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INTERNATIONAL SOCIETY FOR EXPLORING TEACHING ALTERNATIVES

2002 CONFERENCE PROCEEDINGS

EDITED BY

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Establishing Rapport Between Professor and Students Within the Lecture Format

Craig E. Abrahamson
School of Psychology, James Madison University
Harrisonburg, Virginia

OBJECTIVES:

This presentation addresses the educational format and theoretic values of establishing rapport within the lecture format. The purpose is to provide the audience with concrete objectives in the methodology of creating relationships with students marked with harmony, conformity, accord, and affinity while utilizing the lecture format. As educators we are continually challenged with the goal(s) of being personable while at the same time presenting concrete and empirical content, often to large groups of students, all at the same time. In order to be successful at this process, as educators, we must be aware of the impact that emotions have on the learning environment.

The primary objectives are to provide a brief overview of the history of how rapport has been utilized within the realms of higher education, and how it affects the student's ability to learn and apply course content. The student's and instructor's emotional response to the particular academic environment will be examined in relationship to how the endocrine system can be utilized to enhance student learning. The impact of how emotional reactions effect cognitive processing (short and long term memory) within the receiving of content while listening to the delivery of a lecture will also be explored.

Another objective will be to describe and demonstrate specific methods of building rapport between instructor and students that can be used to enhance learning within the classroom setting, and to focus on the implications of increasing such rapport in the college and university setting.

TARGET AUDIENCE: Faculty, administrators and all learners.

ACTIVITIES:

1. Introduce concepts and components
2. Demonstrate specific rapport building techniques
3. Share student's learning responses to specific rapport building techniques
4. Summarization of concept and techniques

INTRODUCTION AND BACKGROUND INFORMATION:

For twenty-five years it has been my privilege to instruct within the arena of higher education, and to watch the development of rapport building techniques between educators and students. I believe that it is essential for students to know and appreciate a substantial degree of the educator's educational, theoretical, as well as personal background as it relates to course content. On the other side of the coin, I believe that it is also important for the educator to know his/her student's educational background and goals, as well as personal experiences as it relates to course content. If this exchange is successful, the instructor's delivery of content can relate to the student's own goals and objectives, as well as past experiences. If this process is accomplished, rapport can be facilitated and thus learning objectives can be reached and enhanced.

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Lowman, J., (1984). **Mastering the Techniques of Teaching**, San Francisco, CA, Jossey-Bass.

McKeachie, W.J., (1986). **A Guidebook for the Beginning College Teacher**, (8th Edition), Lexington, MA, D.C. Heath and Company.

Team Problem Solving: Why Are Dick & Jane Behaving This Way?

Janet R. Achor
Purdue University
West Lafayette, IN

The behaviors people exhibit are done by choice and are tied to what they get in return for acting that way. Others react to the behaviors that the individual exhibits and if the reaction is negative, the individual can become resentful. If this happens in a team environment the individual often feels the victim but does not see the connection between their behaviors and the reaction of the other team members. If an individual chooses to be happy in whatever they are doing there should be no reason to be resentful. Blaming others is not accepting responsibility for one's own actions. Self-awareness is not always good news, but it is the key to growth. Seeing and understanding the connection between one's own actions and the reactions of others is the first step to better working relationships and increased team understanding and productivity. As the use of teams continues to increase in the workplace, helping the resentful individual see the cause and effect of their behavior is important in order to maximize the team's effectiveness.

Team problem solving:

1. An undesirable existing situation.
2. A goal a team wishes to achieve.
3. Dysfunctional behavior that keeps a team from achieving its goal.
4. Understanding this behavior at the team level and taking early corrective action will improve the situation.

Problem solving allows a team to eliminate or manage the dysfunctional behavior that keeps the team from achieving its objective.

Like decision-making, problem solving begins with assessing the present situation. What's wrong with what is happening now? This problem (dysfunctional behavior) can be phrased in terms of something you want more of or less of. Behavior problems often can be boiled down to such things as self-image, misunderstanding what the goals are and taking an incident personally versus team-norms. The participants will discuss the following areas: Listing dysfunctional behaviors (a list of dysfunctional behaviors will be given in the session), problems caused, possible solutions, outcome, and a simple diagram.

Presentation Outline:

The *Victimization Theory And Behaviors* 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 behaviors of other people and themselves. Through this procedure, each participant is given a sheet of paper and asked to list the behaviors, using as many words as descriptors of individuals in their team. In a column next to the behaviors the individuals must list the solution for each behavior.

Objectives of the session:

- To offer the participants an opportunity to provide one another with feedback about their behavior when working in a team
- 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

References

Beebee, S.A. & Masterson, J.T. (2000). Communicating in Small Groups. Addison Wesley Longman, Inc., New York

Thompson, Leigh (2000). Making The Team: A Guide For Managers. Prentice Hall, Upper Saddle River, New Jersey.

Emotional Assets: Plus Social Awareness

Lynne E. Anderson and John S. Carta-Falsa
National University
Southern California Region

Objective:

1. Individually, we will each assess our social awareness (perceptiveness) by taking an inventory of defined social awareness behaviors.
2. In a group, we will compare our perceptiveness of social behaviors.
3. In a group, we will critique the inventory of defined social awareness behaviors.

Target Audience

Those who teach in higher education or K-12 education who are interested in the social interactions and the social development of their students may be interested in this workshop.

Activities

1. We will introduce ourselves and describe our interest in the workshop.
2. We will each take a quick inventory of our perceptiveness of social behaviors.
3. As a group, will we compare our inventories and critique the inventory.
4. As a group, we will discuss the implications of this measurement.

Introduction and Background Information

Those who participated in our Assessment of Emotional Assets at last year's ISETA conference developed a profile of Emotional Assets in Self-Awareness, Motivation, Self-Regulation, Empathy, and Social Skills. Workshop participants had fun in that self-discovery activity. Workshop participants agreed that in order to be Socially Skilled, we must first be socially aware. In our subsequent research, we have asked experts in sociology for a list of social perceptiveness indicators, that we formulated into an inventory. That inventory is ready for pilot testing!

We invite conference attendees to our workshop to discover their Emotional Assets and further assess those assets in the dimension of social perceptiveness. We invite your participation and critique of the inventory. We also welcome your thoughts as to the implications for the use of the Assessment of Emotional Assets (now to include Social Awareness) as a teaching tool. We should have fun as we are involved in self discovery and sharing activities!

References and Acknowledgements

Graciously and with appreciation we thank our colleagues Goleman, Salovey, and others for their development of the concept of Emotional Intelligence from which we have developed an Assessment of Emotional Assets.

We are especially grateful to our higher education colleagues at the 2001 ISETA Conference, Lilly Conferences on Teaching in Higher Education and Western Psychological Association 2001 Convention who took our inventory and provided priceless feedback as to refinements in the inventory and its continued development.

Accelerated Learning: Techniques for Making Students Active Learners

James Armstrong and Jeffrey Clark
Virginia Union University
Richmond, Virginia

Objectives:

By the end of this workshop participants will be able to

1. Identify Accelerated Learning techniques for engaging students in active learning
2. Develop some techniques to take back to their own classrooms
3. Identify some of the educational advantages to applying Accelerated Learning techniques
4. Identify effective methods for keeping students engaged and on task

Target Audience: This workshop is directed toward faculty members who are interested in using and developing creative, inexpensive, and effective methods for engaging students actively in the learning process. Faculty members who wish to continue using the lecture method for delivering instruction to a group of passive students need not attend.

Activities: This workshop will be very hands-on. For 60 minutes participants will be engaged in active learning in an Accelerated Learning environment. Participants will be given a brief explanation of Accelerated Learning with examples. Participants will work in small groups using Accelerated Learning techniques to develop activities to take back to their own classrooms. Finally, we will conduct a gallery walk of each group's results so that all participants can benefit.

Introduction and Background Information: Accelerated Learning is a hands-on, interactive approach to classroom instruction. Teachers do not lecture, but rather facilitate learning through small groups with activities designed to teach students the specific objectives for that lesson. In this way, students become responsible for their own learning in an engaging, interactive environment where all of the senses are used to meet the needs of any number of learning styles. This presentation will provide participants with a number of low-tech, inexpensive techniques for engaging students actively in the learning process. Typically in an Accelerated Learning environment, students work in small groups using magic markers, pens, highlighters, flip-chart paper, and other "table tools" to solve problems, brainstorm, and learn new material. One technique for giving students the opportunity to present their work and get them moving around the classroom is to create "gallery walks." Students hang the results of their work on the classroom walls and the class conducts a tour of the room discussing each group's project.

Participants will be shown effective examples that the presenters have used in the classroom. For example, one of the presenters recently used an Accelerated Learning technique for a lesson on symbolism in short fiction. The students read the story prior to coming to class. Students were placed in small groups and given magic markers and flip-chart paper. Their task was to draw a key scene in the story that contained much symbolic imagery. They then had to determine what the imagery might symbolize based on their drawing and textual clues in the story. The activity turned out to be a powerful lesson on deciphering figurative language through a simple process of visualizing a scene using low-tech, inexpensive materials.

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Meier, Dave. (2000). The accelerated learning handbook. Columbus, Ohio: McGraw-Hill Professional Publishing.

Zemke, Ron. (1996). Accelerated learning: madness with a method. In Dave Zielinski (Ed.), Adult learning in your classroom (pp. 159-163). Minneapolis, MN: Lakewood Books.

Writing By Design: An Innovative Educational Model for a Performance-Based Freshman Writing Program

James Armstrong and Linda McDonald
Virginia Union University
Richmond, Virginia

Objectives:

By the end of this workshop participants will be able to

1. Identify the five phases of the ISD process
2. Write task statements that target specific skills
3. Describe how students are assessed in a performance-based environment
4. Identify David Merrill's "First Principles of Instruction"

Target Audience: This workshop is directed toward faculty members who may have had some exposure to performance-based instruction and assessment. It is not a crash course on performance-based instruction, but even people who are not familiar with a performance-based approach will discover some innovative ways to rethink the design of their own courses.

Activities: Participants will be given a very brief overview of the project. They will then be shown some sample task statements and a list of elements that task statements should contain. Then, in small groups participants will practice writing some task statements. Afterwards, participants will share some of their statements with the larger group for feedback. Participants will then be shown the rest of the five-phase ISD process and the results of the first-year of the Writing By Design program. Finally, participants will describe ways to use Merrill's "First Principles of Instruction" in an active-learning environment and how to tie assessment instruments to performance-based objectives.

Introduction and Background Information: Writing By Design is an innovative and exciting project to redesign college freshman composition in accordance with a highly successful instructional design model known as Instructional Systems Design (ISD). Such an instructional design model is ideal not only for general education, but even for some specific disciplines.

In its preliminary report, the visiting committee of the Southern Association of Colleges and Schools (SACS) for the reaccreditation of Virginia Union University had this to say about the Communications Department and its efforts to redesign both its freshman composition program and its English major curriculum:

Although the department resembles comparable departments in its course offerings, the VUU department differs in several significant and perhaps noteworthy ways. In fact, the department's commitment to evaluation and assessment of their curricula, especially in English composition and literature, *is practically unknown in English departments in the United States*. This department is working methodically, but innovatively to ensure that all elements of the curriculum are tied to clearly stated educational outcomes, which can be assessed. The results of this endeavor are *significant*. . . The development of the senior seminar is a model that might well bring *national attention* to VUU. A similar process is being employed in the revision of the freshman composition courses. (Emphasis added)

The presentation will provide an introduction and overview of a three-year project (August 1998-August 2001), funded by a \$200,000 grant from Lilly Endowment, Inc., to redesign Virginia Union University's freshman composition program in accordance with the Instructional Systems Design process. As far as we know, no college or high school has attempted to apply this model to designing a writing curriculum, but its success in business is such that in the aerospace, defense, commercial airline, nuclear power, and healthcare industries, ISD is the standard process for teaching employees to perform at highly competent levels over the long term. With

the current emphasis on standards of learning, ISD offers an integrated way of connecting objectives to content to evaluation instruments so that students are responsible for what is taught. Since ISD is a performance-based approach, students are evaluated for their skills—unlike many standardized tests, students are not tested on minute facts or information that is not part of the curriculum.

While the ISD process is used in creating the curriculum, the instructional designers are also using some Accelerated Learning methods and techniques to deliver the instruction to students. Accelerated Learning is a hands-on, interactive approach to classroom instruction. Teachers do not lecture, but rather facilitate learning through small groups with activities designed to teach students the specific objectives for that lesson. In this way, students become responsible for their own learning in an engaging, interactive environment where all of the senses are used to meet the needs of any number of learning styles.

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Simulcast: Perils, Pitfalls, and Problem Solving

Diane S. Aschenbrenner
Undergraduate Faculty
And
Krysia Hudson
Clinical Faculty
The Johns Hopkins University
School of Nursing
Baltimore, Maryland

Objectives:

Workshop participants will

1. Develop an awareness of typical equipment problems that may occur when teaching via simulcast and how they can be solved
2. Recognize how the use of simulcast may alter the teaching – learning experience
3. Learn the importance of planning prior to the start of a simulcast class
4. Gain some ideas as to how to maintain student involvement during simulcast, even with large classes

Target Audience:

This workshop is designed for faculty members who teach in, or are considering teaching in, a simulcast course. This is not an instructional session on how to use the simulcast equipment or on how to select the most appropriate equipment for your school.

Activities:

1. A short talk that highlights the technological glitches and other problems encountered by faculty when first using simulcast will be presented. Participants will be asked to share any additional problems that they have experienced.
2. A discussion and demonstration of teaching-learning techniques that were utilized during simulcast classes will then occur. Participants will be divided into two groups representing students in the live and remote classrooms. They will then experience first hand some of the techniques that can be utilized to maintain student involvement.
3. When the participants leave the workshop they will have a handout summarizing typical pitfalls and problems of simulcast, as well as some suggested teaching techniques that promote class participation during a simulcast class.

Introduction and Background Information:

Technology can solve some classroom dilemmas, however, it can also pose challenges for faculty. A simulcast classroom experience is one technological method used to provide distance teaching and learning, as well as an alternative to teaching identical content in multiple sections of a course. Unfortunately, faculty may be asked to utilize simulcast without any particular training or experience, and perhaps without assistance from technological support staff who specialize in the use of simulcast. Learning how to set up and work with the equipment may therefore occur during actual classroom time. This is a challenging and stressful task for both faculty and assigned staff. Equipment snafus are likely when first using the technology, and require quick problem solving. Media limitations may require the faculty to be creative in adapting their teaching style for this type of class. And perhaps most importantly, students receiving simulcast in a remote location may become bored and disengage from active learning.

This presentation will present the faculty's perspective of teaching an undergraduate pharmacology course using simulcast. Problems faculty experienced using simulcast for the first time, the problem solving that occurred, and suggestions on avoiding typical pitfalls will be discussed. Examples of techniques utilized to maintain student involvement in the class will be demonstrated.

Evaluating Student Learning: To Test or Not To Test

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

Objectives:

1. Briefly explore the **continuum** from frequent to infrequent testing of students, with various testing formats.
2. Consider **alternatives** to traditional in-class, closed-book/notes tests.
3. Consider a comprehensive diagnostic pretest at start of course, which becomes the final exam at end of course, with or without tests in between.

Target Audience:

College/university teachers who have ever considered **alternatives to traditional tests** to generate grades.

Activities:

1. Participants will *contribute* **testing alternatives** to traditional in-class, closed-book/notes tests of varying frequencies of administration, they have used in their teaching.
2. Participants will *consider* **results from two courses** of using a diagnostic pretest as the final exam without any other tests during the semester.
3. Participants will *discuss and critique* the **concepts** of the “**learning objective**” **approach to teaching and learning**, and **not using multiple exams** during the semester.

Introduction and Background Information:

Over the years I have used a variety of **testing systems** in my courses which span a continuum from in-class tests every class meeting, testing once a week, biweekly, 4, 3, and 2 times a semester, to one midterm, all with an optional or required comprehensive or non-comprehensive final exam. I have even used oral exams...once. The only system that greatly increased class attendance was testing during every class meeting, as I reported at ISETA-98. The premise was that increased class attendance with an active in-class learning objective method of teaching and learning, would result in increased total learning value of courses that employed this system.

Results from two courses of using a diagnostic pretest as the final exam without any other tests during the semester, will compare score distribution on the diagnostic pretest with score distribution on the final exam comprised of the same questions in mixed order. Scores on the final exam will be related to students' attendance during the semester.

Session participants will discuss the **concept** of not using multiple exams during the semester to force student attendance in class. Also, the **concept** of the “**learning objective**” **approach to teaching and learning** taken to the extreme of telling students at the start of the semester (diagnostic exam) exactly what we expect them to know by the end of the course (final exam), will be discussed and critiqued by participants. Integral to these **discussions** will be consideration of the following **conceptual questions**:

1. Are college/university teachers expected to **force students to learn** by expecting regular class attendance and required frequent periodic testing?
2. Are college/university teachers expected to **prevent students from failing to learn** during the semester?
3. Are college/university students today capable of **taking responsibility for their own learning**, and **managing time** for learning course subjects?
4. Does the **college/university teacher's responsibility** end with providing students an environment in class conducive to learning, and facilitating the learning of students who are present in class; or does it include forcing students to learn in small segments by frequent testing?

