously.

GETTING OF CHALK
The use of course development tools such as *eCollege*™ (www.ecollege.com), *WebCT*™ (www.webct.com), and *Blackboard*™ (www.blackboard.com) make it quick and easy to develop an on-line course. I have used all three platforms over the past 5 years and I have found that each one has its own strengths and weaknesses. They all have the same set of core features and it is really a matter of personal preference as to which one to choose. Most recently, I have used *Blackboard*™ and like it for its simple, customizable user interface. Simplicity is often overlooked in place of complex tools and features.

Students have identified clear communication as one of the key criteria in a successful course. In teaching on-line, the most difficult task has been the duplication of the in-class environment and the resulting communication. Students, despite what they may say, do in fact learn from one another. Threaded discussions are a good way to duplicate the classroom environment, however they are not (and will never be) the same as an actual classroom setting. In my own surveys of students I have found that they prefer a choice of learning styles (Papp, 2000). Thus, I try to offer many options for them to acquire and test their knowledge comprehension. For example, a quick end-of-chapter quiz is a great way for them to quickly assess whether or not they understood the key points of the chapter. Offering traditional textbook readings and multimedia presentations provides the students with a choice of learning styles. *PowerPoint*™ slides, video clips, sound bytes, and externally linked sites all add to the learning environment and facilitate student comprehension.

Overall, the most important factor is to organize the course in a logical manner. The use of hyperlinked pages and multiple means of leaning is paramount. I have found that it is necessary to "think outside the box" and will often ask my students whether the current means of delivery is useful and helpful and, if not,

what they would suggest. They, after all, are the end users and must be satisfied with the product. Talking with your peers is also a great way to get ideas and feedback.

IMPLICATIONS FOR EDUCATORS

Many universities are beginning to look at distance learning as an alternative means of content delivery and to reach non-traditional populations toward (Bialaszewski, et. al., 1998; Fischer & O'Leary, 1998; Papp, 1998). The creation of a on-line and/or distance learning course has many rewards. Students generally like using a technology that they will employ in the working world, one that facilitates their learning and allows them to learn on their own time in their own way. Instructors can devote additional time to preparing and planning the course while spending less time with the logistics. In fact, it often enables the instructor to devote more time to the classroom and to help students on an individual basis. The need to begin moving toward such a paradigm becomes clearer every day and often the competition (local or otherwise) necessitates this action. While distance learning will never replace the traditional on-campus class, it does provide alternative pedagogical approaches to learning and can make classes more fun and applicable and teaching more rewarding and productive.

Evaluation of Authoritarianism: Mutual Causality, Dialogue vs. Discussion and Chaos

Curt Paulsen
Cathy Paulsen
Augsburg College
Minneapolis, MN

Objectives:

1. Capacity to perceive the mutual interaction between passive or active resistance and the inappropriate use of authority.
2. Appreciation for the differences and appropriate uses of dialogue and discussion.
3. Understanding of the relationship of chaos and change, with particular reference to teaching and learning.
4. Application to certain writings relative to the above objectives.

Audience: Any educator regardless of discipline or setting.

Format:

To assure authentic consistency with the under girding theories, this material will be presented in an interactional format whereby the audience both receives and simultaneously shapes new outcomes, thereby creating additional objectives.

Because of the abstract nature of the theories, it is important that they be applied to actual living and teaching situations of the audience. Small breakout groups may be utilized, pending audience size and availability of time.

Abstract:

Erich Fromm, according to Monte [1999], hypothesized that people could escape freedom by submitting to authoritarianism. Equally interesting, however, is his notion that freedom could be escaped by becoming authoritarian. This presentation will consider how educators can assess potential ineffectiveness when they may have responded with overuse of authoritarianism in the teaching/learning setting.

Standards used to assess a particular course, relative to authoritarianism, include 1] mutual causality, 2] dialogue Vs discussion, and 3] chaos.

First, circular causality recognizes that there is a circular phenomenon between two or more persons where one person influences another, who, in turn, responds with feedback that impacts the original person. Applied to the classroom, this begs a question: When student passivity or more active resistance begets educator authority, which might have come first? And, regardless of the answer, what might happen if and when the educator uses less hierarchical authority in such situations, thereby increasing student freedom and responsibility?

Secondly, Senge [1990] suggests there is a difference between discussion and dialogue. He argues that discussion is to have one's views accepted by the group. [p. 240] In contrast, dialogue allows us to become observers of our own thinking. [p. 242] In other words, rather than attempt to sell others on our position, an authoritarian stance, we utilize the positions of others to acquire a greater clarification of our own views. In this sense, learning from others places everyone in the classroom in positions of teaching and learning, regardless of role, student or teacher.

Thirdly, Wheatley [1994] argues that any system must let go of its present form -- a process akin to chaos -- before it can re-emerge in a new and perhaps better form. This transformation is the opposite of control and authoritarianism.

Each of these standards is disruptive of the status quo, making way for change. It requires trust that may lead the educator to perceive the learning environment differently, ultimately leading, in Palmer's [1998] words, to one final fear -- the fear that a live encounter with otherness will challenge or even compel us to change our lives. [p. 38]

If Palmer is correct, education is potentially threatening because people will inevitably change. To allow for this, various writings -- T.S. Eliot, P. Neruda, R. Coles, etc. -- will be introduced that can fortify the educator to maximize change and reduce the ineffective use of authority.

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Dramas of Persuasion: Using theatre and Performance in the Non-Theatre Classroom

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Educational theorist Peter McLaren describes teaching, and learning in general, as a symbolic performance or ritual. He develops the conceptual links between ritual and education in his book *Schooling as a Ritual Performance* (1986). Sally Harrison-Pepper has found these links in her classrooms, through a variety of experiential learning activities. She has discovered that her classroom workshops help students to use themselves, and their bodies as well as their minds, as important interdisciplinary tools. Her activities simply provide a dynamic cultural arena for the exploration and presentation of issues important to a particular course or topic.

Sally invites ISETA attendees to participate in some of the lively, fun, and often theatrical activities she has developed within Miami University's School of Interdisciplinary Studies. She calls her techniques "dramas of persuasion," a pedagogy that features a performative and experientially-based methodology based on the integration of theory and practice as well as the cognitive and emotional components of learning. Sally's techniques focus on generating kinetic experiences of the often-abstract concepts we ask students to think, talk, and/or write about. A unit containing readings in feminist theory, for example, may be accompanied by improvisational exercises designed to illuminate issues of power and gender. A series of readings on play may be followed by a workshop in which students actually play. Her dramas of persuasion pedagogy thus engages both the head and the heart of students, enabling them to experience their learning more deeply within themselves.

Sally will describe the ways in which she has used performative thinking and experiential activities in a variety of classes to achieve a wide range of learning goals. She will then invite attendees to experience some of the activities from her dramas of persuasion repertoire.

Using the Internet to Enhance Cross Disciplinary Learning

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Objectives:

Hopefully, this presentation will allow the attending educators to share experiences and provide all of us with a foundation for a WWW cross-disciplinary educational processes. Surely, most would disagree that the WWW has created an educational resource of almost unlimited value. Yet, the integration of this tool into the everyday curriculum has proven to be problematic.

First, the technology can be rather daunting. Simply setting up a communication system that allows the student to seek information from various disciplines both on and off campus can be very difficult.

Second, convincing teachers from widely varying areas of study that there is a value to such interchanges has proven to almost impossible in many cases. For instance, to try to convince a history professor that a knowledge of marketing might lead to a fuller understanding of the rise and fall of the Roman empire. Or, to suggest to a marketing professor that knowledge of sociology might be of importance in evaluating target markets.

Since a primary objective of education is to produce a well-adjusted productive member of society then it is indefensible to believe that this can be accomplished within the narrow confines of one discipline. Therefore, we seek our fellow participants guidance and counsel in this foundational dialogue.

If we can begin to recognize the interrelated nature of scientific inquiry, from anthropology to economics to history and chemistry, then it is our belief that our students will surely benefit. Our task is to provide the systems and processes wherein they may grow to their fullest intellectual and personal potential.

Format:

We will briefly present the results of our earlier attempts in the area and invite the attendees to comment, critique and suggest their ideas for improvement and implementation. We envision the session as one of high audience participation.

Audience:

College and University teachers from all disciplines so as to attempt to understand the problems and viewpoints of as many academic areas as possible.

Bridging Teaching↔Learning: A Program Model to Increase Retention & Enrollments through Learner-Centered Teaching

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Institutions that advocate and demonstrate a genuine commitment to learner success are more attractive to parents and potential students. This commitment starts in the classroom. When students are successful, they are satisfied, and they will persist. Discover how you and/or your institution can employ this tested model to reach greater levels of excellence. The research model, intervention strategies, and implementation design are readily transferable across disciplines, settings, and institutions. This "packaged" program is ready to be personalized for your institution, department, or classroom without a lot of extra work for you or your administration. Learn how to make a difference for your learners and your institution!

Audience:
Educators, faculty developers, and administrators faced with "now what" questions will appreciate answers that go <u>beyond</u> the mere assessment of learning styles. Here is a program that is developed from solid research, based on adult learning theory, evaluated by students and faculty, and that is currently in use at a prestigious graduate institution.

Conceptual Background:
Ever increasing student diversity, a rapidly changing society, and new insight into the theories of learning compel innovative steps to improve the success of classroom learning experiences. Greater dissimilarities between the ages and experiences of the majority of faculty and today's students make it even more difficult to forge effective connections between them. We may have classes comprised of 3, 4 or 5 generations of learners. These peer groups have different life experiences. Generation X is not going to be happy with the same learning experiences that appeal to persons over age fifty. The present generation coming to college brings a totally different perspective of the world. A broad understanding and use of learning styles information boosts learning power and maximizes all teaching↔learning experiences.

Researchers continue to discover greater **connection between learning styles, teaching strategies, and success in learning activities**. The term "learning style" is used to describe several themes of research into the different levels of a person's learning characteristics. Our emphasis is on "preferred <u>cognitive</u> dimensions" because we can address these in the classroom. Research and recommendations in this seminar stem from Professor Kolb's experiential learning model, the *Learning Style Inventory (LSI, LSI-IIa)* (1976/85/93), a 3-year applied study, and successful implementation of the model program at an institution. No other college is on record with such a commitment to student learning and excellence.

Early research of learning styles suggested it might be <u>easier</u> to learn by methods that **match** the preferred style. Subsequent research provided evidence that learning was <u>more</u> <u>effective</u> when we **challenge** our learners to develop new skills in addition to strengthening their present skills. Emerging research confirms that a learner who can **function well in all related strategies**, is utilizing his/her **full learning capability**.

Cognitive teaching↔learning strategies can be designed for and implemented by <u>both</u> faculty and students. Students responded very positively to efforts in building adaptation skills in the *Learning Styles Research Project*. This study provides a model for assessment AND application/administration strategies that positively impact the learning experience.

The 3-year *Learning Styles Research Project* provided us the opportunity to explore diversity factors and cognitive learning styles. When learning preferences differ greatly from the commonly employed teaching strategies, intervention measures for faculty and students are the obvious solution. Now we have some <u>explicit answers</u> on exactly **what** to do and **when** to do it. By further collaborative exploration and practice, we can refine **how** to accomplish the necessary modifications in your classrooms, departments, and institutions.

What we do in the classroom can make a real difference to our learners and to institutional success. Our commitment to effective teaching↔learning has a cumulative effect. Faculty benefit in many ways when

students feel successful in their learning endeavors. Success fosters persistence. Research shows that persistence leads to greater retention. Such levels of success improve the institutional image and reputation. It follows that sharing this commitment and success on web sites and promotional materials ultimately should increase enrollments. This seminar provides a pragmatic strategy for faculty and/or institutions.