Information Literacy: Empowering Students in Cyberspace

Shirley E. Badger
Ella G. Copeland
The Ohio State University Agricultural Technical Institute
Wooster, Ohio

Objectives:

1. To define *information literacy*
2. To describe strategies and activities designed to promote information literacy
3. To demonstrate methods that empower students using the Internet to become better readers, writers, researchers, and critical thinkers

Target Audience: College professors and high school teachers interested in Internet research skills

Activities:

1. Applying Internet terminology
 - A. Cyber bingo
 - B. "I have... Who has..." word game
2. Searching unstructured sources
 - A. Discovering the World Wide Web student worksheet
 - B. Evaluation guidelines
 - C. Reading journal activity
3. Using the World Wide Web for structured searching
 - A. Library catalogs, indexes, and databases
 - B. Research worksheet
4. Interesting web sites for educators

Introduction and Background Information:

Writing researched papers today is a synthesis of the old and the new, of traditional methods combining research and writing coupled with hands-on, multi-sensory techniques for incorporating the Internet and the World Wide Web into the search process. This synthesis brought together the presenters, a librarian and English professor, to collaborate to implement the Association of College and Research Libraries information literacy competency standards for higher education. Information literacy is defined as the ability to recognize a need for information and then to identify, locate, access, evaluate, organize, and use the information effectively. In an information literate setting, students engage in active, self-directed learning activities while their instructors facilitate student learning by looking beyond the classroom for resources to enrich the learning environment

The presenters share a variety of ideas, activities, and techniques promoting information literacy and the Internet as a research tool that extends beyond the traditional library resources consisting of books and journals. They illustrate how their students interplay between traditional text courses, electronic resources, and Web resources for a literature search and then critically evaluate their resources. Topics covered include: Internet hierarchy and terminology, on-line catalog, OhioLINK, electronic resources for indexed databases, search engines, and evaluation guidelines. Worksheets, games, and interesting web sites for educators are shared.

This presentation highlights two sessions in the computer lab, focusing on structured research searching (databases and indexes, for example) and unstructured searching via the Web. Instructors need not be Internet or computer experts in order to teach information literacy skills; it can be fun exploring and learning right along with students. Both pre- and post-evaluations provide helpful feedback. Even though our students come to us with a wide continuum of Internet expertise, the hands-on, multi-sensory, collaborative sessions are well received. Student evaluations deem our collaborative information literacy project as very worthwhile and productive.

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Collaborating Through Technology: A field-based approach

Nancy E. Benham
Diane H. Klein
Indiana University of Pennsylvania
Indiana, PA

Objectives:

1. 1. To discuss how to set up a course using an on-line course tool
2. 2. To discuss the benefits of using technology as a means of collaboration
3. 3. To reflect on the history of teacher preparation in Deaf Education
4. 4. To discuss current trends within the field of teacher preparation

Target Audience: College professors

Activities: Lively discussion on using WebCT with field based courses.

Introduction and Background Information:

Throughout history, the field of Deaf Education, like many, has traveled a winding path in identifying and meeting the needs of students. This holds true for teacher preparation programs in Deaf Education. During the pursuit of achieving the goal of becoming a teacher of students who are deaf or hard of hearing, the university student learns not only in the university classroom but also on the campuses with programs for students who are deaf or hard of hearing.

In attempt to help facilitate the students' comfort level in working with students with hearing loss, the Education for Persons with Hearing Loss program implemented observation and hands-on experience by the time students get into their second year and continue throughout the remainder of the college experience. Our ultimate goals are: to help students identify whether teaching is for them or not and to provide as much exposure and hands-on learning for future teachers that they know what is expected of professionals in the field.

Students are in the field at least 5 semesters during their university experience. During this time, they are learning how to be objective observers, preparing and conducting lessons, mentoring and full-time student teaching. It is during the second and third semesters of fieldwork that collaboration through technology is greatly utilized. Two of our classes have been moved from the university campus to a school for the deaf.

The first semester that students are enrolled in this sequence, they are functioning as tutors. The teachers of the school for the deaf identify students who need extra assistance in learning the concepts being taught in class. The students are assigned to the university students to work with during the semester. The university students and classroom teachers collaborate on a weekly basis discussing the goals that need to be addressed as well as reflecting on the outcome of the previous lesson. Lesson plans are submitted to the university supervisor for approval through an on-line course tool.

The second semester in this sequence, the university students are learning how to be mentors by learning the principles of professional collaboration and teamwork. They are assigned a first semester tutor. The mentor's responsibilities are to objectively observe the interaction, communication and lesson conducted by the tutor. The mentors also learn how to provide support to the peer tutor without being prescriptive by utilizing reflective teaching practices. The tutor will submit a lesson plan to the mentor for feedback on a weekly basis. After the tutor and mentor have had an opportunity to dialogue about the lesson plan and make any needed changes, the plan is submitted via WebCT to the university supervisor for approval. The university supervisor provides feedback to the mentors and tutors via WebCT.

References: none

Netting the Plagiarist: Strategies for Detection and Prevention

Robert F. Bromber
Pikes Peak Community College
Colorado Springs, Colorado

Objectives

The main objective of the presentation is to map out a step-by-step approach in detecting plagiarism. Part one will deal with developing identification and recognition methods unique to one's discipline to assure successful outcomes. Section two covers search methods and procedures. The final segment offers planning suggestions for structuring curricula that prevent, or at least minimize, the submission of secondhand work.

Audience

Instructors teaching in any venue might benefit from this presentation. It is designed as an interactive forum with practical solutions to a growing problem.

Activities

Discuss detection strategies utilizing handouts and overheads. Search methods and procedures will be replicated on overhead slides as well as handouts. After some planning and prevention strategies are presented for review a group discussion will follow.

Abstract

The increase in plagiarism is a direct result of student's ever-increasing use of the Internet. In the recent past, purchasing papers on line was quite common. However, as the technology advanced so did the student's ability to adopt techniques that make plagiarism easier to accomplish and more difficult to detect. While there are many commercial entities offering their services to expose the would-be cheat the limitations of time, convenience, cost, and success rate leave them wanting. There is a way to stay ahead of those students who test the limits by adopting a systematic method of review and proactive plan to thwart co-opted work.

Of course, preventing plagiarism is far better than the time spent later attempting to prove it out. And prove it you must, as the allegation of cheating is serious. The chain of administrative nightmares for an unmade case can take a heavy toll.

The key to this sordid mess is recognition. That is what this presentation hinges on, knowing when your student is trying to run a number on you. But first, in keeping with didactic professionalism and scholarly terminology, the two types of plagiarism must be identified: the blatantly obvious and the downright sneaky, or as I prefer to identify them, the **Duhs** and the **Wows**. Several examples of each will be displayed from actual student submissions to familiarize the attendees.

Duhs are often characterized by rather inept ploys but always leave telltale signs. The most common is the grammatically imperfect introduction followed by breathtaking prose and a summary that matches the opening remarks. Then there is the Bill Gates' special, verbatim copying straight from *Encarta* with little or no modification and no citation. Of course, not to be excluded from the list is the cut and paste from a web site that contains links back to its point of origin. The list of Duhs goes on and on. If the subject were not so serious, the humor derived would make Leno's writer's smile and bring hilarity to the dullest department meeting.

Wows set the bar much higher. Uncovering them is sometimes difficult. What makes them so insidious is the knowledge that you were probably not the first to receive such work. Perhaps the hardest composition to unearth is the blend. This endeavor uses several authoritative web sites and combines them. The sophisticated plagiarist usually takes the blend approach and stitches in new words substituting those that might give them away. The variations and techniques, as well as examples, will be shared with the attendees of both the Wows and the Duhs.

Documentation and certainty are essential in confronting and disciplining the plagiarist. Solid search strategies and methods insure a relatively smooth conclusion to the situation with one meeting or communication with the errant student.

Prevention is preferred but at this late stage of the ongoing epidemic is nothing more than unrealistic expectation. While some satisfactory strategies can be employed getting out a no-tolerance message is difficult. To that end, I invite the participants to share: join me.

Caught in the Act: Investigating Active Learning in the College Classroom

Angela H. Brown,
Piedmont College
Athens, GA

Dennis L. Humphrey
University of Georgia
Athens, GA

“Most ideas about teaching are not new, but not everyone knows the old ideas.”
(Euclid, c. 300 BC.)

One of the indispensable goals of education is to maximize student-learning opportunities. Moreover, post-secondary education has been challenged to improve students' learning experiences. The accomplishment of that goal is depended upon the ability to embrace and incorporate effective teaching practices in the college classroom. Promoting active learning in the classroom is not a new trend. The notion of promoting active learning in the classroom can be traced to Dewey's work in the 1930s and as far back to Socrates. Nevertheless, it is not the norm across today's college campuses. However, the essence of education embodies students not possessing passive minds and bodies but who are actively engaged in their learning (Rubin & Herbert, 1998). In this session participants will explore why active learning strategies should be used to prepare students to see the world in new ways and how college faculty can incorporate active learning experiences into their classroom instructional practices. In designing meaningful instruction to optimize learning, it is important that the college professor employ instructional strategies and techniques that are relevant and worthwhile to the student (Brown, 2000; Freiberg & Driscoll, 1996). According to McKeachie (1994) "A shift from covering material to assisting students in sampling material is created" (p. 188). A college professor should focus on the process of learning and relational understanding of course content (Brown & Atkins, 1996). The atmosphere of the classroom should be such that students can be actively involved in rich discourse surrounding the course content (Brown, 2000; Freiberg & Driscoll, 1996; McKeachie, 1994). Active learning is essential for helping students understand complex ideas and concepts (Stearns, 1994). Brown and Uhde reported that their use of active learning in college classes not only improved their students' dispositions regarding the course content but also caused increases in students' achievement (2001). The college professor needs to provide multiple opportunities for students to grapple with the content and develop higher order thinking skills in relation to that content (Brown, 2000; Brown & Atkins, 1996; Freiberg & Driscoll, 1996).

It is important for educators to understand research relating to active learning and how to integrate research findings into their instructional practices. Research repeatedly illustrates the idea that by becoming actively involved with the content is the best way to learn that content and therefore, college faculty need to be facilitating active learning in their classes (Bonwell, 1997; Brown, 2000; Brown & Uhde, 2001; Elbert-May & Brewer, 1997; Rosenthal, 1995; Rubin & Herbert, 1998; Wright, Bitner, & Zeithaml, 1994). The following questions will be addressed in this session: (1) What constitutes active learning? (2) Why should college professors promote active learning? (3) What impediments must be overcome to promote and facilitate active learning in the college classroom? (4) Why is active learning important to the enhancement of college instruction and facilitation of students' learning experiences? (5) How can college faculty incorporate active learning in their classes? In this session, participants will be given the opportunity to ask questions, make observations, participate in active learning, analyze shared examples of active learning, and offer additional examples of classroom activities that exemplify active learning.

This session is directed toward college and university faculty who are interested in exploring the boulevards of active learning as a route for enhancing their teaching effectiveness and increasing student achievement. The facilitators' aim is to foster session participants' desire to use active learning 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 active learning through interaction with both a college faculty member and college student who have been engaged active learning experiences in the college classroom. The session facilitators will utilize self-reflection and review of pertinent literature relating to the process of engaging in active learning. During the session, the facilitators will build upon their insights and experiences as they promote discourse with the session participants regarding how these techniques can be used in other courses. The

facilitators will provide participants with a bibliography of reference materials and ideas for implementation of active learning designed to foster professional growth for both college faculty and students.

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It's Your Choice! Choosing a Positive and Fulfilled Attitude at Work

Diane D. Cheatwood
Colorado Department of Labor and Employment
Denver, Colorado

Objectives

1. Examine how one organization helps staff enjoy being productive at work
2. Create additional ideas to help staff accept responsibility for individual accountability and attitude at work
3. Brainstorm ways the steps, tools, and handouts could be adapted for your department or organization

Target Audience

This practical session will appeal to administrators, faculty, and staff developers (both new and experienced) across all disciplines. Primarily, it will appeal to those who would like to inspire themselves – and their staff – to bring a positive and fulfilled attitude to work.

Activities

1. View the *FISH!* video
2. Generate ways to implement the steps identified in the video
3. Brainstorm specific times, places, and ways to apply these ideas
4. Discuss extensions of this program and how they could be adapted
5. Reflect and jot down ideas for action items

The Session

Have you ever been given an invitation – even permission – to have fun while being productive at work? Take a look at what one organization does to invite teambuilding, energize creativity, and encourage play at work. (Unrepentant grouches need not apply.)

Why?

After a (probably too-brief) discussion of the people we affect at work every day and how we affect them, we'll view part of the 17-minute *FISH!* video. This entertaining tape illustrates the steps to creating a positive, energizing environment and provides the launch for the remainder of the session.

What?

Since most adults spend up to 75% of their waking hours preparing for work, traveling to and from work, working, and decompressing after work, the *FISH!* philosophy says, "When we choose to love the work we do, we can catch our limit of happiness, meaning, and fulfillment every day." The video and this session are an invitation to generate ways to create a workplace that is built around integrity, accountability, and engagement.

How?

Participants develop ideas (benefits, what it looks like, and action items) related to the steps identified in the video: Play, Make Their Day, Be There, and Choose Your Attitude.

Discussing handouts, participants examine what other institutions have generated, from ultra-practical to entirely frivolous ideas of how to implement the four steps. This is the "heart" of the entire session: to have clear ideas that they can take back to their institutions and begin to implement. The ideas produced will reflect the responsibilities and philosophies of the institutions represented.

What If?

A few minutes of reflection gives participants opportunity to design ideas for their own campus, then the group discusses action items they'd like to try. We'll discuss some of the logistics and extensions of the current program at CDLE and invite participants to describe how they've used the video on their campus. A final discussion on future "Fishing Expeditions" and ideas to "Keep It Alive," and participants will clarify that their personal objectives for the workshop have been met.

Resource

FISH! Catch the Energy. Release the Potential. (Available from Charthouse Learning, 221 River Ridge Circle, Burnsville, MN 55337, 800-328-3789, www.charthouse.com)

Moving From a Language of Deficit to a Language of Possibility: Appreciate Inquiry and its Implications for Teaching and Learning

John Chetro-Szivos, Dept. of Communications
Patrice K. Gray, Dept. of English
Fitchburg State College

Format: Small group, interactive workshop using the discourse model of Appreciative Inquiry and Circular Questioning

Intended audience: Faculty from all disciplines, program coordinators

Proposal:

In many faculty-to-faculty discussions about teaching and learning on college campuses, we often use a deficit language to talk about students and their learning. With this deficit language, we blame students for what they cannot do (“today’s students can’t think/can’t read/can’t write”), rather than focus on what they actually can do and are capable of doing. As academics who are well trained in identifying, analyzing, writing, and talking about problems, we often adopt a problem/solution frame of inquiry, the result of which, unfortunately, can lead to an emphasis and amplification of the problems. Simply put, we find what we look for, often to the exclusion of everything else.

Appreciate Inquiry, a consulting model created in the 1980s by D. Cooperrider at Case Western University, provides a different conceptual frame. As Cooperrider and Srivastva (1987) note, Appreciative Inquiry is based on the following basic assumptions: that the language we use creates our reality and that communication is the “primary social process that creates, sustains, and changes our realities.” By asking our faculty and students to share stories in which they identify small, but powerful moments in their learning and to explore their meaning, we engage in a dialogue that has the potential to change our perspectives and transform our teaching practices. In creating this “hero” identity, we can come to understand the habits of mind and work that will enable us to become that people we’d like to be.

In this workshop the presenters will provide a short introduction to the Appreciative Inquiry and Circular Questioning model and then engage participants in a session in which they will “practice” it. After sharing participants’ reactions and ideas, the presenters will describe their experiences using the model on their own campus: in their individual communications and writing courses, in faculty –to-faculty “development” meetings, and in student-faculty discussions outside the boundaries of the classroom. We will encourage workshop participants to think about their own possible creative uses of the discourse model in their own classrooms.

Creating a Model On-Ground Lab Experience: Coupling Epistemological Scaffolding Developed for Distance Learning with the BioQuest “3 P’s”

Deborah J. Clark*, Allan W. Smits*, Charlotte I. Hammond*,
Edward R. O’Connor⁺ and Donald P. Buckley*
Quinnipiac University
Hamden, CT 06518

Objectives:

1. To describe how epistemological scaffolding and the BioQuest “3P’s” were incorporated into an inquiry-based course in freshman biology lab;
2. To explore how similar curriculum renovations could be applied to non-science courses.

Target Audience: College professors and high school teachers

Activities: After the introductory PowerPoint presentation, the authors will divide the audience into groups for participation in scaffolded learning exercises.

Introduction and Background Information:

Studies by the National Research Council suggest specific guidelines for the design of an inquiry-based course. In order to achieve learning for understanding and achieve transfer, learning must facilitate the construction of knowledge. Pedagogical scaffolding should be included exploration of basic concepts before students can be expected to develop sophisticated expertise or only short-term benefits with trivial transfer can be expected. The initial learning must be more than constructive--it should be reconstructive challenging and replacing imperfect preconceptions enhancing correct ones. If the new knowledge gained in the course is not learned in the context of old knowledge, it will soon be forgotten. Thus, whether in a lab or lecture setting, a course must expose students’ preconceptions and, in that context, work to add new knowledge.

Revealing students’ imperfect or naive understandings is, of course, quite difficult. Socioeconomic and cultural differences can contribute to differences in the knowledge bases between students. Therefore, another important component of inquiry-based courses is cooperative learning and “peer persuasion”. In a supportive community, students will learn from each other and increase their depth of understanding. In addition, peer persuasion is an important step in scientific research that should be experienced by students. For most students, the need to persuade peers, rather than simply the instructor, motivates them to produce a product of which they are proud.

It is essential that an inquiry-based course provide the opportunities for practice and reflection thereby encouraging development of metacognitive skills. Presenting students with open-ended problems, such as the design and execution of their own lab experiment, allows them to test their preconceptions, entertain competing hypotheses, and finally, formulate their conclusions. It is during these steps that students will be able to assess their own understanding of the concepts, reflect on what worked and what didn’t, and judge what information is missing.

We have renovated the curriculum of our freshman biology lab course to incorporate lessons learned from our online lab course and the BioQuest Curriculum Consortium’s “3P’s” (problem posing, problem solving, and peer persuasion). In the online General Biology Lab course, background reading materials and iterative testing were developed by necessity to ensure the acquisition of foundational knowledge. Research simulations were incorporated for the next stage of learning. Students first performed experiments in a stepwise, fully guided, fashion and were then prompted with questions to help them analyze and understand the significance of their results. The students were then given a more open-ended assignment using the research. These research assignments required more advanced thinking as well as a sound understanding of the scientific method, and more closely simulated a real lab experience.

Using the positive experience from the online lab course, the on-ground lab curriculum was divided into “topic blocks”, each of which involved hands-on experiments as well as research-based simulations tested in the

online course. Before beginning each topic block, students completed online tutorials, readings, or exercises in interactive multimedia learning environments to help them master content outside of the laboratory. In the laboratory, students worked in groups to perform basic experiments provided by the instructor. This pre-exposure to content and experimentation constituted the initial learning stage, which also stimulated cooperative learning and allowed students the opportunity to build confidence in their lab skills.

A portion of the lab period was reserved for group reflection and analysis. The groups posed a new hypothesis, related to the experiment just completed, and executed their plan the following week. It was quite apparent that these open-ended research questions stimulated students' curiosity and feelings of ownership, and allowed them to better experience the process of science. They were clearly proud of their accomplishments when they presented their findings to the class in a PowerPoint presentation.

To provide a preliminary measure of the success of the curriculum renovations, General Biology students were compared to science majors enrolled in the more traditional General Biology Lab. The results showed that students in the renovated curriculum felt they were stimulated to think and to want to learn more ($p < 0.05$), had improved their technical skills as a scientist ($p < 0.01$), and had improved their scientific reasoning skills ($p = 0.01$), compared to students in the traditional curriculum. Unequivocal interpretation of the success of the new curriculum is confounded by the fact that the two student populations were clearly not identical, and the instructors and the syllabi for the two courses were significantly different. Thus, longitudinal data will be collected for analysis of covariance beginning this fall.

In summary, it is our intention to convey, using a PowerPoint presentation, how our experience in the online General Biology Lab course was used to renovate the curriculum of the on-ground General Biology Lab, using a model that can be applied to a class in any subject. The audience will then participate in scaffolded learning exercises and solve open-ended problems in a manner that will be convincing to the rest of the "class".

Integrating Principles of Motivation and Learning into Innovative Courses: An Interactive Workshop and Demonstration

Margaret W. Cohen
University of Missouri – St. Louis
St. Louis, Missouri

Tracy Miller
Towson University
Towson, Maryland

Research on motivation and learning suggests that there are ways that faculty can increase student engagement in learning. In this session we'll focus on how motivation affects teaching and learning and demonstrate instructional strategies to motivate college students to be active learners. The research on motivation is most compatible with the principles for good practice in undergraduate education (Chickering & Gamson, 1987). In this presentation we will introduce a way to organize foundational knowledge from the field of motivation and demonstrate how to apply that knowledge to the instructional setting by analyzing one innovative course. The principles of motivation generalize to all disciplines and, by applying them in this workshop; the presenters will model their applications to other settings.

Workshop Objectives

- To introduce concepts focal to theories of motivation which are relevant to teaching in higher education.
- To relate those concepts to the seven principles for practice in undergraduate education.
- To apply the motivation concepts and principles for practice to how participants think about their teaching and their students' learning.
- To begin to transfer those suggestions to instructional practices.
- To model a consultation session by analyzing in motivational terms the curriculum, requirements, and syllabus of an innovative course.

Intended Audience

The session is intended for teachers of any discipline at any level of education who enjoy (1) reflecting on their classroom practices and (2) increasing their teaching effectiveness.

Activities and Format

The workshop will be interactive and learner-centered. The principles for good practice in undergraduate education will be reviewed and reinforced as participants recall a previous learning experience. From these experiences concepts central to motivation will be derived and presented as the CORE of Motivation. This mnemonic device, created by the first presenter, organizes themes central to the literature on motivation. These empirically derived themes are challenge, ownership, relevance and evaluation. Discussion of these concepts addresses objectives 1 and 2 and create a framework for objectives 3 and 4. Objective 3 will be accomplished by drawing from participants' instructional and curricular expertise. Objective 4 will be accomplished by modeling a consultation session with one colleague, the second presenter, who for the past ten years, has taught an American Studies course titled "From Camelot to Watergate: America in the 60's".

"From Camelot to Watergate: America in the 60's" is considered an innovative course. The decade has a mystique and glamour that is very attractive to today's students. The course strives to engage students by inculcating a sense of the 60's as it was, rather than as what the students think it was. Students expand their knowledge and confront their misconceptions about the decade by learning about the political philosophies of the times through music, documentaries, and readings. A course website makes many primary sources easily available on-line for classroom use. Its creator, the second presenter, believes that students learn best through hearing, seeing and writing. It is her intent that just as the decade of the 60's stimulated all the senses, so does the course.

The course, "From Camelot to Watergate: America in the 60's", will be employed as a case which will be analyzed for how it addresses the seven principles and how it motivates students. A modified syllabus, designed to be brief and succinct, will be distributed. Working in pairs, or small groups, participants will apply

concepts derived from the CORE of motivation to the syllabus by offering comments and questioning the instructor's curricular and instructional goals. The first presenter will serve as a coach and guide asking questions that are diplomatic, informative, and constructive. In response, the second presenter will model attitudes that convey an openness and willingness to consider suggestions and modifications.

The session will be interactive and rely upon effective classroom strategies. Key messages will be summarized in printed material. While the case is an example from the Humanities, the subsuming concepts of motivation and learner-centeredness are relevant across disciplines and applicable to learners of all ages.

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The Other Cambridge: A Travel-Study Course Model for Adult Learners

Constance D. Counts
Judith B. Cohen
Lesley University
Cambridge, MA 02138

Objectives: To demonstrate an innovative model for International Education for Adult Learners

Target Audience: Higher Education Faculty, Staff and Administrators, Adult Educators, International Educators

Activities: Personal Reflection, Slides, Course Description, Student Evaluative Comments

Introduction and Background Information:

We present a learner-centered travel-study course model developed at Lesley University, U.S.A. based on a week long experience at Homerton College, Cambridge University, Cambridge, England. Travel has long been associated with profound perspective transformation, yet, for adult students, who are working or raising families, it is often an unattainable luxury. This workable, innovative course combines a formal curriculum based on the interdisciplinary concept of "place as text," with informal multi-modal experiences. First, we ask participants to reflect on the effects of their own travel experiences, and we invite them to consider the financial and familial impediments that prevent people from accessing such experiences. Then, through slides and students' evaluative comments, we explore how the course, through its formal and informal curriculum, promotes perspective transformation. This presentation should be of interest to adult educators in a variety of fields.

With the demise of the Cold War, students of all ages, especially adults, are interested in travel-study abroad to attain global competence for work. In contrast to the traditional junior year abroad, the emphasis now is more pre-professional, on broadening perspectives through study in the liberal arts and then applying new understandings to professional problems (Greif, 2000).

For example, understanding how another western democracy addresses multicultural diversity in its educational system or workplace opens minds and sparks creativity. When cost and flexible scheduling are central to course design, travel-study can be accessible and truly transformative for adult learners.

Using "place as text," the course becomes interdisciplinary and learner-centered. A lecture on the British National Curriculum is enhanced by a school visit, where our students mix freely with teachers and children. A visit to the American cemetery in Cambridge gives students a vivid understanding of American cooperation with England during World War II. A literary/historical tour of the buildings and libraries of Cambridge makes such figures as Virginia Woolf, Charles Darwin and Bertrand Russell come alive as more than names in the western canon.

The formal curriculum is focused on the learner and is composed of morning lectures with British professors, required common readings, journal sharing and experiential visits, culminating in the submission of final projects due a month after our return. Students are encouraged to consider a wide range of topics for their final papers, and faculty draw on a wide range of fields to support student interests, as well as serve as cultural interpreters. One student described the multi-dimensional aspect of the course in these words: "The British Experience was actually three dimensional, balancing text/lecture, neighborhood exploration, and people contact. The richness of the experience heightens the understanding of the content of the course in ways that a straight classroom-based course could not do."

Students record their impressions in journals that are shared with their peers in daily meetings. Students are asked to contrast their own experiences of gender, class and ethnicity with what they encounter in Britain and to critically reflect on their lives. Building upon their own rich base of experiential learning, these adult

student travelers emerge with transformed perspectives they can apply to their work and personal lives.

The informal curriculum grows out of the incidental experience involved in the act of traveling as a group, which proves to be transformative. The close proximity of dormitory living requires collaboration, negotiation, compromise and community building skills. It also offers time for intimate discussions on a variety of topics. Students are responsible for their own transatlantic travel arrangements, navigating trains, buses and converting money, which even in an English speaking environment, demands problem solving skills and flexibility. A mother of two said: "I never would have come to England on my own...My life has been enriched, and I will have so much to share with my friends, family and students." Much learning comes from chance encounters with people and place.

As universities transform themselves at the beginning of the twenty-first century to meet the learning needs of a wider group of students, adult educators, the intended audience of this presentation, need to contemplate new pedagogical models and practices for the new millennium. In three years, approximately 35 adult students have participated in this course and overwhelmingly they report that the integrated strands of formal interdisciplinary content and informal, collaborative learning work together to create a transformative learning experience.

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An Experiential and Service Learning Nursing Elective: Caring for Children with Chronic Illnesses in a Camp Setting

JoEllen Dattilo
Georgia Baptist College of Nursing of Mercer University
Atlanta, Georgia

Objectives: At the completion of the presentation the learner will:

1. Appreciate the value of an experiential and service learning elective.
2. Recognize the multi-discipline applicability of an experiential and service learning opportunity.
3. Describe the format of course implementation and evaluation.

Format: A PowerPoint presentation will be given which highlights the presenter's experience developing and implementing an experiential service learning elective.

Target Audience: It is anticipated that the audience would be university educators in the service-oriented disciplines.

Activities: PowerPoint presentation and group discussion will be implemented.

Introduction and Background Information: The presentation will give a brief overview of how the elective evolved, and was developed and implemented for baccalaureate nursing students. Students participated in a one-week overnight summer camp, which hosted children with specific chronic illnesses. Students earned two-semester hours of credit and were graded as pass/fail.

The camp setting was located about 50 miles east of Atlanta, Georgia and serves approximately 2,400 children, representing eleven different chronic conditions, each summer. Our students attended either Camp Wak-N-Hak, a camp for children with cystic fibrosis, Camp Kudzo, for children with diabetes, or Camp Independence for children with chronic renal failure and organ transplants.

After a camp orientation, students were housed in cabins with the children. Students assisted with activities of daily living, general assessments, and participated in all camp activities. Students performed as both camp counselors and as nursing students. A faculty member visited the camp several times during the week and was always available by beeper.

Students expressed a depth and scope of an awareness of the child holistically that they had not previously appreciated as fully. They anticipated that their new learning would be more about disease and treatment. Students discovered that what they learned most about was courage, adaptation, and the human spirit.

The experiential learning was significant. As one student stated "...I was able to make a difference." As a service learning activity, the students saw the important contribution one could make to their community.

Although this elective was designed for nursing students, the concept of experiential and service learning has wide applicability. With only slight revision of student responsibilities related to health maintenance, any student in a service-oriented discipline, especially a field that would include working with children, would benefit from this experience.

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Raising the Bar in Higher Education: Collaborative Learning and Continuous Improvement Through Creative Problem Solving

Beverly J. Davis
Purdue University
South Bend, IN 46634-7111

Alexander W. Crispo
Purdue University
West Lafayette, IN 47907-1420

Abstract

University faculty is continually challenged to revise traditional pedagogy in an attempt to improve instruction due to pressures from parents/students, industry, and government. We are assessing our curricula, developing new techniques, and/or utilizing different methodologies to enhance the learning capabilities of our students. Rapid changes in politics, communication, technology, and economics will challenge leaders of the 21st century in ways other leaders have never been challenged. Students poised as future leaders will need certain "lifelong learning" skills, to continually respond to environmental changes.

Unfortunately, traditional methods, while still important for certain topics, may fail to prepare students for the rapidly changing environment which makes many "topics" obsolete prior to graduation. Team-building, critical thinking, communication, and "how-to-learn" skills are necessary lessons for students and are possibly best learned in the collaborative classroom. The heart of the collaborative classroom movement is a fundamental change in instruction; a shift from "expert" instructors lecturing to passive students to "facilitating" instructors helping active students.

As instructors promoting collaborative learning we constantly challenge students to: question traditional learning methods, take an active role in the class, embrace risk-taking, and assume responsibility for their own education. Teaching problem solving to prepare future leaders means helping students view problem solving as a process. This process may include false starts, assumptions, and mental processes that are an important component of analytical problem solving. We ask students to trust the process, regardless of how different and stressful, in their quest for discovering valuable knowledge.

On the basis of a literature review as well as our own experience using collaborative learning methods, we propose that lateral thinking techniques, consensus building, active student involvement in changing classroom norms, and instructor's role-modeling risk taking can be used in a wide variety of disciplines to help students:

- build a classroom community
- assume ownership of their education
- learn a practical lateral thinking technique
- learn a consensus building technique
- take risks
- discover knowledge
- develop confidence

Session Objectives

- learn about lateral thinking and consensus building
- identify ways to use lateral thinking and consensus building in the classroom
- conduct lateral thinking and consensus building exercise
- develop new problem solving techniques
- share best classroom practices
- share student examples of problem solving models

Learning Activity Content (Innovative aspects of subject matter)

In this highly interactive session, the facilitators will provide guidelines for participants to be actively involved in the learning process through participation in lateral thinking and consensus building experiential exercises. The purpose of the workshop is to help participants change classroom norms, increase student risk-taking, and develop team building while utilizing and learning a lateral thinking and a consensus building technique. Participants will also be encouraged to build on, develop, and share their own creative problem solving techniques while sharing classroom examples of the process at work.

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Instructional Uses of Online Text-Based Messaging Tools: Faculty and Student Experiences and Perceptions

Carol A. DeArment
University of Pittsburgh
Pittsburgh, PA

Objectives:

The intent of this presentation is to share insights and promote dialogue about effective uses of online messaging tools for text-based dialogue in college courses. The session will increase the audience's knowledge of the following:

1. Effective and ineffective instructional uses of online text-messaging tools from the perspectives of faculty;
2. Effective and ineffective instructional uses of online text-messaging tools from the perspectives of students;
3. Characteristics of online messages that faculty and students associate with effective and ineffective uses of computer-mediated text-messaging tools for learning;
4. Contextual factors that are important in analyzing the effectiveness for instruction of online text-messaging tools.

Target Audience:

This presentation will appeal to college (and possibly high school) faculty who have used or are considering using online communication technologies.

Activities

I will summarize my study and share findings by sharing tables that represent the qualitative data that I collected (via an overhead projector and/or handouts). Participants will be encouraged to ask questions and discuss any of the information presented or issues raised.

Introduction and Background Information:

The intent of this presentation is to share insights and promote dialogue about effective uses of online messaging tools (email, asynchronous discussion, synchronous chat) for text-based collaborative dialogue in college courses. The information to be shared was compiled in a qualitative case study that was undertaken for a dissertation. The college course that was studied was "hybrid;" that is, it blended traditional face-to-face methods with computer-mediated communication components.

The researcher collected and interpreted rich qualitative data reflecting instructor and student experiences and perceptions in using online text-messaging tools for teaching and learning. Based on predetermined criteria, the researcher selected a University of Pittsburgh course that blended online text-messaging communication tools with traditional (i.e. lecture) methods of instruction. The instructor was grounded in a cognitive-constructivist pedagogy driven by learning objectives. This course instructor was among several who were piloting *Blackboard*, the course containment software that provided the communication tools studied. Use of the Discussion Board was especially prominent in the course; other online text-messaging tools used were the Virtual Classroom, email, and Group Tools.

Although the instructor valued peer dialogue, the number of students (60), classroom constraints, and content made it impractical to hold face-to-face discussions. Instead, the instructor required students to post a minimum of eight "substantive" messages to the asynchronous Discussion Board and to participate in a synchronous Virtual Classroom. (Email was used chiefly for administrative, "housekeeping" functions, and Group Tools were offered as a way to manage collaborative group assignments).

The researcher collected much of the data in interviews and focus groups with the instructor and eight students throughout the semester. In addition, the researcher, who assumed the role of an observer-participant in the course, also conducted surveys and collected logs of "significant messages" exchanged. In seeking answers to the research questions, the researcher gained insights into instruction and learning issues related to these technologies.

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“Just Tell Me What I Have To Do To Get An ‘A’ In Your Class!”

René Díaz-Lefebvre,
Glendale Community College
Glendale, Arizona

Objectives of the presentation:

- 1) To explain how an experimental pilot study evolved into an effective college learning, teaching, assessment program.
- 2) To share and explain the major components of the program: learning options, changing role of the teacher, encouraging students' use of imagination and creativity, education for understanding, and creative assessment.
- 3) To encourage dialogue on learning, teaching, change, risk-taking, teaching for understanding, and evaluation/assessment techniques.

Target Audience:

Teachers at the secondary and post-secondary levels of instruction, administrators, deans, principals, faculty development specialists, and curriculum/assessment specialists may find the session useful and applicable.

Activities:

The activity will consist of a PowerPoint presentation with interactive dialogue encouraged by session participants. The presentation will include an overview of the program, colorful examples of students' creative work of art, faculty and student evaluations, and how to utilize the grading rubric.

Introduction and Background Information:

What began as an experimental multiple intelligences/learning for understanding (MI/LfU) pilot study at Glendale Community College, in the psychology department in 1994, has evolved into an effective, interdisciplinary approach to learning, teaching, and *creative* assessment. Howard Gardner's MI theory has been around for over 20 years and has been mostly applied at the elementary and secondary levels of education. Gardner has recognized faculty involved in the MI/LfU Program as “pioneers in applying MI theory at the higher education and adult levels of learning. The disciplines include: biology, art, nursing, child/family studies, anthropology, English, psychology, Spanish, mathematics, chemistry, and music.

MI Theory Applied in a Community College Setting

Higher education, deeply ingrained in the mindset of paper/pencil testing and the lecture delivery system of thinking, was ripe for change. Too many of our brightest and most capable students are sometimes caught in a system that places so much emphasis on linguistic, “word smart” intelligence that comes from “book learning,” or logical/mathematical “number smart” intelligence.