Format/Activities:

Participants learn through experience and explanation in this interactive seminar. The seminar leaders guide them through an examination of innovative interventions, the rationale for using Kolb's model, and how to implement the program model (institutionally, by department, and/or by individual faculty).

Individuals and small groups explore theory and application of multiple teaching↔learning strategies appropriate to diverse groups of learners. Collaborative discussion prepares participants to incorporate the program model in their classrooms, departments, and/or institutions.

Objectives/Outcomes:

The ultimate goal is to encourage total commitment to learner success. This model presents an efficient and easily implemented system to improve learning experiences of ALL students. Research supports the use of learning styles information to encourage both students and faculty to employ multiple learning and teaching strategies. Such use enhances the total quality and success of teaching↔learning experiences. It fosters persistence, which increases retention. It boosts faculty morale as teaching evaluations show higher ratings. The two primary objectives of this session are:

1) to have participants discover how they can positively influence the success of teaching↔learning experiences, and
2) for participants to explore and discuss how to apply the concepts in their classrooms & institutions to demonstrate sincere commitment to excellence.

The teaching challenge in this is to better understand and respond to the diversity of learning style preferences in today's classrooms. Enhanced long-term learning occurs when both faculty and students recognize the advantages and "connections" generated through multiple teaching↔learning strategies. Implementing a tested model simplifies the process for faculty, students, and administrations.

Participants in this seminar will gain an increased awareness and understanding of 1) varied learning style theories and assessments, 2) a model intervention process combining faculty and student dialogue with application strategies, and   3). innovative ideas on how to apply learning style strategies to promote successful teaching and learning.

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Learning Teams:
Success with Small Groups in Higher Education

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Learners will:

> ➢ Define a model for team learning
> ➢ Adapt team learning concepts to an upcoming course
> ➢ Graph key course design considerations
> ➢ Experience small group activities utilized in the model
> ➢ Explore the three-point testing model in group settings
> ➢ Adopt a Readiness Assessment Process to "cover" content without lectures

Audience: all attendees interested in harnessing the power of small groups in their classes

Introduction:

The past decade has produced a growing body of evidence that small group-based learning methods are very effective in achieving educational objectives. In spite of this evidence, however, the use of small groups in college classrooms is still much more of a novelty than a common practice. The majority of student grievances in higher education are generated over dispute of "group grades" and frustrations with the requirements of the typical class that utilizes small group learning.

This workshop will define a new kind of Team Learning; a comprehensive group-based instructional format originally developed to facilitate active learning in large classes, but has subsequently proven to be effective in a wide variety of instructional settings. We will explore the differences in the roles that instructors and students play in Traditional Learning vs. a Team Learning environment. Essential conditions for effective Team Learning are defined. New tools for integrating course design, classroom management, and group composition and performance evaluation are described.

Active Learning Activities:

1. The introduction activity will involve answering a question about the use of small groups in higher education and then lining up from high score to low score - this will allow placing the participants into groups with a variation of attitudes and experiences with small group learning..
2. The small groups will study the course syllabus and take an individual Readiness Assessment Test (RAT), followed by the small group taking the same test.
3. Each small group will then participate in an activity to decide on grade weights for the course.
4. Each participant will complete a structured lecture outline over the presentation concepts.
5. The closure activity asks for a "short write" take home application plan.

Outline:

1. Set: Activity - Quiz / Survey with Line Up and Groupings
2. Objectives (Modification, if appropriate)
3. Individual/Group RAT over sample course syllabus
4. Illustration of using the Readiness Assurance Process to eliminate lecturing
5. Sample forms: Appeal Process / Three-Point Questions
6. Closure: 3-2-1 Summary of what I will take home from this seminar, what I will do differently, why I am glad I was here

Materials Illustrated / Provided for Take Home

1. Sample Team Folder
2. Sample Quizzes (RATs) using the Three-Point Questions
3. Appeal Forms
4. Handouts
> Characteristics of Effective Group Assignments
> Guidelines for Developing Group Assignments and Activities
> Application Oriented Activities
> Benefits of the Readiness Assurance Process
> Performance Evaluation and the Learning Groups

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The Teaching Portfolio:
A Stepping Stone to Career Success and Teaching Development.

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The portfolio has become a standard document for university students. The student portfolio should illustrate the student's intellectual growth or the development of the student's skills.

Now, some school are encouraging or requiring faculty members to create a teaching portfolio.

Why would a college or university faculty member or administrator want a teaching portfolio? A faculty member would want a teaching portfolio to document teaching growth and skills.

The teaching portfolio has several applications. For example, the teaching portfolio may be used:

1. To document accomplishments for annual salary review and tenure or promotion.

2. To create a thoughtful, detailed reflection on you as a teacher that can be used as a baseline for your continuing development and/or as an overview of n accomplished career.

3. To provide a summary that you can show to valued colleagues to gather their ideas and to share your insights with them.

The teaching portfolio provides an opportunity for college and university faculty members to generate a document that should accompany her/him throughout a career. The teaching portfolio is more than a scrapbook of mementos. The teaching portfolio does include documents that help the faculty member remember special teaching moments. However, the teaching portfolio gives the professor a way to remember events in the career and a way to grow philosophically as a teacher.

When writing a teaching portfolio, the individual should consider the products of good teaching. Those products, of course, will vary from teaching area to teaching area. They may include scores on tests, essays or other course-related work.

The individual should consider what he/she might contribute to the portfolio. For example, someone might include syllabi, supporting materials and a statement of teaching philosophy.

What materials might others contribute? The teacher should consider peer evaluations, invitations to present papers at conference and teaching awards.

"I'm not very creative!"
Pre-service Teachers Explore Teaching for Creativity

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Objectives: The participants in this workshop will explore:
1. aspects of their own creativity
2. instructional methods designed to support creativity
3. psychologically safe methods for the adult exploration of creative expression
4. preservice teacher's reactions to a creative expression course.

Format: This session is designed as an interactive roundtable workshop where participants can explore the information about the study as well as their own creativity.

Profile of Audience: This session is designed for professionals in higher education who teach adults. It is particularly useful for teachers interested in teaching for creative expression.

Content: The teacher preparation program at West Virginia University has been redesigned in the last few years to include more field experiences with Professional Development Schools and a richer curriculum. One of the additions to the program of study is the course, EDUC 214: *Promoting Creative Expression in Early Childhood and Elementary Classrooms.*

EDUC 214 is a semester-long course that meets weekly and includes experiences in the creative arts areas of art, drama, movement, music and puppetry. This course explores the nature of creative thinking and school-family connections built through creative learning experiences involving the arts.

This course will include an examination of creative experiences for children, Preschool – grade 6. Topics are: the use of the creative arts in learning activities, curriculum development, and instructional strategies. Teaching with, through and about the arts.

This course builds on the knowledge and experiences gained in education foundation courses and beginning, field experiences with children in the public schools and preschools. This course also focuses on the development, implementation and analysis of developmentally appropriate creative arts activities with children. This course helps to set a foundation for the use of creative instructional methods during the student-teaching experience.

The questions explored during this course include:
    A. What are the roles of the arts in Pre-K-6 education?
    B. How can the arts be integrated into the teaching of a variety of content areas?
    C. How can the arts be used for aesthetic education?
    D. How can the arts be used to develop creativity?
    E. How can the arts support the diverse learning styles and multiple intelligence's of students?
    F. How can the arts be used to assess students' understandings and creative ideas?
    G. How can creative instructional activities involve the children's families and school communities?
    H. How can the arts be used to explore multicultural and global understandings?

As a result of successfully completing this course, students will be able to:
    •articulate the differences between divergent and convergent learning activities.
    •identify the characteristics of creativity.
    •articulate the process of facilitating the development of creativity in children from Preschool to Grade 6 classrooms.
    •design instructional plans that encourage creativity.
    •design creative activities that involve the children's families and the school community.
    •articulate the differences between process-oriented creative arts activities as compared to product-oriented arts activities.

•design, teach and evaluate a process-oriented creative arts lesson that is developmentally appropriate for children at one level Preschool to Grade 6.
•identify teaching methods that integrate the arts with a variety of content areas.
•describe the manner in which the arts can be used to support a variety of learning styles and multiple intelligences of students in Preschool to Grade 6 classrooms.
•design and implement a process for monitoring and assessing progress and achievement in the creative arts.
•identify and analyze current literature on the use of the creative arts in the Preschool to Grade 6 curriculum.

Participants in this session would learn about the preservice teachers reactions to the content of this course. As the teachers began this course of study, they reported that they weren't creative and they didn't know how to implement creative instructional processes in a successful way in their teaching. Upon completion of the course, teachers reported that they had a variety of instructional methods they felt comfortable using to support creative expression in their classrooms. These teachers also reported that they felt more comfortable in taking creative risks themselves.

Participants will also receive examples of the types of creative challenges adult students are involved with. Data concerning the preservice teachers' reactions to creative challenges will be shared.

<u>Activities:</u>

Participants in this session will also explore elements of creative thinking including, fluidity, flexibility, divergent thought, and creative problem solving. Participants will also have an opportunity to begin to explore their own approaches to teaching for creative expression. The session is designed to be interactive. During this session, participants will engage in an exploration of their own creative characteristics and processes for facilitating their students' creative thinking. Participants will have opportunities to engage in sample class activities designed to encourage creative thinking. These classroom-tested activities are appropriate for adult students. Copies of the classrooms activities and handouts will be provided.

Pedagogy of Technology – Or, How to Use the Tools in the Toolbox

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Audience:

Anyone interested in using technology in the classroom.

Objectives:

Participants will describe the best practices for learning with technology.
Participants will develop a concept map using technology at some level.
Participants will experience interactive group work to develop lists and team presentations.
Participant will take away a building block for successful use of technology.

Discussion:

Interactive Television, Web based instruction, computer assisted instruction and any other method that provides education at a distance or uses technology in the classroom are the buzz words of the day. Chunking, the dividing of material into useful parts that stand-alone is a term that regularly enters conversations in the distributive learning arena. Organizations are spending large sums of money to make the technology work, the concern is the pedagogy.

What is being delivered? What are the desired outcomes of the delivery and the delivery method? What is the best way to involve higher order learning skills?

Technology, used correctly, is a powerful aid to learning. The pedagogy of technology use is being developed on the fly while claims abound that without technology today's students cannot learn. Critical elements when using technological classrooms are competence, development time, practice, and the performance. Years of study provide evidence that these elements are critical to successful teaching with or without technology. Let's tackle the problem and map solutions that we can utilize.

Activities:

One group will list the best practices for classroom teaching.
One group will list the best practices for teaching with technology.
One group will list the best practices for student learning.
The best practices will be presented for group discussion.
Participants will map the concepts to determine the intersection of these practices with the outcome being a concept map for technology use to support student learning.

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Crayons, Markers, and Other Things

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Having the information is not enough; having the skill is not enough. It's what you do with them, what you are willing to do with them, what you see can be done with them, that really counts. Maybe that's what Einstein really meant when he said imagination and creativity are more important than information. That's the spice in the stew of creative and imaginative learning--and teaching. That's the spice of an education. So be prepared to have riotous creative fun as I take you into very rational, experiential, and critical-thinking activities that are far from the traditional written and verbal way of learning.

How to Win Friends and Influence Cheaters
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Target Audience: Those in the teaching/learning field who wish through their pedagogical methods to curb cheating by students.

Objectives:
1. The participants will investigate their definition of cheating
2. The participants will review research regarding unethical student behavior
3. To reduce the incidence of cheating in their courses, participants will explore and apply methods that increase ethical behavior and improve self-efficacy

Workshop Description: Cameras the size of quarters? Pencils for $9,000.00 containing up to date comprehensive exam answers? College and University officials agree, cheating in class is not limited anymore to copying from one's neighbor or using a friend's project. From the academic elite to middle school students, research indicates that most students have cheated.

Who is cheating? One typically thinks of the cheater as a laggard, a student too busy partying to do the work required. Surprisingly enough, valedictorians are as likely to cut corners. In a research survey conducted of Who's Who Among American High School Students, 80% of the top achieving high school students admitted to cheating at least once. The high stakes race for entrance into elite colleges that promise success upon graduation has ETS policing tests sights and installing hidden cameras. Once in college which major holds the record for cheating? Business students cheat more than those training to be public officials, doctors, and even lawyers according to Donald McCabe a professor on business ethics at Rutgers University's Graduate School of Management. McCabe also discovered that those from privileged backgrounds, families with incomes over $150,000, are 50% more likely to be cheating regularly than students from modest backgrounds.

What leads one to cheat? The benefits of cheating, as recorded by students, range from using one's time efficiently to wanting a better grade or job. These justifications may indicate a mixed message sent by society to students, but they could also be an indication of how the structuring of courses by instructors forces students into unethical behaviors. Most educators wish to avoid the turmoil that accompanies identifying and punishing students who cheat. Indeed, professors have suffered litigious scenarios when attempting to do so. Just as society attempts to look at the underlying causes of such contemporary issues as school violence, educators should focus on the factors that cause students to consider cheating as an option.

Instructors can alleviate student deceit by taking certain measures in course organization and instructional delivery. Using a template initially proposed by Vroom's Employee Motivation Model, educators can explore and tailor a five-step strategy, which has implications for decreasing unethical behavior in the classroom, to their own course structure and assignments.

Participants in the workshop will initially explore their own definitions of cheating. Once the parameters are established, research will be reviewed and prescriptive measures will be applied to participants' specific courses as a collaborative activity.

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Making and Using Meaning: An Argument For
A Radical Critical Thinking Pedagogy

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Background

In the relatively short history of critical thinking pedagogy (about 20 years), the term has grown in two directions: one which emphasizes the term "critical" in a rhetorical sense, focusing on argumentation and persuasion, logical fallacies, etc, and a second which focuses on broader critical reading strategies, usually as a means of improving reading comprehension. The fact that most college writing programs use the phrase "critical thinking" in their descriptive materials, and the fact that virtually all public school curricula also point to the "critical thinking" required of their students tells us that the idea has some public cachet, even though no two practitioners would ever agree on precisely what the phrase means. The most current descriptions of "critical thinking" include some common elements: looking for several solutions to a particular problem, reframing the problem in alternative or several ways, discriminating between opinion and evidence, being able to prioritize, analyze and synthesize information in both the reading and the writing processes. From these intellectual activities, we are told, we derive the means to "make meaning," (Berthoff) as distinct from repeating knowledge or opinions gained from books and/or lectures. This also implies greater student autonomy in the learning process, since "making meaning" is an activity that changes our roles as faculty from sources of knowledge to facilitators of learning, a clumsy, technical way to describe a collaborative, learner-centered classroom. In virtually all assessments of such collaborative learning environments, the benefits for student involvement, student activity and learning management seem positive, sometimes remarkably positive. But these assessments usually leave out one key question: just how much "meaning" are the students making, and can they use this meaning once it's made?

The "radical" designation for my proposal rests on two innovations: using writing as a learning tool, one that can be used to break large, complex thinking/writing tasks into smaller parts, which makes the consolidation of those smaller parts into the larger assignment a clearer and more conscious act. And, including in those smaller, linked exercises the critical reading and writing skills that in most educational applications are kept distinct or are poorly linked, if at all. This, I propose, would produce what cognitive psychologists describe as "useable" knowledge, or meaning that can be put to use analyzing and explaining something new, as opposed to "testing" knowledge which is kept on tap only as long as the students needs it for the testing/assessment which inevitably follows. Current research by cognitive psychologists like Michael Bassaches (Cornell) shows that meaning which in made and then used produces real knowledge, in that the student can move from one knowledge plane to another without needing to be led by a teacher.

For example, short, directed journal questions which focus on the "coming of age" theme in Hamlet, say, could then be used by students to explore the character of Stephen Dedalus in A Portrait of the Artist As a Young Man, without telling them what they are "supposed" to find in Joyce's novel. By asking questions which both sum up what the students have gleaned from their reading and which applies this cumulative insight to a new, undiscussed reading, we can ask students to try out hypotheses which anticipate and many times approximate what we would like them to learn about the texts. In my experience, we get more from the students than we expected by using these exercises, because the "useable knowledge" percentage is higher and represents, I suggest, real learning.

I can duplicate this process in an hour, using short but evocative readings and a series of questions which will illustrate both the difference between "testing" and "useable" knowledge, and how these exercises can lead to better understanding of material (any material or subject) and better written assignments that can showcase this understanding.

Over the past sixteen years, I have accumulated a number of short, evocative newspaper and magazine pieces that can be fitted together into any number of significant strings of inference and meaning. I could craft a series of questions for the group to answer and discuss, leading to the development of a thesis

argument about a short prose poem by Robert Hass, "A Story of the Body." Each of these strings represents two things: a roadmap of the meanings "made" by the participants, and a potential longer written assignment which would develop this understanding over a more conventional piece of transactional writing. The application of this sort of assignment would be across the disciplines, and not merely for English classes: my suggestion is that using this sort of strategy in any discipline would not only improve the students' thinking, reading and writing skills, but would allow more of the subject matter to be mastered in a shorter period of time. This outcome is related to the second "radical" dimension of the proposal, wherein the combination of reading, thinking and writing assignments produces

Aggregating Online Learning Resources: Creating New Choices for Instructor Course Materials—Examples, Assumptions, and Approaches

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ABSTRACT

Technology is like a steamroller. You are either on the steamroller or you are destined to be part of the asphalt.

The only person who likes change is a wet baby.

We are in the midst of a technological transformation that will fundamentally change the way people access, assimilate, and present information. Simply stated, the view that computers and related technologies, such as the Internet, are only "educational tools" is no longer valid. Rather, they represent an information and technological revolution that will have an equal or greater impact on society than that of typography at the beginning of the Protestant Revolution in the early 15th century.

Therefore, there is enormous interest in how the evolving technological/computer revolution is influencing the pedagogy of classroom teaching and the delivery of information to students. This demonstration workshop/discussion will focus on the assumptions, materials, and strategy of an online content provider in this market today. The principal topics that will be covered will include, but may not necessarily be limited to, the following:

1) One of the principal roles of the instructor is to impose an organization on course material. After all, that organization determines what and how the students learn the material. Instructors are increasingly sending their students to the Web for course and supplementary materials, but that medium presents many different kinds of content of varying type, quality, and even relevancy. But what if there were a way to expand instructor choice by making available pre-assembled, discipline-specific, multimedia--rich, self-contained and self-referential learning resources which instructors aggregate in different ways to meet *their* pedagogical needs? Part of this session will demonstrate how instructors can create such "online learning packages." Comments from the audience regarding the fundamental assumption(s) of this approach and the nature of the learning packages will be sought.

2) We constantly speak of "interactivity" on the Web. But what does this really mean and how can interactivity be used effectively in teaching? This portion of the presentation will display and describe an approach to and a definition of interactivity for pedagogical purposes and seek comment, feedback, and discussion on this timely issue.

3) Finally, we would like to address some assumptions about the pedagogical use of online content and technology in the classroom and as an integral part of a course. There is great interest in this topic all across academe. Administrations are making major investments in technology on their campuses and as a result many faculty are being pressured to incorporate technological and Internet approaches into their classes. Many such efforts are successful, but many are not. This presentation will conclude with a discussion of various assumptions, false and otherwise, that are presently in vogue. Professor Smith, who has used online materials for several semesters in his Western Civilization classes, will lead this portion of the presentation. He will incorporate a

demonstration some of his pedagogical approaches using the Internet and other technological tools (i.e. SmartBoards™, etc.).

Each of the above topics represents an area of interest by instructors in various fields. It is the objective of this presentation to illustrate these topics by employing state of the art technology such as SmartBoards™. The panel will cover the various points quickly and concisely and incorporate questions and queries to the audience to encourage discussions and comments. In such an expanding field as this, the discussion is expected to lively, collegial, and enlightening.

The intended audience of this presentation can be quite diverse including faculty from various fields and college administrators. Not only are the content areas that can be displayed varied in themselves (Humanities and Social Sciences), but the principles and assumptions that underlay the utilization of online content and technology into traditional classrooms and courses tend to be interdisciplinary (Of course, this last point could also be seen by some as an assumption worth discussing.). Indeed, we would hope that there would be some administrators in the audience, too. They make decisions that have a direct impact upon the effective employment of technology and online content by faculty in the classroom.

50 Ways to Leave your Lectern:
Teaching Strategies to Engage First-Year Students

Constance Staley
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Colorado Springs, CO

Program Background:

The University of Colorado at Colorado Springs has experienced rapid and continuing success with its Freshman Seminar Program, which originated as a single pilot section of 19 students ten years ago (five percent of new freshmen during Fall, 1991) and now serves approximately 400 students each Fall (50 percent of the entering class). The success of this multi-disciplinary, three-credit, academic course is due to the commitment of a core of 25 talented faculty from 18 different disciplines across five colleges who motivate, engage, and support first-year students in the classroom. Each May, faculty members attend a three-day professional development retreat off-site during which time they learn new teaching technologies, innovative classroom exercises, and specific strategies for working with today's freshmen. One of the distinct benefits of the Program—now reputed to be one of the best in the country—is the extent to which faculty report importing these teaching strategies into their discipline-based courses and the extent to which the Program has helped to change the culture of the campus.

Freshman Seminar is organized around one of seven broad and appealing content areas (for Fall 2001: "Crime and Punishment," "80933," "Unreality," "The Mating Game," "Life and Death," "The American Dream," and "Utopia"). Each course is designed and taught by interdisciplinary faculty teams of assistant, associate, and full professors, staff co-instructors, and Junior Teaching Assistants (JTAs) who have completed the Freshman Seminar successfully and enroll concurrently in a tuition-paid, three-credit, upper division course on teaching and learning. Freshman Seminar students spend one-half of their in-class time in small groups of fifteen with their individual instructor(s). The other half of each three-hour class consists of common time for all students enrolled in the content area as the group listens to engaging presentations from on-campus or outside experts who approach the course topic from their own specific disciplinary vantage point. While focusing on their chosen compelling topic, students develop their skills in *speaking*, *writing*, *teamwork*, and *technology*; are introduced to the fundamentals of various disciplines; and work closely with faculty and peers. The course emphasizes faculty coaching, collaborative learning, technology applications, and campus skills centers through a variety of creative assignments. Freshman Seminar meets two full days before other classes begin during "Preview Daze" and consequently ends five weeks early.

Program Objectives:
After a brief overview of the CU-Colorado Springs Freshman Seminar Program, this session will focus on specific teaching strategies and hands-on exercises for the first-year classroom, many of which may be easily adapted to first-year courses across disciplines. Today's college students face a myriad of challenges and report more stressful lives than have students in the past. Rather than "dumbing down" first-year courses, this session will focus on "challenging up" by combining the affective, behavioral, and cognitive domains in a single course. Handouts will provide practical materials for participants to use in their own classrooms or in faculty training programs aimed at enhancing first-year teaching at their home institutions.