Focusing solely on these types of learning strategies has in some cases encouraged rote-memory teaching strategies that may foster little connection to material, low motivation, and poor performance. Therefore, the motivation for many students is to “take the test and get it over with.” Memorization and regurgitation is the name of the game for many students. Not much value is placed on learning or remembering the material, let alone *understanding* it.

Many students thought to be lazy are actually bored and frustrated because, even though they are “smart,” they are craving multiple methods of stimulation-methods that may be more effective in helping them master new material.

Over 2200 students have completed MI/LfU classes offered at Glendale Community College that include *choosing Learning Options* that incorporate the multiplicity of intelligences. The learning options include: acting/role playing, mime, book report, drawing/sketching/painting, sculpture, poetry, creative dance, collage, interview, musical/rhythmic, computer simulation, and creative journal writing. Learners *demonstrate* their understanding of academic material through a “**performance of understanding.**” Students are given an opportunity to become “mini-experts” on a subject or area and then teach their peers. Using a creative grading rubric completes learner assessment and evaluation.

What Lies Ahead

Recognized for making significant contributions in the area of learning, teaching, student motivation, alternative assessment and evaluation, the MI/LfU Program at Glendale has received local and national attention.

The concepts and practices of learning by leveraging multiple intelligences, with an emphasis on learning for *understanding* is one approach that a group of GCC faculty and administrators will continue exploring as a viable tool to make learning more effective for today’s college student.

Providing a forum for the exchange and dialogue of ideas, innovations, perceptions and pedagogies is essential in the transformation of education and crucial in the dynamics and evolution of the learning college. Come join the dialogue and exploration of effective learning, teaching, and assessment tools

Approaching Interface Design through Online Learning Research

Steven Doellefeld
Belle Gironde
Thomas Mackey
University at Albany
Albany, NY

Objectives:

1. To get attendees to think about alternatives to standard online course platforms
2. To demonstrate the platform we are designing
3. To stimulate discussion of pedagogy issues related to online teaching

Target Audience:

We expect that this presentation will appeal to at least two different groups: 1) People who are either teaching courses via or conducting research on online learning; 2) People who provide the technical support and computer programming for computer mediated course platforms.

Activities:

Using a panel format, we will give a brief demonstration of the web interface that we have developed for mixed media asynchronous web-based course delivery systems and a discussion of this approach to distance learning that incorporates video lectures or other course-related video files and/or PowerPoint slide presentations into an asynchronous interactive environment. This approach seeks to integrate the best aspects of asynchronous web-based courses with some of the positive features of video delivery, while avoiding some of the drawbacks of each. It also represents a foray into an underdeveloped area of pedagogical research. Further, we anticipate that there will be tremendous growth in interface design as both a research and applied area of study and development. Pursuant to that end, we will discuss research on student learning in Computer Mediated Communication and in Distance Learning environments, which indicate that course delivery modalities have inherent features which impact student learning. We will talk about how interface design, informed by this research, can provide online instructors with tools that will allow them to deliver instruction that should maximize student learning.

Introduction and Background Information:

In recent years there has been an explosion in the number of courses and degree programs being offered online, most with little regard for sound pedagogy or the quality of the product they produce. We will demonstrate the interface that we have developed which allows for easy incorporation of streaming video and or/PowerPoint slide shows into the discussion board of a web based course—so that students can interact with the video or slide show (start, stop, replay segments), and respond to it with questions and comments in the same browser window. This design is intended to rethink the traditional separation between synchronous media delivery and asynchronous discussion. Among other things, the video version responds to research on online learning that suggests that learning is enhanced by increased social presence and the inclusion of affective aspects of communication, such as tone of voice, gestures, and facial expressions. Additionally, this design bypasses the high costs associated with ISDN based videoconferencing, the rather fragile and tenuous nature of IP based videoconferencing as well as the prohibitive nature of synchronous classes that require students to meet at a particular time and place.

We hypothesize that students in these mixed media courses will show higher satisfaction with the online portions of their courses and will show improvements in performance over their counterparts in other sections of these courses who do not have access to the online portions of the courses.

In their article, “Principles of Pedagogy and Evaluation for Web-Based Learning,” Vrasidas and McIsaac note that:

One of the major disadvantages of text-based CMC (Computer Mediated Communication) is the lack of visual and audible cues during communication. Body language, facial expressions, gestures, and voice intonation are all excluded from such an environment. A simple face expression can often communicate

so much more than any text message. The same expression said with two different voices, can also have different meanings. This lack of richness of communication in cues communicated is one of the major disadvantages of CMC. Current developments in computer conferencing systems are addressing this issue by allowing the exchange of textual, audible, and visual cues.

While great strides have been made in the functionality and availability of web-based systems to facilitate online learning, tools for the easy integration of video and/or other multimedia are still not a feature of most commercially available Course Managements Systems. We argue that, as specialized media servers, designed solely for the purpose of streaming and delivering high quality audio and video become more prevalent on campuses and greater bandwidth, now becoming available through Internet II and OC3, becomes more ubiquitous, interface design should respond to the research which shows that learning is best promoted through the interactivity made possible in most web-based text-centered systems and can be increased and enhanced through the inclusion of affective media channels.

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You Ought To Be in Pictures: Using Desktop Video in the College Classroom

Thomas A. Drazdowski
King's College
Wilkes-Barre, PA.

Objectives:

To model the effective teaching alternative of desktop video production in the college classroom.
To demonstrate how desktop video can enhance the teaching and learning process in the college classroom.
To generate discussion/debate about integrating desktop video production into the various disciplines of study represented at the conference.

Target Audience:

Practitioners from all disciplines who are interested in incorporating desktop video production into their instructional practice.

Activities:

Participants in this session will get a first-hand demonstration of how to create and produce a desktop video movie for instructional purposes. The presenter will use a digital video camera to film several scenes that will be performed by volunteers from the audience. Next, the presenter will demonstrate how to import video clips from the digital video camera into the computer program iMovie using FireWire technology. The presenter will then model how to arrange video clips, add video effects, transitions, titles, voice clips, sound effects, and music, and finally how to convert the movie to a viewing format. Some samples of student-produced videos will also be shared. Finally, the presenter will initiate a discussion about the problems and possibilities of incorporating desktop video into the various disciplines of study represented.

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Doing Sociology Using Real Data: A Hands-on Demonstration Related to Afghanistan and Terrorism

Don S. Ecklund
John Scarbrough
Lincoln Land Community College
Springfield, Illinois 62794-9256

Objectives:

1. To demonstrate how nations data sets were used to involve students in an analysis of Afghanistan, terrorism, and global inequality immediately following the destruction of the World Trade Center.
2. To show faculty, through a hands-on exercise, how real sociological data can be used to teach the scientific method including developing theories and testing hypotheses.
3. To demonstrate effective methods of actually "doing sociology" in the classroom rather than simply lecturing to students about the discipline.
4. To review systematic research results which demonstrate the effectiveness of teaching using real sociological data sets.

Target Audience: High school and college faculty interested in enhancing student learning through using computerized data sets which allow students to apply the scientific method to questions addressed by their discipline.

Activities: After a brief introduction, participants will receive a copy of an exercise on terrorism, developed immediately following the World Trade Center attack, which they will work through using real international data sets just as was done by students in Introduction to Sociology classes. A brief review of learning outcomes research related to this method of teaching will be presented, if time permits.

Introduction and Background Information:

There is an old Chinese proverb that goes something like this: "What I hear I forget, what I see I remember, what I do I understand."

In 1995, two sociology faculty members at Lincoln Land Community College were given the opportunity to design a computerized sociology classroom. This **classroom** (not to be confused with a computer lab) was designed with the goal of enhancing student understanding of sociology by focusing on actually doing sociology ("what I do I understand"), rather than simply hearing lectures ("what I hear I forget") on the discipline. The classroom has the following features:

1. Two students per computer so that collaborative learning is always encouraged. Of course, this also saves space and money as well.
2. Every student computer screen is visible to the instructor from the front of the classroom.
3. Students face away from their computer screens when the faculty member is talking.
4. Space is available for group work in the classroom.
5. Students can see each other in the classroom because of its circular design.
6. State of the art technology including a teaching computer, LCD, VCR, screen, document camera, and Internet access.

In this classroom, students learn to do sociology by testing sociological theories on a regular basis. They develop a clear understanding of the scientific method by developing hypotheses, testing the hypotheses with real sociological data mostly from the *MicroCase Exploring Sociology* data sets, drawing generalizations from the research, and reflecting on whether or not they found support for the theory. Students learn to identify independent and dependent variables, research methods, and operational definitions. They learn to interpret tables, scatter plots, statistical tests such as Pearson's r and Cramer's V , probability, percents, and rates. By the middle of the semester, Introduction to Sociology students can identify a theory, develop a hypothesis consistent with the theory, call up the data from the computerized data set to test the hypothesis, and interpret the results.

About fifty percent of the classroom time is devoted to teaching students how to think sociologically with an emphasis on honing this skill throughout the semester. Contemporary issues addressed in newspaper and magazine articles are often used in the classroom where students test the generalizations of the authors. The exercise on terrorism demonstrated in this session is an example of how this learning by doing works in the computerized classroom.

Research on this teaching methodology, using a pretest and post-test format, has demonstrated a significant increase in student understanding regarding the scientific method. Last semester, on a one hundred-point test, the average student scored 32.1 on the pretest and 86.4 on the post-test for an average 54.3-point improvement. A paired T-Test comparing pretest and post-test scores resulted in a highly significant improvement with a T-Value of 36.65 and a Prob. = 0.000.

One of the most important lessons learned by teaching in this classroom is that students really do not understand sociology when only exposed to lectures and class discussion. Sociology faculty are also aware that students need to be exposed to fewer concepts, which can be taught in greater depth. Obviously, when half of the semester is devoted to teaching students how to think scientifically, it is necessary to reduce the amount of other material covered. Faculty have moved from the traditional "a mile wide and an inch deep" approach found in standard textbooks to an approach that selects a few classic concepts in the discipline which are taught in greater depth. The students master these concepts by actually doing sociology with them. Indeed, what they do they understand, just as the old Chinese proverb suggests.

Scaffolding Student Engagement in the Classroom with the Elicitation of Student Questions

Claudia F. Eliason
Penee W. Stewart
Weber State University
Ogden, Utah

Objectives:

Participants will:

- * Recognize the power of student-generated questions for engaging students in class discussion and small group discussions.
- * Describe strategies for prompting student questions.
- * Acquire and practice strategies for prompting student higher-level questioning.

Target Audience:

* College and university faculty and practitioners from all disciplines will benefit from the research background and practical application of this learner-centered strategy.

Activities:

- * Participants will acquire specific instructional strategies to empower their students to raise thoughtful questions in the classroom arena. (A PowerPoint will be used for this instruction.)
- * Part received: from campus-MTA by gwmata2.weber.edu participants will have an opportunity to share, in small groups, how they presently use or will use or adapt the techniques in their particular teaching circumstance.
- * Participants will practice the strategies presented.

Introduction and Background Information:

Research has shown that the greatest majority of a teacher's instructional time is spent asking students questions. Questions are an essential part of pedagogy. Teachers use them in a variety of ways and for a variety of purposes, including enhancing understanding, eliciting attention, reviewing, evaluating, or focusing attention. The challenge for teachers is not just in asking questions, but also in asking and modeling higher-level, thoughtful questions. An alternative to teacher questioning is to encourage, invite, and expect students to question.

The presenters will offer a research-based rationale for student generated questions. Students that raise questions are actively participating in learning and gaining their own knowledge. When students question, this leads to speculation and wonder, to grappling with issues and ideas, to answers, and to learning. Student questions provide an opportunity for the teacher to evaluate learner comprehension. Pupil queries are also valuable because learners take a more active role in their understanding and recognize they have a right to contribute to the curriculum content. It is believed that student's own questions can be a powerful force in their coming to know, in their achievement, and in their learning and understanding. Dillon (1990) asserts that it is only when the student questions or needs to know, that learning is both sought and stimulated.

There has long been educational rhetoric advocating student questions, but there is a void between theory and practice. This disjunction between theory and practice results in a preponderance of teacher questions in classrooms and few student queries. Therefore, for this presentation specific techniques for eliciting student questions will be modeled, taught, shared, and discussed. Examples might include the K-W-L (Ogle, 1986) strategy asks students to think about what they know, what questions they want answered, and finally what they have learned. Reciprocal Peer-Questioning (King, 1990) is a strategy for teaching how to learn from lectures. After a lecture is finished, the teacher displays the generic question starters and students generate a question. On a signal, students form groups and begin questioning and responding. Then as a class they share and discuss their example and results. Reflective Questioning (Call, 2000) is a three-in-one review strategy that uses self-questioning, four communication skills, and three levels of thinking plus a review of class notes, both individually and as a group. Students write three questions, one from each level—factual, inferential, and critical—from their notes. They meet in a group of three and share their questions, eliminating duplicates, reach

a consensus on the best question, they begin questioning the whole class. There will be additional strategies modeled and discussed.

Robert Sternberg (1997, p. 167) suggests, "Student should be encouraged not only to answer, but also to ask good questions. Ultimately, the questions that you ask yourself are at least as important and often more important, than your answers to the questions that others ask you." It behooves teachers, therefore, to understand the power of student questions and then to discipline their pedagogical behavior to expect, encourage, provide for, welcome, wait for, train, and sustain pupil inquiry. In so doing they will resurrect in their students the natural inquisitiveness, the Socrates within, that opens doors to learning.

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Teaching More than the Syllabus: Dragging Students into the “Real” World

Laura I. Fernandez
United States Air Force Academy
Colorado Springs, Colorado

Objectives:

1. To present evidence that students often lack the practical skills to succeed in life
2. To suggest ways in which course projects can be tailored to incorporate engaging “life skills” exercise elements while still succeeding to cover the substantive material
3. To examine the various ways in which active learning enhances the educational process
4. To provide participants with an opportunity to identify the benefits of this type of course exercise
5. To provide participants with an opportunity to explore how they can utilize this type of project in their courses

Target Audience: College professors and high school teachers

Activities: This session will be presented utilizing mini-lectures followed by a variety of active learning exercises.

Introduction and Background Information: The presenter will begin by sharing her experiences teaching law to undergraduates to explain why she developed an exercise that requires students to partner with successful professionals outside of the academic environment. Participants will then review and discuss the literature documenting the effectiveness of active learning techniques. Once this groundwork is laid, the presenter will highlight the major elements of the partnering exercise used in her undergraduate law course. This section includes an examination of the valuable life skills that students can learn through the exercise, such as effective oral communication, self-confidence, and poise. Finally, participants will examine the benefits and applicability of similar life skills exercises in their curricula.

This presentation is informative, practical, and entertaining. A useful handout booklet is provided to attendees.

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Integrating and Growing Through Diversity Cross-Divisional Instruction in Basic Skills

Wendy Ford-Veal
John Herring
Sharon Blackstock
Barbara Milliken
Andrew Milks
Stark State College
Canton, Ohio

Objectives: To introduce participants to activities and assessments designed to sample student general skill levels and to practice and improve those skills through a team-led classroom project focused on “Helping Professional Teams and Groups Become Skilled”

Target Audience: Any educator or basic life-skill trainer

Activities: Team-facilitated activities which use both paper assessment and individual and group exercises to explore varied levels of expertise, measure strengths and weaknesses, and allow for planning for change and adaptation

Introduction and Background Information: One age-old challenge for educational institutions is integrating and gaining from the richness of different disciplines that typically requires reducing the territoriality and competition traditionally associated with these organizations. Another ever-present hurdle is transfer of the basic skills emphasized in the general education process throughout the disciplines. All of us have a vision of a skilled, if not polished, graduate who is equipped to interact productively in the professional world; but learning how to support the human development necessary to produce these skills in the short time we share with students confronts each of us as teachers.

At our college, we have recently created several pilot projects focused on our goal of improved student retention and instructional assessment. Our hope is to establish an ongoing instructional process that allows us to consistently improve transfer of student skills and to participate as a faculty in our own growth and learning. To this end, we have created a cross-discipline team for collaboration and classroom teaching in which each of us brings the special gifts of our individual specialties. Of course, we included general studies colleagues as well. As a matter of fact, the ideas and impetus originated in our General Studies Division. To initiate our work, we had the privilege of traveling together to Colorado to learn together and to become better acquainted with each other. Our group includes faculty from the following: psychology, English, engineering, health services, and business. This team is now delivering instruction and performing skills’ assessment throughout our college and will continue to do so for the foreseeable future. As we have begun to track and interpret our success, it appears that, for our institution, we have “hit it rich,” not only for students but, perhaps more, for teachers.

Our workshop will simulate the classroom experience we have designed and are implementing. The central focus we use for basic skill development is “Helping Professional Teams and Groups Become Skilled,” an area in which our students are extremely needy; furthermore, many of our faculty struggle in instructional and, sometimes, peer-collaboration settings. In this workshop, we will facilitate exercises and activities for individual and group participation, followed by discussion of possible applications to provide all of us with the opportunity to gain from each other’s ideas and experience.

Our team will also demonstrate several paper assessments to discover both individual and group skill and experience levels. These offer participants the chance to explore our varied levels of developing expertise, measuring both our strengths and weaknesses and allowing us to plan changes and adaptations that will increase our future skills and abilities.

Although the team will participate as a whole, workshop participants will have the opportunity to observe obvious differences in skill and experience in the team itself. Because we come to our collaboration with various

backgrounds, different team members demonstrate different levels of ability and polish. Rather than these differences becoming a difficulty for the team, participants will observe how the team interacts to maximize the contributions of all the members and to compensate for individual weaknesses through team effort. This particular characteristic of the team clearly indicates that cooperation in diversity can be a real benefit to our institutions. Time will be allocated for us to discuss the process by which we arrived at our current level of group development. This is a process we believe can be adapted in any educational setting to meet instructional purposes, keeping in mind that, when we say “instructional,” we are referring the growth of both student and faculty.