Program Format:
In this interactive session, attendees will participate in a series of exercises (such as "Wanted," "Academic Autobiography," "The Ideal Student," "Visible Quiz," "Note-Taking 4-M," "Human Continuum," "Spending Time," and "Review-Preview Journals") from the presenter's experience, research, publications, and national workshops.

Audience Profile:
This session will be useful to faculty who teach introductory courses to first-year students in any discipline or to faculty who lead or plan to initiate a First-Year Seminar on their own campus.

An Integrated, Interdisciplinary View of Higher Education

Steve Staley
Colorado Technical University

Target Audience: College faculty and staff, especially those who work with first-year students.

Objectives: To help students see their college education as an integrated, holistic, connected growth experience—not a series of disconnected, discrete courses.

Activities: Attendees will be treated as first-year students attending an interactive presentation using PowerPoint and guided discussion.

Abstract: Many students come to college with a superficial understanding of what higher education actually is. They know they'll be forced to take many difficult classes in a variety of disciplines, but they don't always know <u>why</u> they take those classes, or <u>how</u> the classes will work together to enrich their lives. This is especially true when these classes are not part of their academic major.

This highly visual and interactive program, drawn from Colorado Technical University's successful ID101 course, shows faculty how to develop for their students an integrated view of their college or university education. It also clarifies the role of the First-Year Seminar (or any early course) in helping students see the constituent parts of their education as practical and connected.

Following an active exchange of views during the opening, the session asks two fundamental questions about the university: "<u>What</u> do we study?" and "<u>Why</u> do we study?" As you ask your students to answer the first question, you'll get all sorts of specific answers (English, math). But if you push for an overall answer, sooner or later someone will yell out "Stuff!" or "Everything!" Capitalize on this answer—yes, we study "everything" in the uni-verse-ity. But a convenient and meaningful way of putting it is to say that as we study everything, we look in two opposite directions. We look outward, into the *natural* world; and we look inward, into the *human* world. So that's <u>what</u> we study.

And <u>why</u>? At the most idealistic and theoretical end of the scale, we study *to understand* things. We are curious. We want to know how things work. But at the most practical end of the scale, we study not just to understand things, but also *to control* them—to influence things and people, to make them do what we want them to do. We want to "control" concrete and steel to make better bridges, "control" the flow of information through computers, make taller buildings, better social programs, more beautiful art, more insightful novels, more powerful machines—maybe even better, stronger, faster, healthier, smarter people.

Rene Descartes, the seventeenth century French mathematician and philosopher, taught that if you really want to understand how two scales interact, put them together on perpendicular (Cartesian!) axes. When you do that, look what happens.

What do we call the university departments that try to *<u>understand</u>*
          the natural world? The **Natural Sciences** (with examples: physics, chemistry, biology, etc.)
          the human world? The **Humanities** (art, literature, philosophy, etc.)

And what do we call the disciplines that help us to *<u>control</u>*
          the natural world? The **Engineering Sciences** (mechanical, electrical, computer, etc.)
          the human world? The **Social Sciences** (political science, economics, sociology, etc.)

What we now see in the matrix is a reflection of the university. In fact, many universities are divided into Colleges or Divisions or Area Requirements similar to these.

From this point, the program works interactively with participants to develop the natural and productive <u>connections</u> among these "divisions" and disciplines that contribute to our education. And finally, it

concludes with an exercise simulating a professional assignment following graduation, in which <u>all</u> of a student's college education may well be called into play.

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On the Train of Creativity:
Songwriting as Instructional Strategy

Sally Stephenson
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Morgantown, WV

Target Audience

Educators and interested persons from all disciplines

Objectives and Activities

Participants in this workshop will learn how songwriting can be used as an instructional strategy with a wide range of ages and content areas, and engage in a demonstration group songwriting experience.

Abstract

There is a significant and growing body of research that supports the fostering of creative and artistic endeavors as an integral part of a well-rounded, holistic education. Support for active involvement in creative learning experiences can be found in the words of educators and philosophers dating as far back as Plato (as cited in Howard, 1992, p. 136), who is quoted as saying, "Art is the only instrument of early education that can penetrate into the recesses of the soul." In *Art as Experience*, Dewey (1934), the grandfather of American education, states that art is "the incomparable organ of instruction" (p. 347). The higher-level cognitive processes of analysis and synthesis outlined by Bloom and associates (1956) are ideally served by creative and artistic pursuits. The currently popular writings of Gardner (1993) theorize that human intelligence manifests in a variety of domains, among which he includes "musical" and "spatial" (relating to visual perception and expression) as two distinct forms of intelligence. A number of research studies (Hanna, 1992, Hanshumaker, 1980, and McLaughlin, 1990) have documented the value of the arts in education, citing a broad range of benefits including academic, cognitive, social, personal, self-esteem, cross-cultural, problem-solving, and attitudinal ones.

The presenter (Stephenson, 2001) conducted a qualitative research study on the songwriting process in four elementary settings. At two sites, the songwriting instruction was presented by visiting songwriters-in-residence, and at the other two sites, regular classroom teachers participated in educational outreach programs sponsored by professional organizations (Country Music Hall of Fame and Metropolitan Opera Guild). Information obtained through observations of the process and interviews with participants was presented in the form of four portraits depicting the creative songwriting experience in the four different educational settings. The concluding chapter of the study suggested that songwriting in the classroom encourages collaboration, cooperation and engagement of students, provides students with unique and exciting opportunities for self-expression, and involves them in authentic learning experiences.

The title of this session, "On the Train of Creativity," refers to the songwriting process as observed at Site One in the presenter's study. Participants in this session will experience first-hand this "fast-track" approach to group songwriting. Steps of the process include selection of a topic, brainstorming supporting ideas and details, devising a sequence, organizing ideas into lyrical lines, creating a melody, and arranging a guitar accompaniment. The length of the song and degree of completion will depend on the level of involvement and working pace of the group. Participants will leave the session with the sense of having written a group song, and an idea of how they could use songwriting in their particular disciplines to engage students and provide an alternative, creative means for organizing ideas and communicating information.

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Beginning Teachers Teach the Mentor and the University:
Perceptions and Recommendations from Beginning Teachers for Pre-service Teacher Education

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Presentation format:
1. Predictions: Participants will participate in an inventory predicting what they anticipate are the most frequently articulated needs and concerns of beginning teachers.
2. Presentation: PowerPoint = Data from study and Mentor program, observations and experiences.
3. Mentor simulations: Based on mentor experiences
 4. Discussion: Focus = Sharing innovations which potentially resolve the issues raised by beginning teachers, improve pre-service teacher education and mentoring.

Audience:
Teacher educators, field experience supervisors, content area faculty preparing teachers and teacher mentors and administrators

Presentation Summary: Focus=Beginning Teacher Study and Mentoring as teaching
Beginning teachers were interviewed at the conclusion of their first year of teaching in public schools. The teachers were interviewed by their university mentor. The objective of the interview was to identify first year teachers' perceptions regarding how pre-service teacher preparation can, in fact, better prepare students for their initial experiences as teachers.

The presentation focuses on those areas of the first year experience that beginning teachers identified as improvable by virtue of pre-service teacher preparation. The discussion will include the following areas of pre-service preparation: Content preparation, reading instruction, classroom management, pupil variability, discipline, communications, legal rights and responsibilities. In addition, the interviewed teachers were asked questions regarding school corporation orientation and support services for beginning teachers and questions addressing university mentoring services.

Mentoring is a teaching innovation that further extends the university learning community into the public school. Mentoring provides a continuity of service which supports the transition from pre-service student to practicing teacher. Participating public school corporations have consistently acknowledged the value of the mentor services. The service has strengthened the university/school partnerships. The mentor provides individual and group consultation on a wide range of topics including: classroom management, curriculum planning, organization, school politics, career planning/counseling, professional improvement plans, special needs students, wellness and certification. This program provides services for the first two years of teaching specifically and as needed thereafter. The mentor and a practicing master teacher from the school corporation also offered graduate courses for beginning teachers which develop curriculum, management, and assessment skills, as well as professional portfolios. In response to the positive impact of the mentor program, one school corporation has extended the partnership by requiring all beginning teachers to participate in the graduate courses and the school corporation is paying tuition for said participation. The objectives of the mentoring program are to facilitate beginning teacher success and reduce the beginning teacher attrition rate.

The mentor has used the experience with beginning teachers to develop, modify and augment pre-service methods courses. The mentor teaches methods courses and the role of university mentor as teacher will be discussed along with the Senior Capstone that meets concurrently with student teaching. The first hand knowledge of beginning teacher experiences and the direct contact with classrooms and public school students adds both professional currency and practical relevance to the curriculum of the pre-service methods classes the mentor teaches. The experience of the mentor and the interview study have also assisted the Division of Education as it revised its program to better meet the needs of majors and graduates in the field. Specific examples of such revisions will be shared during the presentation. The beginning

teacher mentor program has impacted the development of the Alternative Routes to Certification program, a program designed to prepare degreed, career changers for public school teaching and teacher certification.

The presentation will conclude with a discussion among participants of teaching strategies, curriculum and course innovations that they believe potentially address the needs and issues raised by beginning teachers, the presentation, simulations and beginning teacher attrition.

Grading Tension: A Systems Perspective

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Objectives:

There are three objectives for this presentation:
To review grading practices from both the practical and theoretical standpoints and to discuss the outcomes of such practices
To review student perceptions of grades per an exploratory study
To dialogue on the implications of these results for teaching, grading practices, and curriculum

development

Format:

The presenter will provide a brief summary of how the topic came to be of interest and how the study developed.
The audience then will be asked to share their grading practices and the impact of such practices as may be evidenced in their end of semester student evaluations and other student feedback.
Next the presenter will review the research on student perceptions with some attention to the results.
Finally, a dialogue will be facilitated focusing on the implications of these results for teaching, grading practices, and curriculum development.

Presentation Content:
Within the educational enterprise, grading is one of the major areas of tension between students and faculty. This tension arises when the student is assigned a grade lower than expected. The outcome of this tension can range from increased or decreased engagement in the learning process by the student to an affective impact on student self-esteem and self-efficacy.

While the literature on grading is voluminous relative to faculty perceptions and practices, it is sparse on student perceptions. The use of System Theory, specifically the paradigm of Person-Environment Fit, allows one to understand student perceptions of grades within the context of other systems in which the student interacts. Grading, therefore, is conceptualized as being affected by multiple system components.

In order to explore student perceptions of grades, a survey was distributed to all MSW students in one School of Social Work. Eighty-nine surveys were returned representing a 21% response rate. The results indicated that while many students experienced the competing demands of family responsibilities, full time employment, and community volunteer activities, most students wanted to receive an A.   Yet, they reported the use of a limited number of study activities and hours spent in these activities. Further, students identified an inconsistency in the grading practices across faculty and a lack of clarity in assignment requirements that they believe impacted negatively on their grades. Finally, many students reported that feedback was more useful to them than the grade!

These results have implications for teaching, grading practices, and curriculum development.
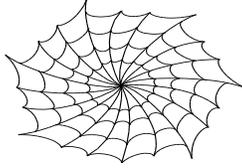
Spiders in the classroom

Offering Online Education Without Compromising Quality

Michele Summers
Barbara Kershner
Purdue University
Lafayette, IN

Objectives

During this presentation we would like to:
- ➢ Introduce the concept of web based education
- ➢ Discuss appropriate use of web based classroom instruction.
- ➢ Contrast WebCt to traditional classroom instruction
- ➢ Contrast WebCt to other distance learning classes.
- ➢ Evaluate the WebCt format for instruction
- ➢ Establish the academic integrity WebCt courses

Audience

This presentation would be appropriate for post secondary educators seeking viable alternatives to the traditional classroom setting without compromising the quality of education offered.