The workshop presenters will serve as ‘coach-facilitators,’ and participant involvement will be active. We believe that educators from any professional setting including the helping professions can benefit from taking part in this workshop. We also can predict that we, too, will benefit, both individually and collectively.

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Enhancing a Web-Based Course with Video

Barbara A. Frey, Instructional Designer
James T. Crawford, Video Producer
David Holzemer, Multimedia Programmer & Designer
The Center for Instructional Development & Distance Education
Tracy M. Soska, LSW, Director
Continuing Education Program, School of Social Work
University of Pittsburgh

The University of Pittsburgh has been offering Web-based courses through Blackboard (Bb) course management software since 1998. After just two years, nearly one half of the University's student population of approximately 32,000 was actively using Blackboard. The supporting technology and the creativity of faculty using Bb has grown with its acceptance. We will demonstrate how the School of Social Work Continuing Education Program incorporated video to enhance a Bb course, *How to Deal with Anger and Argument: Emotional Reactivity*. Originally, the course was a successful on-campus continuing education workshop taught by Phil DeLuca, a visiting instructor. To offer the workshop in the future as a Web-based course, it was recorded on videotape for reformatting on a CD-ROM.

Instructional Design

The continuing education workshop, *How to Deal with Anger and Argument: Emotional Reactivity*, presents a counseling approach for troubled relationships. Our goal was to translate the face-to-face workshop into a distance education Bb course while maintaining the "visibility" of a well-known guest lecturer. The collaborative development process began with a basic plan to identify the purpose, audience, schedule, and budget of our project. Our learner-centered instructional design model focused on instructional objectives guiding the instructional activities and assessments.

The audience for this project was professional adult learners with a realistic, problem-solving orientation to learning. They are pragmatic and they value experiential education; therefore, we presented them with hands-on, practical exercises such as case studies and simulations. We did so because such adults are usually concrete, active learners who profit best from experiences that engage their senses. It was also important to recognize that these social work professionals brought a lot of life and professional experience to the learning environment.

One potential barrier to their learning was a low level of technology skills. As busy health care workers, some had limited computer expertise. We addressed this issue with the following strategies: (1) Bb instructions and worksheets were ground mailed to students, (2) a basic Bb format was used with a minimal number of menu options and navigation buttons, (3) course content was presented in a manner easily accessible by slow connections and older operating systems, (4) a pilot session with students using think-aloud protocol was used to identify areas of confusion, and (5) course content was chunked into ten modules with the estimated viewing time stated (5 – 20 minutes) for each video segment.

Video Production

Video is sometimes thought of as a simple solution for the preservation and delivery of "live" content information, be it a lecture, a training session, a workshop, or a dynamic classroom interaction. . It would seem as though videotaping a presentation is relatively easy. Also, once taped, it would be simple to produce copies for dissemination. However, that is not necessarily the case; there is more to it than meets the eye. In fact, there are many communication challenges to be addressed by videotaping a "live" presentation and videotaping is not necessarily an easy or simple solution to those challenges. Since this was CIDDE's first attempt to enhance a Web-based course with video displayed on CD-ROM, we were highly motivated to do the best we could.

The following are some important issues for consideration:

1. Quality is a moving target and a subjective term, but quality is the first issue to be addressed. How good must it be to be an effective learning substitute for the live event? This issue is usually directly related to the amount of work and investment of resources devoted to the project. All other decisions are based on the “production value”, i.e., number of cameras, lighting, audio requirements, etc. We knew that we wanted to retain the best possible broadcast quality of video and audio through the editing phase in order to allow quality to be preserved in CD-ROM format.
2. Transferring a “live” presentation to tape significantly changes the ground rules for the audience. Since they are not actually present, the video audience has a different point of view as they look in on the event. They become “virtual” classmates and their perception of time is changed - what is tolerated in a workshop seems to be longer and more drawn out on tape. Therefore, video demands a faster pace. One of our first decisions was to edit the three-hour workshop into a series of shorter modules with specific content themes.
3. What seems simple often requires considerable technical attention. For example, the recording of audio must provide the listener the equivalent of the “live” experience. Questions from the students in the classroom must be easily understood. Therefore, all students must have individual microphones and be recorded on an isolated track of audio to be balanced in the editing stage of post-production. Audio editing obviously requires tremendous patience and diligence to achieve the desired effect □ natural audio that does not distract the learner. This work takes time and increases the investment in the production.
4. No matter how well prepared an instructor is in advance, graphics presents another challenge for video, especially if the presenter is addressing two different groups simultaneously. A “live” presentation is not the same as a well produced video production. In a video production, graphics must be added, formatted for video, and presented in sync with the audio message. Although these considerations are routine in video production, addressing them adds to the post-production editing work.
5. Finally, we recognized that the instructor, Phil DeLuca, is primarily a “presenter” not an on-camera narrator. Although preserving Phil’s spontaneity posed production challenges, it was important to retain his personal style. Phil would have an opportunity to meet and answer specific student questions on-line. Our first “product” was an edited master videotape that could be copied on VHS tape to supplement the Web-course, but since our ultimate goal was to deliver this content in CD-ROM format, we had to solve the problems of compressing the video and programming the playback on CD-ROM.

Instructional Technology (Multimedia Programming & Design)

In order to overcome bandwidth constraints (downloading time), we used a Web/CD hybrid. One of the most difficult mediums to deploy over the Internet is video because of the large file size, as well as the Internet connection constraints that currently face the end user. Many people still have dialup modems as their primary access to the Internet. Since many people still have dial-up modems, they are limited by the speed (or lack of) the phone line can provide, the number of users accessing the Internet at the same time, and the overall speed that their modems can transmit and receive data. By using CD-ROM technology we have the ability to minimize the bandwidth issue because of the speed that a user can access information from a CD-ROM drive.

We have also employed the use of the QuickTime video architecture allowing us to achieve very high compression rates without compromising the quality of the video. The QuickTime architecture also has a wide market acceptance that allows us to feel confident that a majority of users will be able to access any of the video on this CD-ROM.

Marketing

Marketing continues to be the major concern for the School of Social Work Continuing Education Program. Initial marketing for the online workshop was aimed at social workers and human service professionals in Pennsylvania, Ohio, West Virginia, and Maryland. Through a network of continuing education directors at schools of social work, cooperative marketing of online programs has expanded into Georgia, Louisiana, and parts of the Midwest. Internally, the University needs to pursue collaborative marketing through its continuing education network and Website. Marketing the online program to a lay audience is also being considered.

Conclusion

This project involved teamwork and commitment. We were able to capitalize on our past experiences to overcome many hurdles. Furthermore, it was essential that we followed the organized guidelines of project management and development to accomplish our goal.

In general, more research is needed on how students learn from multimedia presentations that blend digital technologies such as text, sound, video, and graphics. As course content is increasingly being presented in a digital format (i.e., Web sites and CD ROMs), multimedia learning has great potential for providing computer-based instruction.

The Moral of the Story: Using Student Memoirs as a Tool for Learning

James Gould
Ted Hazelgrove
McHenry County College
Crystal Lake, Illinois

Objectives:

4. To illustrate an interactive instructional strategy that has students write personal memoirs and vignettes as a way of integrating knowledge
5. Provide several examples of how this strategy can be used in the classroom
6. Give participants a chance to:
 - a) experience the strategy
 - b) ask questions, make observations and offer additional examples of classroom activities that utilize personal memoir
 - c) brainstorm and share ideas about how this activity can be adapted to different course settings.

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

Activities:

1. the workshop will begin with a memoir-writing activity
2. the facilitators will provide a theoretical explanation of memoir and several examples that illustrate how student stories can be used in college courses
3. participants will discuss ways in which personal memoirs can be used in different course settings.

Introduction and Background Information:

In the classroom, student experience and reflection is an important source of knowledge in addition to teachers and textbooks. Having students reflect on and write about large life decisions and small daily choices accomplishes two goals – it turns students into active participants in the learning process and it enables instructors to connect theoretical knowledge with student’s personal lives. In this interactive workshop we discuss both *why* instructors should consider using student memoirs in the classroom and provide examples of *how* student memoirs can be utilized to successfully bridge the gap between course content and daily experience.

For several semesters the facilitators have team-taught a learning community called “Heroes and Villains” that integrates Philosophical Ethics and English Composition. The course uses readings from philosophy, psychology and literature to investigate moral questions of good and evil, help and harm, kindness and cruelty.

One premise of our approach is that real knowledge is gained through personal thinking, not through memorizing what the teacher says, and that having students develop their own thoughts is as important as remembering someone else’s. We do not see our students as passive spectators who listen, observe and take notes; instead, we see students as active participants who contribute ideas, discuss issues and solve problems. We have found, to our surprise and delight, that student experiences – accessed through memoir – are an important source of illumination. Student memoirs of moral choices are a tool we use to integrate the writing skills our students need to develop with the moral tools they must assimilate in order to become ethically fit.

A second premise of our approach is that college courses are vehicles for helping students learn about themselves and experience personal growth. In order for this to happen, learning must be meaningful and relevant to them. We are all in the midst of constructing a life story for ourselves, a story which is composed in repeated moments of choice. Numerous micro-decisions accumulate and solidify into character; small daily choices shape and create our future selves. As free beings we have personal responsibility for the way in which we construct our life stories. Moral growth occurs when we honestly reflect on our lives and decide either to continue in the same direction or to change the plot and rewrite the scripts we live by. Having students write

personal memoirs makes them reflect on their own life experiences and who they are and are becoming. Memoirs are a useful tool for promoting self-understanding and moral growth.

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A TASTE OF MERLOT: The Multimedia Educational Resource for Learning and Online Teaching

Cris Guenter
Department of Education
California State University, Chico
Chico, CA 95929-0222

OBJECTIVES

- Participants will recognize the differences between learning communities, peer reviews, and user comments as presented by MERLOT.
- Participants will compare and contrast several types of learning objects (such as simulations, tutorials, and collections) found in MERLOT that are used by other higher education faculty.
- Based on available computers, participants will select an assignment from one of their relevant courses and investigate supporting online resources found in MERLOT for enhancing the assignment or making additional online curricular connections.
- Participants will debate and discuss issues concerning MERLOT, especially how to become a member (free), how to submit their own online work to MERLOT for possible peer review, and how to become an external peer reviewer.

TARGET AUDIENCE

This presentation is for higher education faculty who use online resources in their teaching, have developed online resources for their teaching and/or have developed online courses and are looking for interactive connections. Those who are just plain curious about what higher education faculty across the curriculum are doing with online instruction are encouraged to attend.

ACTIVITIES

The presenter will give a short "guided tour" of the Multimedia Educational Resource for Learning and Online Teaching (MERLOT) featuring its online communities and "tasting room." Visual examples of learning objects (simulations, animated models, databases, collections, etc.) and distinct differences between user comments, peer reviews, and assignments found in MERLOT will be displayed. Questions will be encouraged during this short tour.

Then participants will be shown how to access MERLOT on their own for personal investigation and instruction. Some may find this useful to share with their students. Using course descriptions and assignments from participants, we will actually research learning objects that may be immediately useful to the participants. Commentary and questions among colleagues will be encouraged during the investigation process. How participants might contribute learning objects to MERLOT for peer review and how the peer reviews are conducted will also be addressed. A packet of information on MERLOT, including access, background information, and related online links will be distributed to each of the participants during the closing discussion.

INTRODUCTION AND BACKGROUND INFORMATION

The Multimedia Educational Resource for Learning and Online Teaching (MERLOT) is a free and open online resource designed primarily for faculty and students in higher education. With a continually growing collection of online learning materials, peer reviews, and assignments MERLOT helps faculty enhance instruction. MERLOT is also a community of people who strive to enrich teaching and learning experiences.

The resources in MERLOT include:

- links to thousands of learning materials
- sample assignments, which show how the materials could be used in the classroom
- evaluations of the learning materials by other individual users and panels of faculty
- links to people with common interests in a discipline and in teaching and learning

The peer review process for evaluating teaching-learning materials found in MERLOT follows the model of peer review of scholarship. Faculty are selected in accordance with the MERLOT guidelines and perform the peer review of the MERLOT learning materials. There is a framework of evaluation criteria that all discipline teams use: quality of content, potential effectiveness as a teaching learning tool, and ease of use. Current discipline teams include biology, business, chemistry, engineering, health sciences, history, information technology, mathematics, music, physics, psychology, teacher education, and world languages.

MERLOT was created by the California State University-Center for Distributed Learning in 1997. MERLOT has developed into an international cooperative project serving over 1,400 campuses which serve over 350,000 faculty and about 8 million students. The California State University continues to lead MERLOT.

This presenter has been actively engaged with MERLOT since 1999. She serves on the Teacher Education Peer Review Editorial Board and has contributed user comments, peer reviews, and assignments to MERLOT.

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Twenty Years of Multi-Media Based Instruction and Multi-Use of a Learning Facility

Joseph E.J. Habowsky,
Ontario, Canada NORIGO

The photographic record of all integrations of evolving media technologies into the teaching and learning process creates a thought provoking video presentation.

OBJECTIVES:

- (I) To Improve Teaching and Learning
- (ii) To Explore Individualized Self-paced Instruction, using Evolving Technologies
- (iii) To Implement Problem Solving Skills; Database
- (iv) To Discover Cost Efficient Methods in Teaching and Learning

MODE OF TEACHING AND LEARNING:

- (I) Hands-on CONTENT LEARNING (MULTI-MEDIA)
- (ii) Assimilated knowledge applied to open ended PROBLEM SOLVING (GUIDED DESIGN)

TEACHING FACILITIES

- (I) In 1969 we created twelve study stations (for three courses with 80 students)
- (ii) We developed study material (modules) with audio tapes; projector/film loop bar
- (iii) In 1976 and based on our findings (success/failure) we designed the present

BIO-LEARNING CENTRE - MULTI- COURSE USE:

- 1st year Biology, 250 students
- 2nd year Cytology, 100 students
- 2nd year Plant Anatomy, 25 students
- 3rd year Histology, 40 students
- Grad. Course: Electron Microscopy, 6 students
- Five Lab. Courses, Total 421 Students - 54 Study Stations

SUCCESS

CONTENT

- Multi-media modules (portable): I see, I hear, I do
- Textbook with audio tapes (Textape)
- Film loops with audio tapes (today VCR)
- Computer images with audio tapes

PROCESS SKILLS

- Group decision making: open ended problem solving
- Database: a learning tool

FAILURE

- Instructional TV
- Compressed speech
- Computer facilities: maintaining a network
- Mastery Learning
- Could not stay abreast of integrating evolving electronic technologies
- A State of the Art Learning Facility proved to be a temporary phenomenon

DISCUSSION

- Research time of instructor greatly reduced - academic suicide under present reward system?
- Good researchers - good teachers?
- Writing Centre ? --- next in line: speaking centre, problem solving centre...?
- Electronic technological developments is on-going process: computers, software, word processing VCR, FAX, E-Mail...?
- Some to teach only - merit based on a reward system?
 - e.g. Seniors without an established research base and support - accountability? Retraining?
- Some to do research only - merit based on research and training of graduate students?
 - e.g. research established and productive faculty members - lecturing in field of expertise?
- Distance learning?
- Intensifying use of existing facilities?
 - e.g. Hands-on work, problem solving, lectures of established researchers, research projects, consulting, guidance,

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Note: The references above are available at Purdue University Library, ISETA Archives: Monograph, J.E.J. Habowsky

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Comparison of Characteristics of Outstanding College Professors as Identified by Students and Parents

Bonnie H. Hairrell and Rusty G. Kirkpatrick
Birmingham Southern College
Birmingham, AL

Objectives:

1. To present and compare the characteristics of outstanding professors as identified by: current students, parents of current and graduated seniors and parents of incoming freshmen.
2. To share appropriate pedagogy that demonstrates selected outstanding characteristics.

Target Audience:

1. All college professors,
2. Parents and
3. College administrators.

Activities:

1. Poll audience for:
 - a. the characteristics they expect to be exemplified by outstanding college professors of their children and
 - b. colleges selected and reasons why appropriate for their children.
2. Present characteristics according to:
 - a. parental poll results,
 - b. student polls,
 - c. research findings and
 - d. Celestin Freinet.
3. Contrast characteristics of outstanding college professors according to:
 - a. parental poll (2001),
 - b. student poll (1999/2000) and
 - c. Celestin Freinet.
4. Share results of audience participant poll.
5. Share selected pedagogical techniques that will demonstrate that parents are getting what they are paying for.
6. Share research implications and references.

Introduction and Background Information:

Although an extensive amount of research has been conducted and reported in the areas of teacher evaluations and teaching effectiveness, the majority of the research has involved evaluations of professors by students, administrators, other professors and paid/trained observers. There is a large body of information that is based on student responses to surveys and questionnaires in which characteristics of outstanding professors have been identified (Hairrell and Kirkpatrick, 2000). Little or no research has been conducted and/or reported in which parents of college students have been asked to identify the outstanding characteristics they expect to be exemplified by college professors of their children.

As professors at a small, expensive, liberal arts college with very high academic standards, the researchers of this study wished to determine what parents expect to get for their money. In other words, what are the

characteristics of outstanding college professors for which parents are willing to pay 'extra' (tuition in excess of state school tuition) and expect to be exemplified.

Based on categories derived from student and parental polls, we will demonstrate several methods and provide examples that demonstrate some of the most frequently listed characteristics.

In small groups, audience participants will choose three to five characteristics that they and their group members think are most significant to their parental populations. Based on their choices, each group will then share selected pedagogy that will demonstrate that parents will get what they are paying for.

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Electronic Authentic Assessments: Not Just Converting Paper, Plastic, Pictures, and Three-Ring Binders

Harry D. Hall
Mike Robinette
Indiana Wesleyan University
Marion, Indiana

Objectives:

This presentation will describe the Electronic Applied Masters Portfolio (EAMP) process and outcomes in the Master's of Education Degree Program at Indiana Wesleyan University (IWU). Attendees will be expected to learn the critical issues and explore practical applications in their programs and institutions using laptop computers.