Format

This interactive session will give those who attend a guided tour of an actual WebCt class.   A relaxed question and answer session will be included in the presentation.   The main focus will be to demonstrate the user-friendly application of WebCt to both the novice and experienced instructor. After attending this session, the participants will leave with an innovative alternative to traditional classroom education.

Changing Student Population

The ever-changing population of post-secondary education students needs special consideration. Currently, Purdue University's student population is comprised of over 10% non-traditional students. We feel that the number of non-traditional students will continue to increase.

The older student, both male and female, constitutes the majority of the non-traditional population. These students have many varying reason to seek higher education. Reentry to the workforce by returning women and disabled workers; first-time students that need the education to advance in our ever changing work environment; and workers needing to advance their skills to maintain the competitive edge required to maintain their jobs are just a few of the characteristics of the non-traditional student.   The challenge to address the needs of non-traditional learners and stay on the technically competitive edge is the concern of colleges and universities. Purdue University School of Technology at Lafayette (PUSTL) is meeting this challenge by establishing on-line classes.

The responsibility of the non-traditional campus is to identify the needs of their students and then meet these needs as efficiently and economically as possible.   Surveys indicate that the time requirements of traditional classroom studies have caused difficulties, which makes degree completion an almost unrealistic goal. The average student requires two and a half years to receive a certificate, five year to receive an associate and over ten years to receive a bachelor degree. The responsibilities of family as well as the day-to-day work routine that the older student faces limits their time.

Alternative Teaching Strategy

When we examined the needs of these students and the ability of a higher education institution to meet these needs, on-line instruction became an attractive option.

One of the concerns that face educators when addressing the possibility of using on-line education is the ability to maintain quality. Compromising quality just to make education more accessible is unacceptable. The technologies of today have made instructors able to retain the standards of a classroom environment and still offer the flexibility that web based education offers.

One alternative to traditional classroom instruction is the use of WebCt to facilitate an on-line educational environment. This tool is used to present a classroom environment without the time restraints associated with traditional scheduling. WebCt offers:

Many forms of communication between student and instructor as well as student and student
> Real time conversation or discussion
> Discussion board postings
> Timed tests
> Flexibility in lesson planning

Human Resource Management is being offered as an on-line course to students registered at PUSTL. This format offers instructors the opportunity to complete the required classroom essentials:
> Formative Evaluations
> Summative Evaluations
> Real time Conversation
> Feedback and monitoring of students

From the student's perspective, this course format allows students to focus on this course during the time of the week that is the most convenient for them. Computer and Internet access are the only additional requirements from the conventional course format.

A Balancing Act: Maintaining Academic Integrity While
Accommodating the Needs of Adult Learners

Michele Summers   Beverly Davis
Purdue University   Purdue University
West Lafayette, IN   South Bend, IN

Objectives:

> To present principles about adult education
> To discuss experience with adult learners in the traditional classroom
> To develop strategies to accommodate adult learners

Format

The presentation will begin with the authors presenting their paper to the audience. The audience will then be invited to participate in discussion of their experiences teaching adults and develop strategies to use in the classroom.

Audience

The intended audience will be adult education practitioners who would are interested in increasing their effectiveness in the classroom.

Adult Education on the Rise: The U.S. Department of Education found that between March 1998 and March 1999, 46% of all U.S. adults participated in some form of continuing education. In response to increasing demand for adult education in all settings, traditional four-year institutions have expanded degree-granting programs to community and industry based settings. Out reach degree-granting programs are geared to meet the needs of non-traditional students working full-time while attending classes on a part-time basis. Classes taught are applicable to academic degrees, are listed on academic transcripts, and are undistinguishable from other courses taught at the institution. A typical adult learner has little post-secondary education and is primarily interested in career advancement through education. A global question that needs to be addressed is: Can institutions maintain academic integrity while accommodating the needs of adult learners?

Facilitating adult learning is a highly complex drama involving the interaction of personalities and learning styles of both the students and the teachers involved, the diverse experiences of the group, and the expectation of both the students and teachers as well the institutional policies and procedures. Outreach programs necessitate different pedagogical strategies, however, the degree of accommodations in curriculum design and classroom environment must be evaluated.

Curriculum and Course Design: In 1970, Malcolm Knowles presented his andragogical model in the *Modern Practice of Adult Education: Andragogy Versus Pedagogy* (Lee, 1998). One of Knowles' assumptions in his adragogical model is that adult learners are self-directing and will resist situations where there is not an opportunity for self- direction (Lee, 1998). *30 Things We Know For Sure about Adult Learning* (Zemke, R. and Zemke S., 1984) adds that adult learners desire to control pace and start/stop time in learning experiences. Higher educational curriculum requirements must be balanced with adult life experiences and class expectations, but there must be a determination on how far off the prescriptive path one can go in the non-traditional classroom. How does one maintain the academic integrity while accommodating the adult student?

Instructors are provided with a prescribed curriculum, including objectives, tests, and learning activities (Cranton, 1989). Standards, objectives and expectations must be consistent at the outreach locations. How can educators address the needs of non-traditional students while meeting the prescribed expectations and requirements? Cranton (1989) shared some adult student situations where learners remarked that "the curriculum is not relevant to me" and the students withdrew mentally from the learning process. This author offers a solution that will balance the academic integrity of your curriculum yet accommodate the needs of the adult learners. Cranton suggested that prescribed curricula leaves plenty of room for learner- and instructor-designed instructional strategies (p. 200). Learners can design their own activities to meet

the objectives, people can work in groups on a variety of tasks either learner- or instructor-designed to meet the objectives, community or outside resources can be brought into the learning environment, and the instructor can negotiate a variety of contracts with individuals in the program (Cranton, 1998). This author adds that the adult educator must be aware that many adult learners are not experienced enough with independent learning to be able to set or even contribute to the learning objectives (p. 200). This is where the adult educator must find balance between maintaining academic integrity, allowing self-direction for capable adult students, yet recognizing the dependent adult that needs prescribed direction

Academic Scheduling; Accommodating the adult work schedule may include such considerations as night classes that meet once a week, accelerated courses, and many other arrangements that may or may not be acceptable to higher educational institutions.

Course delivery via the Web allows educators to accommodate the various work schedules of adults – changing shifts, overtime, and business trips. While it is true that learning via website, chat rooms, or any interactive methods can be exciting and interesting for adults, is there a price to pay? Are learning outcomes adversely affected by lack of face-to-face interaction with the instructor and peers? Are adult learners motivated to participate because of convenience – no need to attend classes -or the desire to learn about the technology rather than curriculum. Are we adding stress to the adult student unnecessarily?

Role of Life Experience: The only universal characteristic of adult learners is the quality and quantity of their experience (Lee, 1998). As adults, the main resources for learning are life experiences, not teachers (Lee, 1998). Lee quotes Malcolm Knowles in this article: "There's a uniqueness and a difference in the way adults learn. And unless you understand it, you'll treat them as big children." As instructors, how do we effectively utilize this reservoir of experience as a resource in the classroom as well as a base upon which to build new learning?

Academic Accommodations: Most adult students have full-time jobs and many have families. The psychological contract should be explored and how this differs from the psychological contract that a traditional student brings to the classroom. Rousseau suggested the following definition of the psychological contract: Characterized not only by unwritten expectations but by promissory and reciprocal obligations (Makin, Cooper, & Cox, 1996). Rousseau perceived obligations as stronger than expectations in that broken obligations produce feelings of anger and resentment while broken expectations merely produce disappointment. (p. 5). In the classroom, this means that there are unspoken expectations and perceived obligations that students expect from the instructor. Many students will expect consistency in policies and procedures and when the classroom educator breaks that obligation, there will be anger and resentment.

When one finds a diverse classroom mix that includes the traditional and non-traditional student, there may be varying levels of psychological expectations. While the syllabus will offer formal nondiscriminatory guidance, the psychological contract may produce complicated expectations and obligations. Adult learners, many times, will find that classroom commitment competes with the demands from work and family and although eager to learn they are often tired and scattered. Academic integrity can be compromised when too many exceptions are made for under-prepared students. The educator must decide whether to accept a late paper because an adult had to work over on their shift and demonstrate consistency in course policies for varying expectations. Traditional students may find it alarming and frustrating that an educator accepts the late paper from the adult student when that student worked all night to complete the paper.

Career Growth Vs. Educational Advancement: Many adult students expect personalized educational opportunities with the main purpose of career growth while higher educational goals may conflict with that expectation. The basic conflict is learning vs. education. While adults bring to the classroom the desire to learn and want to build on their experience, they want to understand why the information is important and how they will use the knowledge on the job. Adults seek knowledge to face the real-life, everyday problems that they face everyday. Unfortunately, this may be a barrier to effective learning. If the adult does not understand the relevance of the material, then he will not be motivated to master the material and will mentally withdraw from the process.

POWERPOINT ENCHANCED INSTRUCTION: PROBLEMS AND SOLUTIONS

Joyce Swofford
Clayton College- State University

Presentation Rationale and Description:

With the advent of technology in the teaching/learning process, one of the first uses is often the transformation of lecture notes to the PowerPoint medium. Granted, using this visual aid can help make a lecture more interesting, and some faculty members are able to integrate the slides into the instructional experience effectively, but others are not. What's the difference? What makes one person an effective PowerPoint user while another person wonders if anyone is still listening? What can happen is that the faculty member exhausts his energy creating his PowerPoint slides and then doesn't do any fine-tuning either to the slides or to his delivery style. The result is a stilted lecture that students would rather be reading off a website at their own convenience. This workshop offers practical suggestions for making PowerPoint slides more effective and for improving an instructor's use of the slides in conveying the desired information to the students. We will discuss some of our pet peeves with PowerPoint and some solutions to improve our oral delivery when it is necessary to deliver information through lecturing.

Objectives:

Workshop participants will
- ✓ Heighten their awareness of effective and ineffective PowerPoint slides from the listener's point of view
- ✓ Review principles of good oral delivery when using visual aids
- ✓ Gain some ideas for using the slides to expand the learning experience beyond just a lecture
- ✓ Return to the classroom with some concrete suggestions for making one's PowerPoint presentation more integrated with one's vocal presentation.

Workshop Format:

1. In small groups participants will complete a survey of "Audience Responses to PowerPoint Presentations." This survey provides an overview of the content information to be covered in the workshop.

2. After the groups have shared a summary of their responses, we will discuss some of the problems associated with using PowerPoint slides, demonstrating a short ineffective presentation. As we discuss the problems, I will offer them solutions to these particular problems and show some more effective slides.

3. When the participants leave the workshop they will have a handout summarizing techniques for more successful PowerPoint use.

'Course on a page' challenge:
Prepare a Web-style Portal for your Course

Donovan Thomas
Hugh Fackrell
University of Windsor
Windsor, ON, Canada

Objectives

We invite ISETA participants to describe, *ver*y concisely, what their favorite course is all about. The objective of this exercise, in other words, is to prepare a one page schematic (Course on a Page; COP) or organizer, which summarizes the content, goals, and activities of one course on a single page! On this page the learning objectives of the course are rendered explicit. A COP is emphatically not a conventional verbal course description. Think of it as a schematic organized in the manner of a Web page; arrangements of words or phrases or graphic icons are designed as hypertext/hypermap links to individual components of course topics. Ideally a COP is not simply a listing of contents but a concept map of a discipline presented in an integrative manner.

Ultimately a COP is a navigation aid for self-paced individualized instruction. While the focus of this exercise is on the 'front page' of a course, the concept extends naturally to an entire course, with individual topics presented as concept maps (Concept on a page) and appropriately inter-linked and accessible by 'mining' from the front or 'home' page.