Target Audience: The presentation is primarily for post-secondary but with definite K-12 applications.

Activities:

Presentation will describe the electronic portfolio program at IWU. It will provide attendees with an opportunity to develop an electronic portfolio for their school using laptop computers (provided).

Introduction and Background Information:

This presentation will describe the Electronic Applied Masters Portfolio (EAMP) process and outcomes in the Master's of Education Degree Program at Indiana Wesleyan University (IWU). Attendees will be expected to learn the central issues and explore practical applications in their programs and institutions using laptop computers. Although the presentation is primarily for post-secondary there are K-12 applications (Bushweller, 1995).

The Master's of Education Degree Program at IWU requires that candidates exhibit not only an understanding of the critical educational issues but, additionally that they clearly demonstrate the ability to apply that knowledge to challenges in their classroom, school, and even school district through the use of an authentic assessment. For the past several years IWU has successfully refined and focused this authentic assessment process to the point where the portfolio has become almost a "life-defining" event for professional educators in the program. Portfolios have grown in complexity and depth to the point where they require three or four large three ring binders. Even the most comprehensive index and document organizational efforts cannot save these well meaning efforts—often they suffocate in their paper, plastic, and picture corpulence.

The electronic portfolio represents a natural evolution of the authentic assessment program at IWU. The electronic portfolio process has been successfully used in higher education (Ryan, Cole, & Mathies, 1997). It is more that taking the original portfolio product and scanning it into a digital representation (Lankes, 1995). The web-based, HTML protocol provides users with a means of organizing, presenting, transmitting, and archiving a comprehensive demonstration of their professional growth and abilities to apply new knowledge and skills. Electronic portfolios are not revolutionary, they are merely successful applications of existing technology (Sparapani, Abel, Edwards, Herbster, & Easton, 1997) and serve to enhance and support our very successful Master's of Education Degree Program.

Attendees will be provided use of laptop computers that will allow them the opportunity to follow the presentation, use the electronic tutorial, and sketch an electronic portfolio process for their respective programs. They will leave the presentation with a copy of the presentation, notes, and their initial efforts to develop an electronic authentic assessment stored on a computer disk.

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The Evolving Professor (Sage-Thinker-Builder-Master): Inviting change from reluctant faculty

Fred Hebert
Marty Loy
University of Wisconsin-Stevens Point
Stevens Point, Wisconsin

Objectives:

Through a brief Power Point presentation, participants will learn about four archetypes characterizing the evolutionary stages in the process of teaching.

Participants will engage in a small group process to define “best ”and “worst” faculty development practices to use with each archetype.

Participants will discover strategies that aid and encourage evolutionary growth.

Target Audience:

Teachers, faculty developers, administrators working in higher education settings.

Activities:

A brief Power Point will present teaching as an evolutionary process. This process is marked by four evolutionary milestones, which will be identified and defined.

Participants will engage in collaborative problem solving, a small group process where they are given scenarios, representing each archetype. Participants will identify suitable strategies for working with each archetype.

Participants will engage in a large group discussion to summarize findings from the collaborative problem-solving activity. During the summary, presenters will offer faculty development advice from the literature and insights from their own faculty development work.

Introduction and Background Information:

It has been said that teachers undergo a metamorphosis of sorts, and that over time, they evolve through a process of change, from novice inexperienced teachers into expert/Master teachers (Perry, 1970; Bain, 1998). Many studies have confirmed this process, defining the typical learning curve for faculty, pinpointing critical events in that development, and suggesting strategies (usually in the form of faculty development programs) to enhance or even initiate such development (Perry, 1992; Shulman, 1993; Bain, 1998). As a result, most universities are creating teaching-learning centers, initiating teaching enhancement activities, and sending faculty to teaching conferences to facilitate the learning of new teaching pedagogy and improvement of teaching methods (Hargreaves & Dawe, 1989). There is no question that these faculty development programs can work for motivated faculty (Angelo, 1991; Cerbin, 1994; Hutchings, 1996). The question is: how can we create effective faculty development opportunities for reluctant faculty?

One answer to this question may lie in the work of health psychologist James Prochaska. Prochaska et.al. (1992) developed a stage-of-change theory which has helped clarify how shifts in behavior occur, enabling the design of stage-specific strategies to move people more efficiently through the change process. When applying the evolutionary process teachers go through, this theory can assist in helping reluctant faculty to make the changes necessary to develop as teachers.

This session will introduce Prochaska’s stage of change theory as applied to teacher development and discuss possible applications that encourage faculty who are reluctant to change.

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Empowering Positive Change: “Appreciative Inquiry” for the Classroom, the Campus, and the Professional Organization

Susan Copeland Henry
Clayton College & State University

Alexander W. Crispo
Purdue University

Presentation Rationale and Description:

As educators, we are familiar with the idea of developing “problem-solving skills” for the most practical purposes, from successfully conducted experiments in the chemistry lab to successful major choices in life. However, when we look at how best to “problem-solve” in the classroom, on the campus at large, or even in professional organizations, we seldom consider that we are dealing with much wider interpersonal relationships and that the word “problem” is itself a negative one. When this negative aspect is introduced as fundamental to change and improvement, we have already ham-stringed the process toward positive change and crippled our ability to communicate with each other to achieve the best outcome. On campuses especially, fault is sometimes found, subsequent accusations fly, and the environment is poisoned. Appreciative Inquiry is a business model that is still in its infancy, but its fundamental principle of asking positive questions about past practices and future vision in order to weave a tapestry toward positive change is sweeping the business world, especially in the wake of 9/11/01. Moreover, its emphasis on positive narrative, open discourse, and practical and spiritual change and growth are applicable in academia on all levels. Every classroom and campus is undergoing change in light of technology, growing cultural diversity, and other factors. Using ISETA as a common denominator for us all -- one that is changing but is already positive and not as personally and politically charged as the classroom or campus environment -- let’s discover a model that helps to make that change transcendent. In this session we propose to introduce Appreciative Inquiry and illustrate its applicability to academia, and our intended audience is people who are feeling the pressure of change and who are interested in positive approaches to that change.

Objectives:

In this session participants will:

- Heighten their awareness of past and present positive ISETA experiences;
- See how these positive experiences interweave toward a future of positive change;
- Learn the fundamentals of Appreciative Inquiry that facilitated this perspective;
- Return to our colleges and universities with these fundamentals and resources as a means to effect change in classrooms and campuses.

Activities:

In this session participants will:

- Work in small groups to respond to questions about their ISETA experiences;
- Think in small groups about ways to incorporate best experiences consistently and systematically;
- Come together to share answers and methods;
- Learn about the fundamental principles and steps of Appreciative Inquiry.

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Good Teaching Across The Disciplines: Common Grounds

Susan Copeland Henry
Clayton College & State University
Morrow, GA

Jerry W. Samples
University of Pittsburgh at Johnstown
Johnstown, PA

Presentation Rationale, Audience, and Objectives

Many faculty members think that the principles of good teaching are different in different disciplines. This is not the case. As the literature indicates, sound teaching practices are the same across disciplines, and they are the same in both traditional classrooms and in those that are changing in the face of emerging technologies. We seek to underscore those similarities by engaging the audience in an initial examination of applications of best teaching principles in their own disciplines and then illustrating how we ourselves also practice these principles. The audience for this session should include every teachers of every style, from traditional lecturers to teachers who use collaborative, problem-based, or case studies methods. However, this session will be particularly helpful to new teachers and to mentors of new teachers.

Session participants will

- Think about and share effective practices of best principles in undergraduate education in their specific disciplines;
- Understand that these principles are not discipline-related, but rather are pedagogically related;
- Leave with a deeper understanding of how these principles apply across the disciplines.

Session Activities

Session participants will

- Work in groups to identify best practices of a specific principle from Chickering's and Gamson's "Seven Principles of Effective Teaching in undergraduate Education" (1988);

Review Chickering's and Gamson's "Seven Principles of Effective Teaching in Undergraduate Education (1988);
- Observe how instructors in two very different disciplines employ these principles and engage in a dialogue about the use of all these practices in their own disciplines;
- Participate in general discussion about uses of these principles in both traditional and dynamically changing academic environments across the disciplines.

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Rubrics, rubrics for the test, helps teachers decide “good,” “better,” “best”

Ann M. Jablonski
Marywood University
Scranton, PA

Objectives:

- Participants will be able to distinguish among types of rubrics
- Participants will be able to discuss which type of rubric is suitable for projects
- Participants will be able to create and adapt rubrics for projects and exams in classes of their choice.

Target Audience:

This session provides an introduction to rubrics. It is appropriate for all who are interested in learning about what, why, when, and how of using rubrics for assessing student work.

Activities: The session will include:

“Clapping hands,” an exercise designed to show participants the effects of being assessed with various criteria.

“The rubrics cube” a discussion of the types and characteristics of rubrics

“Sorting student work,” an exercise designed to enable participants to begin to develop their own rubrics

Examples of practical and humorous rubrics that can be adapted across disciplines

Introduction and Background Information:

Imagine: *There you sit with the pile of papers that students have just turned. Once again a great decision is before you. You can*

- a. start reading*
- b. launch the papers in the air and assign a grade as you pick up each one*
- c. walk the dog in the cold night rain or something equally more appealing than grading papers*

If you select “b” or “c,” this session is definitely for you.

If you selected “a,” this session may still be for you.

Indeed in this session we will explore the role of rubrics—written guidelines for rating tasks. The session will begin with an exercise that highlights the need for rubrics. We will identify types of rubrics and discuss the advantages and disadvantages of each type. We will discuss types of student work, projects, and presentations in which the use of rubrics is critical. You will have the opportunity to examine sample rubrics and to discuss how you might use rubrics for assessments in your respective disciplines.

Even if you are a master of rubrics, come. You can encourage the rest of us.

Teaching and learning beyond the bricks and mortar: A demonstration of instructional based technology in a learner centered environment

Edward L. James, III
Arizona State University West
Phoenix, Arizona

Objectives:

At the conclusion of this workshop, participants will:

1. Be able to identify learner centered environments and their application to instructional based technology;
2. Be able to identify and develop opportunities for problem-based learning in an e-learning environment;
3. Be able to engage in discussions across academic disciplines concerning the value of instructional based technology.

Targeted Audience:

This presentation is intended for academics or administrators, across the academic disciplines, interested in e-learning environments. The presenter welcomes anyone that has experience with e-learning environments to share their experience and expertise.

Activities:

This presentation will engage the participants in discussion and demonstration of e-learning environments and their relationship to learner-centered principles.

Introduction and Background Information:

“It ain’t what it use to be” will be an echoing theme throughout his sixty-minute presentation. The delivery of classroom instruction has dramatically changed within the past five years, with the advent of computer based technology and the availability of both synchronous and asynchronous delivery systems. No longer will the students passively sit in the traditional classroom environment, waiting to be educationally feed. With the advent of e-learning environments, the student, as the learner, becomes actively involved in their knowledge process.

Arizona Board of Regents, among others, concentrates on learner centered education in higher education. In February, 2000, learner centered education was defined as:

A strategy of education that places improvement of student learning at the center of decision-making processes and policies at all levels of the institution. It is characterized by the use of clear measurable goals and student outcomes, and the direct involvement of learners in activities that produce deeper understanding of the content through the development of skills that are readily transferable to life and work. An additional central goal is to prepare self-directed learners who can continue learning beyond their formal education. (Prepared by a team of regents, staff and faculty representing the Arizona University System.)

This interactive computer based presentation will concentrate on learner centered principles in higher education as it is supported by a chosen e-learning technology. This method of content delivery is being utilized across the academic disciplines especially with “problem based learning” (**PBL**). In the PBL model, a group of students will meet in a virtual classroom environment, in conjunction with a traditional classroom environment, to determine what they need to learn and develop a presentation of learning to the larger classroom. This model clearly demonstrates the student’s responsibility for the organization of the learning.

The learning environment must offer real life situations for students to resolve as opposed to sterile case examples. The utilization of the computer technology greatly assists with this intent. Students are offered experiences, using a variety of search engines and web sites to explore additional information and engage in synchronous and asynchronous interaction with other students and the classroom instructor. This presentation will include a discussion and demonstration of the pedagogy of problem based learning: content analysis and critical thinking, which are transferable from the classroom to “life and work.” It is clearly recognized, the e-learning environment is rapidly changing and therefore the students and classroom instructor (learners) will continue to develop competencies for this delivery system.

The American Association for Higher Education, the Education Commission of the States, and The Johnson Foundation has developed principles for undergraduate education. These principles will be discussed in relation to technology and learner-centered education.

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Collaborative Teaching and Learning Environments: A Preliminary Review

Frances S. Johnson
Rowan University
Glassboro, New Jersey

Objectives of the Session:

1. This presentation will present the initial findings of on-going research.
2. It will argue that teaching in the collaborative environments heightens the students sense of connections between disciplines, provides an awareness of the roles that language, critique, and debate play in professional settings, and results in rich, yet ultimately, challenging assessment issues for the instructor.
3. Participants will leave the session with an understanding of collaborative teaching environments and will be able to apply these findings to their own campuses through an analysis of the enablers and impediments to collaborative teaching that they face.

Target Audience:

College teachers and administrators interested in exploring practical, yet creative teaching alternatives that are supported by research and experience. Not discipline specific.

Activities:

1. The session will begin with a short synopsis of the literature, the methodology, and the research findings of the presenter (20 minutes).
 2. Group Activity 1: Participants to work together to identify the enablers and impediments to faculty collaboration of their own campuses (10 minutes).
A period of open discussion will follow the group activity. (5 minutes)
 3. Group Activity 2: Participants to work together to brainstorm ways that the impediments can be overcome and the enablers can be strengthened (10 minutes).
A period of open discussion will follow the group activity. (5 minutes)
 4. Q and A (10 minutes)
- Handouts:
- a. Copies of the synopsis paper
 - b. Bibliography of research on collaborative teaching

Context:

In a recent review of research and literature on collaboration, Austin and Baldwin (1991) point out that "evaluation of individual contributions to collaborative projects is virtually ignored." The researchers also note that "too often collaborative work is discounted in the process of faculty evaluation, because faculty colleagues and administrators do not know how to assess its merits" (pp. 85-86).

This presentation speaks to the issues of collaboratively designed curriculum and its effects on students and faculty members. It presents the results of several surveys and a series of interviews (produced through a series of research grants from Rowan University, Glassboro, NJ). The purpose of this grant was an attempt to articulate the central issues that inhibit and enable collaborative, team-based teaching.

While engaging in innovative teaching and reflecting on pedagogy are vital activities for a faculty members and students, the learning environments that result from collaborative efforts are quite distinct from the more traditional, professorial presentation that characterizes some teaching and students expectations of learning composition in particular. In addition, these environments present unique challenges for faculty that are not frequently recognized by those in higher administration. Simple matters like load, assessment, and FTE counting present impediments and difficulties.

In general, a large measure of the instruction in classrooms like these takes place with professors constructing learning experiences that are facilitated rather than taught. Faculty co-construct courses, frequently designing learning experiences, readings, and projects that overlay several disciplines. Most students, however, prefer a

more linear approach to learning and thus seem resistant to this type of learning. Furthermore, since the activity of planning, teaching, and learning is blurred among several faculty members, this work is often invisible to students. As learning proceeds in student work groups, the observation of class members may be "they don't teach us anything" or "they cannot agree on anything."

In an effort to identify the enablers and impediments to collaborative learning environments like these, a team of faculty from three colleges at Rowan University investigated the impact of specific interdisciplinary collaborative environments, Engineering and Composition. Our course, called Engineering Clinic II, is an argumentative writing course, housed within an engineering design lab; this course is planned, delivered, and assessed by a team of seven engineers and three composition specialists. The course has been taught for six years and was planned for two years.

" Solving a Who-Done-It to see Who's Talking!" (An exercise in team communications.)

William Krug
Purdue University
West Lafayette, IN

Abstract:

Effective communications is a difficult enough task when between just two people. The problem is compounded when there are multiple people involved that have unique information such as in a team environment. The ability to effectively bring all the information out into the open is critical to successful team functioning and problem solving. As a team leader, manager of teams, or just as an observer it is important to correctly understand the flow of communications between team members so that proper guidance can be applied if needed. If valuable information is withheld then any decision that the team makes may be invalid. Johnson (2000) developed a model of communications that identifies the major components of sender, message, receiver, and channel. This model when applied to a team environment becomes more complex and additional care and practice is needed if the process is to work efficiently.

To demonstrate to teams how to communicate and process information when accomplishing a task it is useful to assign an observer to track the team's communication through the use of a sociogram (a communications map showing who talked to who). A sociogram is especially useful to illustrate to team members how the communications are flowing, who is talking and who isn't. This is especially important when team members have different but important information that needs to be shared to ensure successful problem solving.

An effective exercise to use to demonstrate team communications and the complete sharing of information is a who-done-it exercise called "Solstice-Shenanigans Mystery" taken from *Joining Together* textbook by David W. Johnson and Frank P. Johnson. This exercise can be used as is or modified to fit your classroom situation. This session will involve you in the exercise as used in the class, and then for participants to share and discuss team-building and communication exercises that have successfully used in class.

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 team communications is needed. This simulation is currently being used in a sophomore level introductory course on team building, as well as an in-depth senior level leadership and team development course. Participants are asked to share best practices in the area of team building.

Objectives:

- Explore the communications process within teams.
- Explore the effects of the communications model as it applies to team communication.
- Explore the effects of differing individual communication processes.
- To illustrate the necessity of open communications within team (everyone participating and sharing information).
- Discuss best practices on how to address team building and communications in class projects.

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Building Students' Competitive Advantage in a Tough Job Market: Concrete Ways to Prepare Students for Professional Networking

Renée Gravois Lee, Ph.D.
Department of Marketing and Advertising
Quinnipiac University
Hamden, Connecticut

Leila Fecho, President
Above & Beyond Communications
Mansfield Center, Connecticut

Valerie A. Taylor, Ph.D.
Department of Marketing
University of Tennessee at Chattanooga
Chattanooga, Tennessee

Objectives:

How can we help our students to get and keep good jobs? Networking is key. Faculty and practitioners both have critical roles to play in preparing students for professional networking. In this session, participants will learn how to:

- 1) teach networking strategies and techniques
- 2) create multiple opportunities for students to gain experience networking
- 3) build university/industry partnerships to facilitate networking and other important professional skills students need to be competitive in today's job market

Target Audience:

College professors, high school teachers, and industry professionals interested in student development, student placement, and industry/university partnerships.

Activities:

- 1) The presentation team, comprised of both professors and an industry practitioner, will facilitate an interactive discussion. Specific topics to be addressed include:
 - Why networking is important in our teaching
 - Easy ways to integrate networking into the classroom
 - How to involve student organizations outside the classroom
 - Why networking is important for professors, too
 - How to build industry partnerships
 - How to run a networking event
 - How to run a career panel
 - How to work with your local industry professional chapters to establish or build a collegiate relations committee
 - What a collegiate relations committee can do for professors and for students
 - How to develop and distribute a collegiate resume book to industry professional members

Audience involvement will be an integral part of this session, so that all participants can dialogue and learn from one another on these issues.

- 2) ISETA session participants will *practice* concrete networking skills through a fun, hands-on exercise employed by many professional networking groups. The tool is infinitely flexible and can be customized based upon your target audience, function, season, etc. Bring your business cards and be prepared to have some fun!

Why Networking Is A Critical Component To Student Success

Preparing students for the job market is a critical component of our roles as educators and industry professionals. The importance of networking cannot be understated. Networking gets results: 94% of successful job searchers attest that networking had a strong impact on their success (Reinhold 2000). A recent poll found that networking and personal contacts are the search tactics most used by and most effective for job seekers and employers alike (Society for Human Resource Management 2001). Networking has a variety of other benefits as well, including (Palmer 2001):

- Providing students the opportunity to speak with key people in many different industries and organizations before making a definitive career choice.
- Cultivating professional contacts in students' field of choice and building trusting relationships with these key contacts.
- Empowering students to informally collect first-hand information, insights, and leads, and develop personal contacts.
- Improving students' chances of being included in the consideration set—a single call or letter of recommendation from a trusted contact moves a student's resume to the top of the stack on the human resource professional's desk.
- Establishing a solid foundation for immediate and future success.

Networking is relevant to our teaching and mentoring on many levels. Giving our students more exposure to and opportunities to practice networking will help them hone their interpersonal communication skills—in particular, their skills in speaking in a professional, compelling, and impressive manner with potential employers. In short, we need to help students learn to “sell” themselves in today's ultra-competitive job market. Moreover, integrating networking into our curricula creates additional opportunities for students to learn within and outside the classroom walls.

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Integrating Critical Thinking and Culture: The Freshman Seminar Model

Cynthia Pierce Liefeld,
Christina Shorall,
Jimmie Thomas,
Rocio Martinez
Point Park College
Pittsburgh, PA

Objectives:

1. Design learner-centered interdisciplinary first year seminar consistent with the college's mission and goals for the core curriculum.
 - a. Provide overview of how a city's culture and history provide a context for developing critical thinking skills relevant to a first-year student's cognitive development and socio-emotional growth.
 - b. Contribute to the students' development "urban college" survival skills.
 - c. Present course objectives and evaluation processes
2. Provide the audience with a synopsis of the evolution of the seminar's development.
 - a. Demonstrate how the course has been developed, implemented, evaluated, and refined
 - b. Identification of participants (at-risk populations for attrition)
 - c. Selection of relevant reading materials and sites to visit
 - d. Discuss faculty and teaching assistant selection and training
 - e. Site relevant resources and references for the audience
3. Present anticipated developments
 - a. Assessment procedures
 - b. Website competition
 - c. Service-learning projects
 - d. Growth of program (number of sections and Senior year seminar offering)
 - e. Teaming

Target Audience: This session is appropriate to college professors and administrators with interests in attrition/retention factors and special or at-risk subpopulations, and those with an interest in how the first-year experience contributes to students' college success.

Activities:

A collaborative activity will be conducted in which seminar participants design a program/seminar that would address their specific population(s) of students, the significance of their city's cultural and historical influences, and identify possible discipline-specific service learning projects. A worksheet will be distributed at the beginning of the presentation that allows participants to highlight concerns (attrition rates, unique populations, uniqueness of the college setting or location, possible evaluation issues, etc.) that will be discussed during the collaborative session. If time permits, each collaborative group may choose to present their proposal to the other participants.

Introduction and Background:

In a concerted effort, designed to both increase freshman retention and offer an interdisciplinary course consistent with the college's mission and the goals for the core curriculum, and with the support of the entire college, a learner-centered first-year seminar was developed to provide students with an understanding of how Pittsburgh's culture and history provide a context for developing critical thinking skills—including problem-defining, problem-solving, and evaluation of information—relevant to a freshman's cognitive development and socio-emotional growth. Issues common to freshmen, including development of writing, study, research, and library skills; interacting with professors, staff, and the college community; developing an appreciation for the arts, history, politics, and culture of Pittsburgh; and development of adaptive and time-management skills, are the primary foci of the seminar. Weaving technology into the fabric of the course provided students with the opportunity to learn web-design software, use digital cameras, and write for a larger audience.

A brief synopsis of the evolution of the two strands of the freshman Seminar will be provided, complete with identification of groups at high-risk for attrition from our institution (conservatory students and undecided major students) and the selection process for participants. Methods of engaging students prior to arrival on campus will be described.

Additionally, relevant resources and references will be provided to the session's participants, most likely in the form of a list of readings and websites.

¹ To deliver, through innovative and traditional programs, an education that will enrich the lives and enhance the careers of Point Park College graduates.

¹ (1) Develop effective written and oral communication skills; (2) Demonstrate the knowledge of how academic disciplines interrelate so as to illuminate the human condition; (3) Demonstrate the ability to think independently and solve problems.

¹ First-Year Seminar Objectives

- Enhancing students' writing, communication, and study skills
- Incorporating library research tools (computer databases, journals, literature, texts, listservs, etc.)
- Integrating computer knowledge and skills (developing an understanding of the design and validity of internet search engines and their outputs; word processing; database construction, mapquest©, identification of software germane to one's needs and course of study; designing web pages reflective of the students' participation in the freshman seminar, etc.)
- Learning how history and politics have influenced the city's relationship with the college and its students as of the new millennium (Andrew Carnegie, steelworkers, Andy Warhol, George Washington, etc.)
- Locating those activities and sites of cultural significance that could positively affect a college student's life and adaptation to college and Pittsburgh (including museums, galleries, conservatories, libraries, zoos and aviaries, bridges, waterways, forts, theatres, landmarks, neighborhoods, etc.)
- Identifying and addressing physical and mental health concerns and available facilities within the college and external sources
- Establishing mechanisms for meeting transportation, food, shelter, and monetary needs or problems
- Identifying, designing, and evaluating a service-learning project within a specific community of the city, in conjunction with the Teaching Assistant

Pre-testing for fun and profit: Knowing what your students know (and don't know).

Kenneth J. Linfield .
DeDe Wohlfarth.
School of Professional Psychology
Spalding University
Louisville, KY

Objectives:

1. To present a framework for creating pre-tests that fit course objectives.
2. To share our experience - the successes and the learnings - with the use of pre-tests
3. To model the use of a pre-test both to present more information and to demonstrate the process.
4. For the participants to have the opportunity to design their own pre-test.
5. For the presenters to gain still more experience in the use of pretests through this experience.

Target Audience:

We anticipate that this presentation will be relevant for faculty in most disciplines - in fact, for anyone who teaches students in classes where existing differences in knowledge and/or skill levels are relevant to the class performance. Those teaching sequential series of courses that build on each other might be less interested in this presentation if they find that the students entering the later courses tend to have fairly uniform levels of knowledge. Although we will share our experiences in using these techniques in graduate and undergraduate psychology courses, we expect that the concepts will be relevant and easily applicable across disciplines and levels.

Activities:

This is a participatory session that will use a variety of elements. It will begin with a pre-test of the session participants as an example of the topic. We will then be presenting various conceptual points about the use of pre-tests. In keeping with our theme and method, the specific conceptual points presented will be selected based on the results of the pre-test, and we will point out the ways that the results confirmed our expectations as well as the ways that the results surprised us. The discussion time will begin with the group assisting participant volunteers in designing some items for pre-tests of their own classes, but will then move into the additional topics and issues most relevant to the participants.

Introduction and Background Information:

One of the challenges in teaching is matching the material presented to the needs of the students. Particularly in the statistics and research methods class one of us (Linfield) has taught in a doctoral program in Clinical Psychology, the existing differences in knowledge and experience among the students can set the higher level students up for frustration at being taught things they already know fairly well, while lower level students feel pushed unreasonably fast. Although it is unrealistic to expect that all negative experiences can be eliminated for students, we have found that using a pre-test with an explicit emphasis on the specific material presented in class sessions can reduce the level of dissatisfaction substantially.

Following an overview of the entire presentation and a personal story that illustrates how we became involved with pre-testing, we will give our own pre-test regarding knowledge, understanding, and skills about pre-testing to the session participants. Building on this pre-test, we will then present a number of important points about the use of pre-tests, illustrating these points with examples from our experiences using pre-tests with undergraduate and graduate psychology students. Among the topics we expect to cover are: when pre-testing is especially good and when it is not so good (indications and counter-indications); options in timing, style, and format; making good use of the results; and modifications and applications of pre-testing.

Moving into the discussion, we will involve the group in helping one or more volunteers develop the beginnings of a pre-test for one of their own courses. This task will form the basic structure for the rest of the session. That is, participants might report on the difficulties they have had with types of pre-tests in the past, and the group time will focus on problem solving regarding those difficulties. Alternatively, people might raise issues such as dealing with administrators, multiple sections, or other issues, and we will address those other areas. In this way, we expect to show multiple ways of responding to the existing knowledge and needs of the "class" who attend the presentation, modeling the way that pre-testing information can be used in learning settings.

Web-based Instruction: Lessons Learned

Elizabeth N. Lowe
Anne H. Nardi
West Virginia University
Morgantown, WV

Objectives:

1. Relay experiences of instructors, administrators and design staff in the collaborative effort of designing an online course
2. Inform participants of potential pitfalls in web course development
3. Discuss focus group method for improving future web course projects
7. Offer suggestions for difficulties encountered on other campuses

Target Audience: This session is appropriate for college professors who are beginning web-based instruction

Activities:

1. Give overview of activities planned for the session.

Introduction and Background Information:

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 three-year period, provides lessons learned from the process of web-course creation.

This presentation describes information gathered from a focus group conducted after the course was implemented and includes reflections by administrators, faculty, and course designers. The information gathered is reflective of 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 course and suggestions to overcome potential problems are provided.

The experiences of the entire development team are presented, together with examples (via computer and handouts) from the course. 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.

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Packing The Successful Suitcase, Internationalizing Your Classroom

Dan Lybrook
Associate Professor
Organizational Leadership and Supervision
Purdue University

Intended Audience

This workshop is intended and appropriate for any teacher or practitioner who wishes to explore implementation of cultural activities in training or the classroom

Required Time

60 minutes

Objectives

- 1) To promote discussion of different cultures
- 2) Provide a cultural methodology for the classroom
- 3) To illustrate exercises that you can use in the classroom to enhance the teaching of culture and multiculturalism
- 4) Develop “best practices” for teaching different cultures

Content:

As the world that we live, work, and teach in continues to change rapidly and dynamically, it becomes smaller. Organizations spread over the globe. As we become more international in our scope, it will become more important for our students to be exposed to the study of culture and multiculturalism. The Ugly American by William Lederer was published in 1958. It is still alluded to today, as an example to not follow in foreign matters. And we know to ignore history is to repeat it.

Recently, the institution where I teach revised the strategic plan. A prominent objective in the new plan is to increase the emphasis on the international content in our coursework. But I feel that to increase the content is only a piece of the answer. There is more that needs to be done.

The challenge is to prepare the students for future encounters that will not perpetrate the lessons from The Ugly American. That is what I attempt to do in the classroom.

In this workshop, I will present a methodology that I have adopted for the classroom. I adapted a training model used by organizations preparing their members for overseas assignments. This is a multi-step process consisting of five stages.

The initial step is to study the culture of the United States (more specifically the Midwest, where we are located) to give the student a base and to glean a better understanding of the implications of culture and cultural differences. The second step is to select another culture and study the contrasting behaviors between the two. The third step is for the students to skill-build in the areas of flexibility and studied observation. Next comes an in depth study of the cultural history. Last comes the development of cultural hypotheses and the explanations for these.

This model has been used with success in both graduate and undergraduate courses. The participant will leave with the model, as well as developed exercises that illustrate each step in the process.

Workshop Timeline

Overview of Suggested Methodology	10 Minutes
Content Examples	30 Minutes
Discussion of Participants Usages	20 Minutes
Development of “Best Classroom Practices” of Participants	

How To Succeed in First Time Teaching Without Really Trying

Dan Lybrook
Organizational Leadership and Supervision
Purdue University

Jesica Webb
Purdue University News Service
West Lafayette, Indiana

Intended Audience

This workshop is intended and appropriate for any teacher or potential teacher who will mentor new adjunct faculty or be mentored in a new teaching role.

Required Time

60 minutes

Objectives

- 5) To promote discussion of new teacher issues from both mentor and mentee points of view
- 6) Provide a “tried and true” mentoring framework
- 7) Share experiences to promote “best practices” discussion

Materials

Flipcharts, Overhead projector

Content

One of my assignments in my role as professor is co-ordination of two of our departmental offerings. These classes have as many as ten sections per semester. My coordinating role entails preparation and delivery of course content, as well as staffing the sections with qualified instructors.

Recently, we have been emphasizing our graduate education programs, and one of the facets of emphasis has been to provide teaching opportunities for graduate students. This serves many purposes for both the department and the graduate students. The department gets “qualified” instructors that have a background in the course content. The graduate instructors get financial help in their studies and exposure to the teaching experience. There are many positives in this emphasis. But by definition, if the graduate students are successful, they are here only a few sessions, resulting in instructor turnover. This becomes an obstacle in teaching as well as in student learning. Minimizing this impact through “reflective mentoring” is the topic of this workshop.

“Good intention is not enough to facilitate effective learning in a mentoring relationship. Mentors who become students of their own experience use reflection to inform what it is they do and how they do it. In reflecting on their experience, they learn something about themselves and as a result are better prepared to facilitate effective learning relationships. They become reflective practitioners (Schon, 1983).”

+ The workshop facilitators will consist of a person who has been a mentor and a person who is a mentee. We will initially identify issues of teaching and student learning that we have encountered/ do encounter.

+ We will present a reflective mentoring model that we have used and discuss positive and negative consequences that we have experienced.

+ The final portion of the workshop will consist of a discussion of the experiences of others and sharing of “best practices” in these types of situations. Reflections concerning what we have learned about ourselves will also be central to this portion.

Participants will come away with a mentoring model for use or adaptation.

Schon, D. The reflective practitioner. New York: Basic Books, 1983.

Workshop Timeline

Discussion of Mentor/ Mentee Issues	20 Minutes
Mentoring Strategies	20 Minutes
Discussion of Participant Experiences	20 Minutes
Development of “Best Classroom Practices” of Participants	

Mapping Competencies to Assist Students Achieve Success

Paul Lyons
William Anderson
Amit Shah
College of Business,
Frostburg State University
Frostburg, Maryland

Objectives:

The use of Competency Mapping [CM] is a means of honoring the diversity that students bring to our classes and at the same time it helps the individual student and the instructor examine knowledge, skills, and abilities gaps that may exist between the intent and content of a course and what a student(s) bring to the course. The CM tool has many uses and applications for instructional purposes.

Specific objectives of the session include:

- Share information with session participants about the purposes and uses of CM in classroom or educational settings
- Create dialogue among session participants regarding formative assessment of student knowledge, skills, and abilities
- Use activities & processes to demonstrate the general application of CM.

Target Audience:

Individuals who will gain information from the concepts and activities offered in this session are: college and university faculty, instructional designers, assessment specialists, and those who teach adults in non-credit and/or continuing education.

Activities:

We want to involve the session participants, actively. The objectives expressed above will help to achieve that goal. The general format is as follows: we offer some definitions and descriptions, present some examples of how CM is applied in university courses, facilitate discussion of the application of CM as a process and tool and, finally, work with the session participants to create an example of a CM.

In sequential order the activities are:

- Define the purposes and process of CM
- Explore uses of CM.
- Demonstrate how CM may be used in a classroom setting and we intend to do this by demonstrating how a CM is used in a course on *Business Policy & Strategy* and in a course on *Economics for Managers*.
- Apply CM in the present setting – a conference session (that is, a brief CM for a session facilitator/leader)

Introduction & Background Information

In this session we introduce the concept of the competency map (CM), or, competency mapping. CM is frequently used, on a small or large scale, in a process of activities in organizations to identify domains of knowledge, skills, and abilities that represent the individuals of a particular group or unit. Individuals using direction and guidelines map the competencies. (Kaul Assoc., 2001; Lyons, 2002). The CM is really the result of a process of listing critical skill and knowledge elements of a task, job, role, unit or organization so as to demonstrate or discover what is needed for successful performance.

In organizations, human resource experts and consultants use competency maps (CM) to improve the alignment of what the individuals are currently able to perform and what they need to do to perform better and/or differently consistent with the aims and objectives of the organization (Shell Global Solutions, 2001; Green, 1999). The individual CM's may be blended or merged to create a CM for a group of individuals. Depending on the purpose, goals, etc., of the organizational unit (in our cases – classrooms with students), this blended CM may be contrasted with the knowledge, skills, and abilities that need to be attained, improved, and so on. The

CM permits an instructor, for example, to do a gap analysis of what the students present (self-report) and what the individuals need to do or learn to be successful in the course of study.