What is the value of this exercise? It demands identification, prioritizing and organization of the key components of the course. COP design is a valuable academic exercise *per se*, for teachers.

When implemented into the curriculum there are payoffs both for classroom teaching and for self-paced web-based instruction. This is because COP is more than a course description. It is a model of how a teacher (/discipline practitioner) comes to grips with the plethora of information associated with an academic discipline, and organizes and constructs appropriate links between the components of the discipline. COP is a course portal. This is the "door" to which a classroom teacher may choose to return repeatedly during lectures, because it describes the backbone of the course and reviews the inter-relationships between components of the course. This same portal when applied to the internet-based version of the course provides a logical entry to the components of the course while serving as a constant reminder about the inherent structure and inter-relationships of the course content.

For students: COP makes explicit the objectives of a course; the page provides a portal to the content of the course; whenever the portal is revisited (in class or by the student working independently) it reinforces the structural elements of the course.

The presenters

The Workshop leaders (who happen to be in Biology) are dedicated users of concept maps who both use PowerPoint for classroom presentations and for on-line learning aids. We have extensive experience in courseware presentation on the Web and in software programming.

Format

This will be an interactive workshop, in which participants will share their insights and experience. **Participants** are requested to **bring along a COP ('course on a page') draft** for one of their courses. Please include your e-mail address on your submission. These drafts may consist of keywords and phrases; ideas for graphic elements might also be suggested. For convenient presentation and discussion, an overhead transparency or a floppy disc with a page using a text file or Power Point would be helpful. We suggest that conciseness and simplicity are important features of a course entry point or portal, and that one

should be highly selective and at the same time comprehensive, as when preparing a prϑcis. The challenge is non-trivial….and yet…. please do not be alarmed if the product appears to be almost embarrassingly simple!

Ideally the arrangement of the links (words, phrases, or icons) should reflect natural idea clusters present in your course. In some cases, words can ultimately be translated into graphic icons…. perhaps your whole course might even be describable non-verbally! We are talking about an art rather than a science; above all, we are asking for a personalized overview of your course.
We will discuss selected COP's contributed by the participants, present some examples, and share ideas on concept mapping and on some of the 'nuts and bolts' of translating them into useful Web pages.

Profile of intended audience

College and University teachers in most disciplines; people interested in concept mapping (whether experienced or novice), people interested in enhancing their online 'kerb appeal' and even people who have no intention to go 'on line', but who might wish to develop a slide or overhead projection to preview, survey, or review their course content.

References on concept mapping and access to most useful mapping software:
http://cmap.coginst.uwf.edu/refs.html
(Institute for Human and Machine Cognition, University of West Florida)

CREATIVE PROJECTS: A MODEL FOR INTEGRATING GROUP PRESENTATIONS
AND
INQUIRY-BASED LEARNING

Diane L. Thompson,
Columbia College
Columbia, SC

The purpose of this workshop is to discuss and demonstrate a model that integrates group presentations by students and inquiry-based learning.

Objectives:

Participants will:

1.   Explore the essential concepts related to inquiry-based learning.

2.   Learn a model for integrating student presentations and inquiry-based learning.

2.   Understand the relationship of critical thinking skills to inquiry-based learning, and become aware of techniques that can be used to promote critical thinking

Audience:

This workshop will be beneficial to relatively new faculty who are seeking additional ways to challenge students. It will also be helpful to any faculty member who finds student group presentations to be valuable to the achievement of course goals, and who would like to have additional tools for making presentations meaningful to the presenters and to the other students in the class.

Many faculty use student group presentations to achieve a variety of objectives such as the demonstration of effective oral communication skills, the ability to work collaboratively, and the ability to synthesize material related to the course. This instructor has used "Creative Projects"   to meet similar objectives, and to utilize inquiry-based learning as a strategy for expanding the learning experience for the students.

Inquiry-based learning has been defined in several ways and the components described in these definitions, such as student-centered, critical thinking, structured research, and multi-disciplined study, overlap with other instructional methods e.g. problem-based learning and discovery learning. For purposes of this workshop and for the assignment being described, this presenter is "defining" inquiry-based learning as an instructional method that requires students to formulate questions which they address through appropriate research, to demonstrate critical thinking skills in the analysis of the topic and the presentation of their results.

According to Duke University's Center for Inquiry-Based Learning, principles that reflect critical aspects of inquiry-based learning include the following:

--Questioning is the critical component of inquiry-based learning whether the questions are formulated by the instructor   or students

--Inquiry is not so much seeking the right answer as seeking   resolutions to issues, dilemmas, questions

--The learner is at the center of the an active learning   process.

--Communication is an important aspect; students must ask meaningful questions, and should report their results orally   and/or in writing.

--Inquiry-based learning can also include the construction of new knowledge.

To assist instructors in the effective use of inquiry-based learning, the following questions should be asked about the assignment or learning activity being developed:

Does it contribute to the ability to question?

Does it contribute to the development of information-processing skills?

Does it lead to the nurturing of motivation for life long learning?

Does it lead to important content understanding?

Does it lead to content understanding in a conceptual context?

This workshop will begin with a brief discussion of inquiry-based learning as a strategy for promoting critical thinking and for cultivating students' capacities for interpretation, discovery, and creation. The major principles of inquiry-based learning will be shared as will the purpose and goals of the assignment for an Introduction to Social Welfare course. A copy of the Creative Projects assignment will be provided to each participant along with a list of resources. Two examples of projects that best demonstrate the use of inquiry-based learning will be described; student materials will be available for review.

To illustrate the model participants will become students in the course and divided into groups of 4-5 persons. After dividing into groups each group will be asked to select a topic (e.g. teen pregnancy, death penalty, the homeless mentally ill) and to formulate a question or questions related to the topic. The groups will then identify strategies that:

-assure that each person carries out different "research" (e.g. survey, on-line search, interview with an expert in the field) related to the topic

-assure that the presentation to the class is one which engages the entire class in some way

-assure that the creative projects demonstrate their abilities to think critically

The follow-up discussion will focus on how participants feel they can implement the model and what barriers may be encountered. Suggestions for how to best prepare students, and how to overcome resistance, time constraints and other barriers will be solicited and discussed.

Teaching that Affirms Women: Letting Go of the Lecture

Cynthia Benn Tweedell
Indiana Wesleyan University

Objectives: The audience will:

1. Gain an understanding of Learning Through Discussion
2. See examples of evaluative tools for such a format
3. Hear about one teacher's experiences before and after implementing this format.

Intended Audience: The presentation will be useful to all higher education faculty, particularly those who wish to facilitate critical thinking among students. Faculty in both co-ed as well as predominantly female classes will be interested.

Activities: Participants will try out this innovative system of collaborative learning.

Abstract:

Educators have begun to reconstruct not only systems of knowledge but also the way knowledge is disseminated. A major structural barrier hindering students from developing new perspectives is the classroom itself. The traditional classroom, with seats in rows facing a professor behind a podium, is well suited to reproducing existing systems of knowledge and authority, but is not designed to facilitate the development of a critical consciousness capable of transforming these existing systems. This presentation describes one such means of encouraging women and men to examine the world from other perspectives. The format described here empowers students to share responsibility for the content of their learning.

The Challenge

Before initiating this learning-through-discussion format, I had a very frustrating experience trying to get traditional students to talk substantively about social issues. My first attempt at a Sociology of Gender course seemed typical of the failure of a traditional discussion format. In order to reach my goals for the course, the students were arranged in a semi-circle to maximize interaction. Many of the men were reluctant to join the circle and had to be coaxed from the back corners of the class. These men frequently arrived late and often missed class. Most of the women would sit near the middle of the semi-circle and appeared interested. However, when it came to the discussion, a few men tended to dominate. Much of the discussion became a dialogue between a few conservative men and me.

Outside of class, the women would complain about these men and say they did not know how to respond to their seemingly insensitive comments. While they did not discuss much in class, they would engage me during my office hours.

Often, small groups were utilized to discuss a topic. Here, a more equal exchange of ideas was achieved. Women were more likely to discuss within a group of five rather than in a large group. Many of the men appeared very reluctant to join a small group. They would have to be coaxed into moving their chairs into the group. In the small group, women would eagerly discuss the material but would express frustration at the non-responsiveness of some of the males.

This course was a challenging one to manage. I had envisioned a traditional lecture-discussion format but the quality of discussion turned it into primarily a lecture class. As students became more alienated from one another, they became more alienated from the content of the course and more reluctant to participate in the process of knowledge construction. The essay tests and papers, which were designed to stimulate critical thinking, became recitations of my own ideas made during my lectures. Generally, the class teemed with conflict and intolerance.

A Second Try: Learning-Through-Discussion

Two years later I had a second opportunity to teach this class. I began giving points for discussion, which motivated students to prepare, attend and participate. Suddenly class discussion, rather than being

seen as a frivolous form of entertainment, became valuable because it was worth a large portion of the final grade. In assigning a point value to discussion, I strongly communicated to students my commitment to the worth of collective learning. Students became empowered as they went beyond my own suggestions for discussion and used the classroom community to help clarify their own personal concerns. The class was very structured. Each day students brought in five questions stimulated by the day's reading assignment. After I introduced the material and suggested topics for discussion, the students met with their groups to discuss their questions for about twenty minutes. I spent about five minutes with each group, listening and occasionally making brief comments, but did not lead or dominate the discussion groups. My presence in the group let them know that what they were doing was important and they generally respected my presence enough to stay on task. Leadership rotated so that yesterday's leader became an evaluator for another group. The evaluator filled out a form giving students points for their questions and quality of discussion. The evaluators also earned up to three points based on the accuracy and helpfulness of their evaluation as judged by the instructor. After the discussion period, the leaders from each group shared the highlights of the discussion with the rest of the class. I concluded with a few points of clarification.

The structure of this course in many ways reverses the learning process in traditional college courses. There were no "lectures" which determined the content of learning. Students received points from their discussions as well as debates and short, reflective essays. Unlike the first class, there were no tests. This was an attempt to empower students to control their own learning process. Rather than be given questions as in an essay test, they were encouraged to come up with their own questions which they used for group discussion. These adjustments produced a course that engendered peace rather than a "battle between the sexes." There was no need to use quizzes or tests to motivate students. Instead the learning-through-discussion format rewarded student attendance and preparation by giving them points for bringing in questions and participating in discussion. Since student preparation was increased, the quality of discussion also was improved. Students focused on discussing the reading rather than battling with one another. As students got to know one another in the small groups they grew to respect one another's ideas. Student satisfaction with this course was very high. Grades were generally good because the students were actually reading and learning.

This format has been used in other courses with similar success. An important factor for success is in the planning of the discussion groups. In the beginning groups are formed alphabetically, but as I learn more about the social background and abilities of the students, cultural diversity can be maximized. I try to mix strong students with weak students, blacks and whites, males and females. I try to avoid a situation where there is a solitary representative of a cultural group; i.e., five men and one woman. As students learn more about one another, cultural battles subside and give way to respect. In many situations, the group becomes life changing. Fellow group members care for one another.

When monitored closely, such a course can help students understand and grow from one another's differences. Instead of having an endless clash among various gender/ethnic/racial groups, this learning-through-discussion format encourages personal reflection and interpersonal peacemaking. Through discussion in culturally diverse groups, the students in this course became aware that there are other realities that complement their own. Consequently, these students began to reconstruct rather than reproduce their cultural knowledge. Such reconstruction will become a key, liberating them from the prison of the social constraints of their culture.

Use of Self-Assessments to Enhance Learning: A Tool for Discovery

Rodney C. Vandeveer
Purdue University
West Lafayette, Indiana

Objectives:

This presentation will illustrate the self-assessment library used and then explore additional uses and applications of this model for enhanced learning. The exercise used is the Human Behavior in Organizations course will be shared along with feedback from the students and faculty facilitating this assessment and assignment.

Format:

The session is designed to allow participants to explore the exercise and to work with the self-assessment CD. In this session we will also explore other applications for self-assessments as a means to increase learning and as an effective teaching tool.

Intended Audience:

This presentation/workshop is appropriate for instructors from all disciplines at all level of their career.

Introduction:

In a Human Behavior in Organizations class, a self-assessment CD is provided as part of the course text and selected self-assessments are integrated into each chapter of the text. The course is designed is to challenge the learner to discover insights about themselves in the section "What About Me?" In the second section the learner is to explore how others perceive them and how well they work with others. The third and final section explores the learner's preferences in working with different organizations. Within these three self-assessment areas, insights into one's personality, values, attitudes, motivation, communication skills, leadership, power and conflict, change, and stress are covered. The integration of these assessments has provided new insights for the student with insightful assessments. The assessment tool provides 45 different assessment instruments giving the learner various assessments.

At the end of each of the three sections, the student writes a paper outlining their perception and insights gained from the surveys and discussions. They respond to such questions as:

1. **How do you see yourself?** Drawing upon the self-assessment tests in the textbook and your own life experience, describe your personality, abilities, learning style, and so for the. Use concrete examples wherever possible.

2. **How do other people see you?** You may want to discuss this with someone in your group or a friend. Think of how you might characterize a person that you know. Using this input with the self-assessment exercises, how do people characterize you? Do you give people the right impression or wrong impression? How can you improve the impression that people have of you?

3. **How do you work with others?** What is your team role? What are your strengths and weaknesses in-group situations? Are you better working in a team or by yourself? Do you have good communication skills? What communication mistakes are you prone to make? Do you avoid conflict? What conflict handling techniques do you use? Give concrete examples wherever possible.

As the students finish up the semester, they are asked to write a reflective paper on their findings, discoveries, and assessments and to address two more questions to add some closure. These questions

require a good degree of thought and reflection on their experience and the assessments. Those questions are:

4. **What are your goals in life?** Where do you want to be in ten years? What motivates your? What do you value? If you didn't have to worry about money, what would you do?

5. **What is one area for improvement?** Based on the personal profile that your have constructed throughout the semester, what is one area that you could improve on in the next 12 months? How would improving in this area help you meet your goals?

The results have been remarkable. The papers and insights shared have led many students to change degree objectives. Some have discovered how to better related to their spouses and friends. Many have discovered the advice to "be yourself" may not be good advice after all. Many now recognize the need for change and have asked for guidance and help to bring about the needed change. Additional testimonials providing feedback for enhancing this activity will be shared during this presentation.

As a continuation of this exercise, we provide a means of follow-up after the semester is finished. Each student is provided with an envelop and those that would like to be challenged further through this experience are asked to provide an address when we can send a copy of their paper and their goals. This follow-up is sent three months after the semester ends. While the feedback is not enormous in this part of the exercise, the comments we do receive back are very appreciative and encouraging. One student noted that he had stopped being as 'bossy' and has discovered new friends that have commented to the change. On noted she is not getting more dates and has credited the awareness of the surveys as the impetus to change.

References:

Sinclair, Cuttell, Vandeveer, Menefee (2001). Human Behavior in Organizations, Pearson Custom Publishing, p. 237.

Robbins, S. P. (1999), The Prentice Hall Self-Assessment Library.

"WHAT STUDENTS (AND FACULTY) FEAR THE MOST (DEATH IS ONLY FOURTH ON A RECENT TIME MAGAZINE SURVEY)"

Lawrence Waterbury
Quinnipiac University
Hamden, CT

In a recent survey by "Time Magazine", over one hundred phobias were listed ... ranging from "ablutophobia" (fear of bathing) to "zoophobia" (animals). A complete list will be provided with the comprehensive version of this paper.

However, the focus the writer wants to address is the number one surveys have consistently found of average people ... "FEAR OF PUBLIC SPEAKING".

We kind of know that the success of our students in their careers is dependent on knowledge of their field, abilities in interactive activities, and communications skills.

Employers seem to be consistently saying across the country, "colleges do a good job on the first - but the next two, maybe a C-. Sure we have courses in communication and public speaking ... but the students don't appear much changed after they get their grades.

In fact many college professors are some of the worst public speakers (you know the type, read to the class ... even from where they're sitting). As the kids might say "BOR...ING !!!".

As college professors, we know some of the best advice we can give to students is to actively participate in professional organizations. Not only will they keep them tuned up in their field ... but provide critical network opportunities in promoting their careers.

The writer would like to add one more professional group to consider for the continuing education of one's proficiency in "interactive and communications" skills.
No, it's not 'Dale Carnegie Training, but "TOASTMASTERS INTERNATIONAL".

Toastmasters International is the leading movement devoted to making effective oral communication a worldwide reality. Through its member clubs, Toastmasters helps men and women learn the arts of speaking, listening, and thinking - vital skills that promote self-actualization, enhance leadership potential, foster human understanding, and contribute to the betterment of mankind.

It is basic to this mission that Toastmasters continually expands its worldwide network of clubs, thereby offering ever-greater numbers of people the opportunity to benefit from its programs.

The mission of a Toastmasters Club is to provide a mutually supportive and positive learning environment in which every member has the opportunity to develop communication and leadership skills, which in turn foster self-confidence and personal growth.

During the "ISETA-2001" conference presentation, the writer will display a highly interactive format to the audience of how Toastmaster Clubs operate, the 10 basic speech projects from the manual, and an opportunity for each person to participate.

Exploring the Role of Spirituality in Higher Education Leadership

Marilyn Watkins
Joanne Rains
Indiana University East
Richmond, IN

Objectives:
The objectives of this presentation are threefold. **First** is to share spiritual guidelines that influence our work as leaders, including both daily operations and long-range strategies. Examples include:

• All are worthy. All students, faculty, staff and administrators are worthy individuals whose paths have crossed in the endeavor of learning.

• All interactions present opportunities for learning. Many life lessons involve simple issues like honoring others, forgiveness, and protecting each other's integrity. This principle does not minimize the administrative responsibility of holding all accountable for their performance and productivity.

• Exposed process is paramount. Constructive communication is key. Integrity is required. Leaders help create the environment for decision-making and collaborative work, and in turn, we are influenced by the processes in that environment.

These guidelines are not operationalized as easy answers to concrete situations. Thus, our **second** objective is to explore the perpetual questions that are the lived expression of daily and enduring work and interaction. Examples include:

• How can I thrive in administration without losing or diminishing my soul?
• What process creates a place for spiritual aspects to operate in the workplace (so others don't lose or diminish their souls)?
• What processes empower, enable, and inspire?

The **third** objective is to provide strategies we have used and recommend using to support wholeness and thriving as well as a constructive work/learning environment. Examples include:
• Connect. Connect. Connect. Especially connect with people with whom you can be real and can risk. Find companionship beyond the higher-education cerebral connection. This doesn't mean that work becomes a social gathering or a place to reveal the complete array of personal issues. It means finding colleagues who can listen when you wrestle with an ethical component of personnel review or when you clarify uneasiness over a budget process. Connect with someone who respects and supports that your spiritual principles inform your work.
• Learn the dance of active engagement with reflective distancing. Learn to time the rhythm of doing and pausing, implementing and critiquing. For example, the first two weeks of the semester are not optimal moments to pause, but a mid-term reflection on "how is it going" and "how am I doing" can give fresh energies and insights.
• Eliminate activities that are "unworthy of the human heart" [Palmer, P. J. (December 1998. January 1999) Evoking the Spirit. Educational Leadership, 7-11]. Learn to identify the boundaries of integrity and soul, and have the courage to respect that wisdom. Probe issues to find out why it is a violation. Seek assistance or delegate if possible.
• Cultivate faith - a feeling that you are part of something larger than yourself and that you believe in your vital contribution.

Format:
We will present a process for Spiritual Decision Making in the workplace that explores: identifying your spiritual assumptions, work life changes needed to live them on a daily basis, what prevents you from so doing and identifying steps in living your spiritual assumptions. Woven throughout rich discussion will be time for individual reflective writing.

Audience:
This presentation is applicable for anyone in a leadership position within higher education be it Dean, Chair, Faculty Leaders or those aspiring to assume leadership positions. The transformation of higher education in today's social context requires engaged and creative leaders whose spirits and hearts are awake. To silence our spirit in the workplace is to lose a needed vitality and diminish various contributions to our collective work.

Relevancy of the Topic
Leadership roles present challenges that are cognitive, intellectual and professional. These challenges are often the focus of development and training for new and seasoned leaders. The essence of higher education seems to live in the mind.

However, <u>the challenges of the spirit</u> - like, how can I thrive in higher education without losing my soul? - are the perplexing ones that receive little attention or recognition. In fact, the silence around the need for wholeness and grounding is part of the violation of that need. The silence can thwart administrative growth, isolate individuals, and result in the loss of people with the capacity to transform educational processes and environments. The recognition of a spiritual component to leading and working can support growth, effectiveness, and encourage a comprehensive engagement with the collective work of the university.

For this presentation, spiritual is defined as a connection to a higher power that influences one's work, interactions and perspective on life. To incorporate a spiritual component into administration involves respect for various forms of connections and an appreciation that spiritualism can be integral to our work.

Thinking Outside The Box:
Concepts, Activities And Exercises For Creative Problem Solving.

Bruce A. White
Quinnipiac University
Hamden, CT

Presentation Overview:

This presentation will consist of three parts: (a) an initial presentation of creative problem solving techniques and situations; (b) hands-on activities by teams working through some problems; and (c) a final discussion period relating to using these techniques in the learning environment.

Target Audience:

Educators looking at adding or supplementing creative problem solving situations in their classroom.

Abstract:

Creative problem solving skills can be taught. A significant work by Dan Cougar <u>Creative Problem Solving and Opportunity Finding</u> states, "Creativity is highly cost-effective". He cites examples of companies enjoying significant return on investment for creativity programs. We find businesses looking for creative problem solvers – for people that "think outside the box". How does the academic world create graduates with such skills? What are some approaches to teaching creative problem solving? This workshop will be an **active** workshop exploring several creative problem-solving activities.

While there are many creative activities, because of the time limitations in a presentation, many concepts will be lightly covered in this presentation. Handouts and web links will be made available to conference attendees.

Some Creative Problem Solving Activities that will be presented include:
> Physical problem-solving activities, including untangling the human knot, lining up by birth date (non-verbal communication), a human form of a peg jump game and others
> Word puzzles, including "wuzzles" – pictures depicting phrases or sayings, and others.
> Logic puzzles, including "Who owns the zebra", inductive and deductive logic problems.
> Pattern puzzles, including some mathematical patterns
> Unique problem-solving puzzles, such as building a carton to cushion an egg before dropping it from a second floor window
> Mathematical problem solving / logic problems including topological puzzles
> Brainstorming new solutions to old situations and problems
> Other creative problem solving activities, including writing your own obituary

Additional Comment:

Please come prepared to join in the activities and lively discussion!!!

Attention Problems and Learning Differences in Your Classroom

DeDe Wohlfarth
Kenneth J. Linfield
Spalding University
Louisville, KY

Audience: This presentation is open to all conference attendees. Those who have faced the challenges of teaching students with attention and/or learning problems may be particularly interested in attending. Additionally, this presentation is targeted for people who like to learn while participating in hands-on, fun, experiential activities.

Objectives: The two-fold objectives of this presentation are as follows: 1) to share an innovative method of teaching graduate students using an integrated experiential activity; 2) to expand professors' understanding and ability to work with adult learners who have attention problems (such as Attention Deficit Hyperactivity Disorder) and learning differences (such as specific Learning Disabilities).

Activities/Relevant Information: Typically, psychology students are interested in the subject matter of their abnormal psychology courses, in the same way we watched Hannibal Lecter from "Silence of the Lambs" in horrified fascination. Clearly, however, we want our psychologists-in-training to move beyond an armchair understanding of psychological disorders. Additionally, professors of numerous subjects could benefit from a deeper understanding of how specific psychological disorders can affect a student's learning in the classroom.

As such, one component of this presentation involves a sharing of some classroom strategies for working with adult students with Attention Deficit Hyperactivity Disorder and/or Learning Disabilities. A critical component often missing in such training, however, is an experiential emphasis of teaching that allows learners to imagine, if only for a few short moments, what it might be like to experience a psychological disorder, or to be a family member of someone with such a disorder.

In teaching child psychopathology to graduate students, we have created a few simple activities that allow for this type of integrated experiential teaching to occur. The goal of these activities is the proverbial "walking in another's moccasins", thus providing learners with a memorable activity in which they not only thought about, but felt, what it might be like to experience a severe psychological problem. Graduate students in the clinical psychology at Spalding University have very well received the following exercises. These activities are followed by a discussion about the disorder, including what the students learned and what implications their learning has for working with children and parents, providing therapy, and writing treatment plans. For the purposes of this presentation, the activities will remain the same but the discussions will focus on what these activities might teach us about providing classroom instructions, assignments, and educational goals for adult students with ADHD or LD.

1) <u>Attention Deficit Hyperactive Disorder</u>: Learners are assigned to play the board game "Scattegories" in which they must think of items within categories that begin with a certain letter of the alphabet. For example, if the letter "K" is chosen, they furiously work to think of unique items that begin with the letter "K" such as "Dessert" (Key Lime Pie); "Article of Clothing" (Knickers); Sports teams (New York Knicks) and "Actors" (the double-scored Kris Kristofferson). To make the task even more challenging, students are usually assigned to work with two different letters of the alphabet at the same time. This task is engrossing and fun, and despite their best attempt to be non-competitive, graduate students will typically scribble frantically to find words that no one else will imagine. That is, they do so until distracted, despite received warnings to ignore all distractions by the presenter. This leads to a good discussion about people with Attention Deficit Disorder and the challenges of concentrating in an educational setting and the implications of ADHD beyond the classroom into social, professional, and other realms.

2) <u>Learning Disability</u>: We have created a homework sheet with letter reversals, word reversals, spacing problems, and number transpositions. We pass out the sheet as we would a normal "weekly quiz", but learners look up in stunned silence when they read sentences like "A sbibch in bine saves mime." (A stitch in time saves nine). We pressure the students to complete their work quickly and they struggle to complete their worksheets and get everything "right." We then discuss the implications of learning differences in the classroom setting and the cumulative effect of such repeated failures on a person's self-esteem.

A New Way to Reach Students Across the Internet:
Digital Video Production, Editing and Streaming

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Objectives

Faculty attending this session will discover the basics of creating and using digital video to enhance student learning. To do this, the presenters will address the following questions:

> What is digital video?
> How does it differ from VHS tapes?
> How can digital video be used to enhance student learning?
> Who would benefit from using digital video?
> What type of equipment is needed to make digital movies?
> How are digital videos edited?
> What is Adobe Premiere ®, and how is it used?
> What are the different digital video file formats?
> What is a digital video stream?
> How are digital video streams made and distributed?
> What is a video server?
> What are the popular choices of video player software programs?
> How can such technology be integrated into more traditional teaching methods?
> Does this type of technology enhance learning?
> What are common pitfalls associated with this technology?
> What costs can be expected if you want to start using digital video?
> Where would you turn to for help?

Audience

Digital video technology will have a very broad impact on virtually all disciplines. Faculties from all disciplines are welcomed to attend. The lead presenter has worked as a teaching consultant and has given similar presentations to mixed audiences at other conferences. Examples of digital videos used in the presentation will be from a biology course, but this will not limit the scope of the intended audience.

Summary

One of the most powerful communication tools available to teachers in the classroom is the playing of videos from a television monitor or video projector to the entire class. Appropriate integration of video with traditional pedagogical methods has a way of enhancing learning. This is especially important in demonstrating phenomena that maybe difficult or impossible to show in a standard classroom. Because of the recent dramatic advances in audiovisual and computer technologies, teachers can now explore many new ways of delivering digital video to students outside the classroom. In essence, these technologies allow learning with a rich multimedia content to continue from anywhere a student can sit at a computer. This session is designed to introduce the easiest ways for teachers to create digital movies using readily available audiovisual and computer equipment. The basics of digital video editing will be introduced using Adobe Premiere ® as an example of software used to seamlessly edit several segments of video into one movie. Different types of digital movie file formats will be explained, and a demonstration of streaming video will be given. By converting a digital movie into a video stream, a teacher has the option of delivering the video across the Internet. Video streaming in an undergraduate introductory biology course will be given as an example of how digital video can be used as a supplement to traditional teaching methods. Although the underlying technology behind Internet-based video streaming was initially confusing and complex, the process is now within the reach of any teacher willing to enhance student learning.

Integration of Scanning Electron Microscopy into the Undergraduate Biology Curriculum

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Intended Audience

Any faculty members who have sophisticated equipment they would like to introduce to students in a more interactive way than just static pictures would appreciate the presentation. Faculty who want to introduce their students to research will find this presentation beneficial. Faculty from all disciplines are welcome to attend.

Summary

It is often difficult to introduce undergraduate students to research. Training students on sophisticated research equipment such as electron microscopes is not always possible due to limited time, personnel and budget. Since access to hands-on training is critical for undergraduates to learn how to operate the equipment, sophisticated equipment is difficult to cover in large classes. Many science textbooks display images taken by electron microscopes, however, students do not get an understanding of how the images are obtained.

The scanning electron microscope (SEM) is a powerful tool to examine the three-dimensional microarchitecture of specimens with high resolution. However, traditional scanning electron microscopy is time consuming since samples have to be fixed, dehydrated, critical point dried and sputter coated with metal (such as gold) before examination with the SEM. It is a difficult task for typical undergraduate laboratory sessions that are relatively short.

To avoid this problem at the University of Dayton, junior/senior level undergraduate students use a low vacuum SEM (JEOL 5800LV), which allows direct examination of wet samples without the time-consuming critical point drying and sputter coating steps. In two consecutive laboratory sessions of the *Developmental Biology Laboratory*, students take a comprehensive look at the comparative structure of reproductive tissues using the unaided eye, compound light microscope, and the SEM. In the first laboratory session, students study the gross anatomical structure of fixed tissues as they learn about biological processes. In addition, students gain an understanding of biology by analyzing a series of prepared light microscope slides of tissues from a variety of organisms including the frog, grasshopper, rat, cat and human. At the end of this session, students are given SEM prelaboratory questions due at the beginning of the next laboratory, which are based on information found in our SEM Web site at http://biology.udayton.edu/SEM. The Web site describes basic components, functions and operating procedures of the SEM so that students are familiar with SEM principles and operation before the beginning of the second laboratory. To help students connect macrostructure with microstructure in the second laboratory session, students cut small slices of tissue, for immediate analysis with the SEM at low vacuum. Students work on the SEM in groups of four, while the remainder of the class continues their independent slide study. All four groups of students are able to examine the structure of the tissues with the help of the laboratory instructor to operate the SEM within the 2h 50 min time period. This active learning strategy has been developed to promote student interest, understanding and learning. Students enjoy the comprehensive analysis of tissues, and learn not only about biology, but also how to operate the SEM. Often students, who have enrolled in the laboratory, also enroll the next semester in the *Principles of Microscopy* lecture and laboratory courses that covers light and electron microscopy.

In the *Principles of Microscopy Laboratory* at the University of Dayton, students learn how to operate the low vacuum SEM. In the first laboratory session, students learn detailed information about the light microscope and specimen preparation. In addition, they learn the elements of research and the components of journal articles. Students are requested to identify a faculty member in any of the science departments

who can provide the student with a research project and samples. Students like taking control of their own project and become very interested in their project. For many of the students, this is their first experience with research. At the end of the first session, students are given a more sophisticated set of SEM pre-laboratory questions due at the beginning of the next laboratory, which are based on information, found in our SEM Web site described above.

During the second laboratory, students working in groups of four, see first hand how the microscope operates. They are also asked to identify two research articles that show images and detailed methodologies on how to prepare samples similar to the ones the students will obtain from their faculty mentors. In the next few laboratory sessions, each student meets with the instructor once each week for individualized training on the instrument. Students first learn to view samples that are easy to image with the SEM. At first students are intimidated by the instrument, but after the first 2-3 sessions they are eager to view their own samples. Students love learning at their own pace. The mid-term is a written exam that asks detailed questions about operating conditions of the microscope as well as theoretical questions.

After the midterm exam, students work hard at viewing their own samples. Students quickly learn that their own samples require different viewing parameters. Students also meet with their faculty advisor to discuss the images they have taken. A week before the last laboratory class, the students give a brief in-class presentation of their findings. This helps students focus on their research study in preparation for the writing of their research manuscript due at the end of the semester. Students enjoy discussing the different samples and research problems they have analyzed. The final exam is completely "hands on." It involves the student imaging a sample with the SEM, taking a well-focused picture and shutting down the instrument. At the end of the semester, students are very satisfied when they realize how far they have come in a short period of time. Many students have said that this is the best laboratory they have ever had at the campus, because it kept them engaged, they learned about research, and they learned a new skill as well. Some students have been able to get a job upon graduation because of their newly acquired electron microscopy skills. Thus the low vacuum SEM is a powerful educational tool to supplement traditional pedagogical approaches to teaching biology.

TEACHING SEQUENTIAL, INTEGRATED PROGRAMS THROUGH PORTFOLIO ASSESSMENTS

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Dr. Sherri L. Wynn, Assistant Director of the Graduate Studies in Education department at Indiana Wesleyan University, has been leading a faculty task force on aligning curriculum, assessment, and instruction for the last two years. The purpose of this task force was to examine and evaluate the Masters Degree in Curriculum & Instruction from multiple perspectives, including:

- developing a theory-to-practice sequential curriculum for this degree;
- striking a balance between traditional and nontraditional instructional strategies;
- striking a balance between traditional and nontraditional assessment strategies;
- integrating authentic, performance based assignments into core courses;
- integrating both diversity and technology strands throughout core course assignments and assessments;
- utilizing a variety of instructional models when delivering each core course;
- determining an appropriate sequence and alignment of core courses based on a demonstrated correlation between candidate learning outcomes and the program's objectives;
- embedding self-discovery and metacognitive reflection techniques into each of the core courses;
- providing a rationale for all program changes based on assessment data, state and national professional standards, current research and best practices.

A comprehensive professional portfolio was designed as an overall program assessment piece that demonstrates candidate learning outcomes and competencies based on this type of holistic program evaluation. Artifacts in each candidate's portfolio are unique, yet provide validated proof of candidate accomplishments in professional knowledge, skills, and dispositions. Both holistic and analytic rubrics have been developed to assess individual portions of these comprehensive portfolios; in addition, holistic and analytic rubrics also enable professors to evaluate the portfolios with the same level of intricacy typically associated with traditional master's degree theses. The presentation at ISETA will explain the processes used in redesigning the Curriculum & Instruction Masters Degree program at Indiana Wesleyan University, including sample tools and protocols that helped create this type of performance-based portfolio as a degree-completion requirement for candidates.