CM processes may be particularly helpful in courses that are part of professional programs, for example education, business and law; and in courses where the mix of students presents great variation in knowledge, skills, experience and so on. The Competency Mapping process may assist faculty within a program or curriculum gain a more complete understanding of the transferability of skills from program segment to segment and from course to course (Gunner, 2001).

Assuming the instructor of a course can present a CM for the critical knowledge, skills, and abilities upon which the course is focused, any individual member of that course may compare her/his own CM to the course CM for a more "personalized" gap analysis (Rossett, 1999). The CM approach is a type of formative assessment and if it is used early in a course it helps students attend to important areas of study and generates interest and dialog regarding the activities to take place in the course (Wenger, 1998).

References:

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Authoring A Picture Book: A Collaborative Field Experience

Linda C. Maguire
Saint Vincent College
Latrobe, Pennsylvania

Objectives:

1. The audience will learn about the potential of a book-writing project for teaching the characteristics of good children's literature and the application of the writing process.
2. The audience will hear some of the reactions of students involved in the experience and see snapshots of the work in progress.
3. The audience will examine and read example books completed as a collaborative effort between college students (pre-teachers) and elementary students in grades three through five.
4. The audience will be informed about the planning, organization and scheduling of this project.

Target Audience:

College professors teaching courses for elementary teacher certification candidates.
College professors teaching children's literature courses.
College professors interested in developing collaborative projects with public schools.
Elementary teachers interested in book authoring projects for their students.
Elementary teachers or administrators interested in collaborative projects with college students.

Activities:

1. A detailed description of the book authoring field experience will be presented including handouts showing planning and scheduling procedures.
2. Slides will be shared showing students engaged during various stages of the writing process.
3. Examples of the completed books will be circulated for audience review.
4. Video clips of the culminating experience, the Authors' Tea, will be shown.
5. Dr. Maguire (college course instructor), Mrs. Rusiski (Coordinator of the After School Learning Center), and Mr. Werner (retired English teacher and project assistant) will answer questions about the project.

Introduction and Background Information

During the Spring Semester of 2002 at Saint Vincent College, students enrolled in Dr. Linda Maguire's class, Teaching of Reading and Language Arts, Grades 4-6, participated in a new, collaborative field experience. The purpose of this field experience was to provide meaningful interaction with elementary students and to permit the genuine application of course content. With the cooperation and guidance of Mrs. Tina Rusiski, director of the After School Learning Center at Grandview Elementary School, the college students were teamed with one or two elementary students with the goal of writing and illustrating a picture book.

In order to prepare for this venture, Dr. Maguire and Mrs. Rusiski planned a tentative schedule to enable the student teams to complete their books within the allotted time slot (7 weekly sessions). In addition, Mr. Robert Werner, a retired English teacher from the school district, was recruited to help proofread and edit books and to serve as a general project assistant. This collaborative effort was extended when two local high school students were enlisted to provide assistance in the computer labs during the revising, editing, and publishing stages of the book writing process. As a result, participation from the college sector and two levels of a public school district worked together to make this book authoring project a success.

Interaction with the elementary students gave the college students an understanding about the teaching of reading and language arts that could not be obtained from their college textbook. The college students became aware of the interests and abilities of these elementary students and gained experience mentoring and guiding students' endeavors. The elementary students were involved in a meaningful writing activity with all the benefits of one-on-one instruction. The rewards for both the elementary and the college students were

clearly evident on their faces at the Authors' Tea, the celebration held at the elementary school when the completed books were received from the binding company and shared with family and friends.

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One Idea Toward Affirming Diversity in the Classroom

A. Jeanne Miller
University of Central Florida
Brevard Campus
Cocoa, Florida

Objectives:

1. Participate in initial class activities
2. Share background and report student writings as some evidence of affirming diversity
3. Ask participants to share diversity ideas
4. Brainstorm for the future

Target Audience:

Any instructor interested in affirming diversity in the classroom

Activities:

1. Participants welcomed and interests established
2. What is your culture?
3. Share background and student writings
4. Participants share experiences

Introduction and Background Information:

Certainly the September 11, 2001, tragedy was a wake-up call for all educators to affirm diversity in classrooms everywhere. Mass media reports since the incident have made us more aware of the diversity among other nations, cultures, races, customs, classes, religions, and values as well as some of the issues within each category. As an educator training elementary, secondary, and exceptional education majors, I am renewing my resolve personally and professionally to further educate myself so that I may better help prepare the teachers of tomorrow. This presentation will share an initial assignment I developed for my graduate multicultural education course at my university. The students report that it has helped them to better understand their own culture and therefore lay the groundwork for respecting and appreciating other cultures.

I have taught this multicultural education class for approximately five years. The academic preparation to teach the course has come largely through my own self-study. Of course, I have participated in various multicultural conferences and attended expert lectures on these issues. This past year at our state university all professors training teachers in any disciplines that included language learning or cultural issues were required to complete a 45-hour course in Teaching English to Speakers of Other Languages (TESOL).

One of our special instructors was Dr. Carl Balado, who came to the United States from Cuba when he was 18 years old. When he and other young men, upon high school graduation, would not sign the document from Fidel Castro to be loyal to the communist government, they were stripped from all government records (social security and others). He has lectured nationally and internationally concerning the history and plight of immigrants coming into the United States.

Initially, it is important to establish rules of fair play when discussing emotional issues. My first class meeting emphasizes providing a safe environment where no put-downs are allowed, verbal or nonverbal. Next are introductions, the course syllabus, and the first assignment, which follows:

Directions:

First Assignment: (Individual Oral Presentation)
“Recognizing and Respecting My Own Culture” (10 minutes)

Each student will uncover and present his/her own heritage/culture in a multimodal and creative fashion.

Dr. Carl Balado is the guest speaker for our second class. He shares the historical perspective that includes the Ellis Island experiences of many of our forefathers and illustrates the stages of progression of immigrant families. The first generations sacrifice and hope to save enough money to return to their homeland while their children become Americanized and ask to be called Bobby rather than Roberto. Dr. Balado's three-hour presentation sets the tone for developing a sensitivity to diversity issues for all of us.

As any real expert will affirm, I am a novice in this field, but this one idea toward affirming diversity in classrooms seems to be working. Perhaps it may serve as a springboard for other educators. The revelations in student writings to be presented show some evidence that the assignment of discovering and presenting their own culture prepares the way for respecting other cultures and, in turn, affirming diversity.

More Than Pretty Pictures

Moore, A.
University of Calgary
Calgary, Alberta, Canada

Objectives

1. Demonstrate how feature films may be used as part of an inquiry-based pedagogy.
2. Illustrate one possible method for engaging students in critical thought about the course subject and its relevance to their contemporary culture.

Target Audience

Teachers within the Social Sciences and Humanities, both college and high school level, who may wish to experiment with using feature films as part of their courses.

Activities

The session will duplicate the method currently employed in several of the Religious Studies and Humanities courses. The participants will be provided with summaries of two diverse texts. Participants will be asked to view a short film using the summaries of the texts to interpret the film stating the film's major theme.

Participants will then be asked to orally share their interpretations.

Participants will also be provided with a bibliography of useful sources on finding films that may be used in courses as well as a list of tips gained from past discussions with students.

Introduction and Background Information:

The basic idea with the employment of feature films is to encourage students to perform their own critical interpretation using concepts, ideas, methods and theories introduced as part of the course. In other words, to apply the course knowledge and use it to develop their own critical reflection.

There are several theoretical and practical advantages to the employment of film including:

1. the film's obvious appeal to the visual orientation of the current generation.
2. demonstration of the course's relevance to the issues of contemporary society.
3. awareness of the need to critically evaluate one's own culture and its media.

Creating a Learning Environment that is Psychologically Safe

Trudy M. Morris
Manhattanville College
Purchase, New York

Objectives:

The participants will examine and learn to address:

1. The relationship between safety needs and motivation to learn
2. The detrimental effects of fear in the classroom
3. The ethical obligation of educators to create a safe learning environment
4. The practices that promote psychological safety
5. The need to assess students' sense of safety in the current learning environment

Target Audience:

Teachers, administrators, and support staff at all instructional levels who value the whole person: body and brain; recognize their ethical responsibility to protect students from conditions harmful to their learning; and seek humane approaches to enhance teaching and learning.

Activities:

An interactive, collaborative approach that utilizes the knowledge, experiences, and skills of the group will be used. Participants will be actively engaged in reflection and inquiry throughout the session. The presenter will explain and model behaviors that promote a psychologically safe environment for learners.

Abstract:

The workshop is designed to encourage participants' thinking about the relationship between learning environment and students' motivation to learn. They will reflect on their beliefs about student motivation and test their beliefs when presented with current research on the important connection between the body and the brain.

Maslow first theorized that humans have a hierarchy of needs that must be satisfied before they can advance to higher levels of intellectual activity. If fear or lack of security are the dominant feelings, students will be unable to respond to the learning experience no matter how competent or skilled the instructor. Current psychological, sociological, and biological research supports the belief that motivation is influenced by a combination of factors such as physical health, brain chemistry, and life experiences. Failure to consider these factors often accounts for student apathy, failure, or withdrawal from a learning situation. Effective instructors in higher education will consider the role they play in providing a learning environment that fosters intellectual growth.

The presenter will provide a synthesis of motivational theory and brain research. The participants will be asked to recall a particularly difficult or painful learning experience and reflect on whether teacher behaviors adversely affected them. Teacher demeanor, instructional strategies, class organization, assessment methods, and evaluative feedback will be examined to determine how they affect students' sense of security. The participants will be challenged to make positive changes in their classrooms and plan to incorporate policies and procedures that promote psychological safety.

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Media Literacy: Questioning of the Role of Advertising and Identifying Some Common Ploys in Advertising

Henry Nardone,
King's College
Wilkes-Barre, Pa

Introduction

The media has a great influence on our beliefs and values. As television, newspaper, radio, billboards, junk mail, and now the Internet inject their influence into every aspect of our lives, so advertising, using these media, is a pervasive, powerful force shaping attitudes and behavior in today's world. The typical person sees 250 commercial messages daily and more than two million of them by the time he or she is 25 years old. As a result, it is very difficult, if not impossible, to avoid advertising exposure. An important consequence of studying advertising is that it can help us to understand ourselves as consumers. Studying the strategies used by advertisers can assist us in becoming a more critical, insightful, and selective consumer, even under the barrage of advertising appeals we experience. When it comes to commercial advertisements, for the most part, skepticism is a virtue. Through the use of quizzes and videos the goals of this session are to explore the impact of advertising in our lives and to examine some common ploys used by advertisers so as to build critical thinking defenses against some of the negative effects of advertising in our lives.

Format

After a brief introduction to the extremely diverse phenomenon that the world of advertising is, the common forms of advertising will be identified and a definition of advertising will be proposed. The presenter then will ask members of the audience to break into small groups. After taking a brief quiz about commercials, each group will be asked to discuss the following questions:

1. What are the characteristics of a good and a bad advertisement?
2. What functions do advertisements have? Do ads create or merely mirror society's values?
3. Do ads fill or create the needs of society?
4. What are some common defenses as well as criticisms of advertisements?
5. What are some common strategies used in advertisements?

The session will conclude with a viewing 20 brief television and magazine commercials where the audience will be asked to identify the following 10 common commercial strategies: humor, catchy slogans and jingles, fears of rejection and hopes for acceptance and approval, the use of emotive words, weasel words, fine-print disclaimers and puffery, the promise of sex, the use of enviable situations and enviable people, and ego-stroking compliments.

Intended Audience

This session is intended primarily for educators who teach critical thinking, media literacy, popular culture, and media ethics. However, it should be of interest to a general ISETA audience.

PROJECT FLIC – FACILITATING LESSONS IN THE INCLUSIVE CLASSROOM

Joe Nolan
Indiana University of Pennsylvania

Objectives:

1. To acquaint the audience with the benefits of internet related resources for curriculum modification, enrichment, and remediation.
2. To familiarize higher educators with the potential of the world wide web for preservice and inservice instruction, rural outreach, and online consultation.

Target Audience: Regular and Special Education teachers at all levels, College professors involved in preservice and inservice preparation.

An inclusive school is a place where students are taught in the mainstream through use of appropriate educational programs that are challenging; yet geared to the students' needs. Additionally, support and assistance is provided to the students and teachers as needed to facilitate a successful experience (Stainback & Stainback, 1990).

The decision for a school district to follow an inclusive philosophy is not one that can be reached overnight. Inclusion may work well in some schools and not in others. One point that observers on both sides of the inclusion debate agree on is that there can be no short cuts to implementing the reforms that provide the foundation for inclusion of children with disabilities. The Council for Exceptional Children (1993) in its policy statement on inclusive schools and community settings stressed that; "state departments of education, local educational districts, and colleges and universities must provide high-quality preservice and continuing professional development experiences that prepare all general educators to work effectively with children, youth, and young adults representing a wide range of abilities and disabilities, experiences, cultural and linguistic backgrounds, attitudes, and expectations. Moreover, special educators should be trained with an emphasis on their roles in inclusive schools and community settings. They must also learn the importance of establishing ambitious goals for their students and of using appropriate means of monitoring the progress of children, youth, and young adults."

When looking at inclusive policy in small rural districts, one also must look at inclusion for the gifted and talented student. This child is often under challenged in the regular classroom and cannot be served in a specialized G&T program because of the small size of the school district.

The Regular Education Initiative (Will, 1986) proposed the concept of planning lessons for the top and bottom 20% of the class with the assumption that the rest of the children would be able to comprehend the lesson at their own level. The ability to plan and teach under this philosophy is difficult for any teacher, especially one not trained to teach gifted children or those with cognitive disabilities.

The training process to facilitate inclusion in a school district is not something that can be accomplished in a in-service or series of in-service training sessions. It must be a continual dialogue which provides support, encouragement, confidence and empowerment. Project FLIC is a program designed to provide this training and ongoing support to school districts in Western Pennsylvania while being sensitive to the unique characteristics of each community.

This project plans on meeting this need in the following manner:

- 1.) Utilizing technology as a teaching aid in the K-12 classroom for modifying activities for children with cognitive disabilities and providing challenging activities to students who are gifted and talented. Using this approach, all students will be able to benefit at their own level.
- 2.) Serving as a clearinghouse for activities and lesson plans available on the World Wide Web (WWW), and for evaluation of educational software.
- 3.) Face to face training for K-12 classroom teachers on utilizing technology to foster successful inclusion.

- 4.) Infusion of this program into preservice teacher education classes to empower future teachers in the use of technology as a tool to serve all students.
- 5.) E-mail consultation with classroom teachers.

This program will enhance the learning process of all students in Western Pennsylvania while serving the unique needs of gifted students and those with cognitive disabilities. More importantly, it will increase the flexibility, competence and confidence level of our classroom teachers.

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Learning Environments: Optimizing Critical Thinking through Self-directed Learning

Susan M. Oakley
Sally C. Townsend
Utica College
Utica, New York

Objectives:

Upon completion of active participation with presenters, individuals will:

- Define pedagogical and andragogical models of teaching
- Describe the characteristics of adult learners
- State the impact of environment on learning
- Write a learning contract
- Identify challenges for transitioning from teacher directed to self directed learning environments

Target Audience:

This facilitated learning experience is intended for undergraduate faculty and practitioners across all fields of study

Activities:

Presentation will include videotape / multimedia, interactive discussion and small group learning activity

Introduction and Background Information:

“What do you want? How many pages should my paper be? Should we use references? What do I have to do to pass this course?”

Does this sound familiar? This session will help you develop the skills needed to shift from teacher directed learning to student directed learning. In stark contrast to traditional teaching and learning techniques, a hallmark of the adult learning model is the relegation of primary responsibility for planning, implementation, and evaluation of learning to students. Development of the World Wide Web and the growth of distance education reinforce the need for transition to new methods of information processing within education.

Participants will explore Grow’s Self-directed Learning Model, which describes students’ transition from passive, dependent learners to active, independent learners within a supportive classroom environment. Research suggests that the match between teaching style and Grow’s stages of learning have been identified as a challenge, presenting potential barriers to both teachers and students. (4)

The teaching style utilized in establishment of a climate conducive to self-directed learning is paramount to success. As educators of adult learners, it is important that we develop awareness of importance of age, life experience, roles, values, and learning capacity as we empower students to cope with life’s tasks and transitions. (2)

The adult education model is highly compatible with the development of reasoning skills and critical thinking demanded in today’s work environment. Historically, models used by educators have been pedagogically focused, with predominately lecture based teaching. Little focus has been afforded to the process of helping students evolve into self-directed, lifelong learners. Experiential learning in conjunction with adult education techniques may present enhance opportunities for synthesis of information, facilitating strong ownership of and widely expanding the knowledge base.

Through participative and collaborative activities, individuals will become familiar with techniques that foster self-directed learning and reciprocal learning relationships. Characteristics of adult learners, the adult learning model, application of adult learning concepts in the classroom, and creation of trusting environments that support adult learning will be discussed.

It is important that we, as educators, demonstrate consistency between our method and our message. Utilization of lecture to teach collaboration and active learning is clearly inconsistent and not in keeping with research and literature on learning. Utilizing alternative adult teaching/learning strategies improves student enthusiasm, creativity, self-direction, and networking. Implementation of the adult learning model can be highly invigorating for educators. Assuring both educator and learner efficacy is quintessential for success both in the classroom and in the workplace in our complex world.

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The Democracy Project: The Role of Higher Education in Developing Democratic Citizens

Maggie Payne
Debbie Summers
California State University, Chico
Chico, CA

Alexis de Tocqueville, a keen observer of American society and institutions, once observed that democracy is the worst form of government, except for all the rest. Democracy is certainly the form of government that makes the greatest demands on its citizenry. For a democracy to flourish, its citizens must be not just literate, but critical consumers of information. They must not seek to avoid controversy, but rather to address conflicting viewpoints through civil discourse. They must be willing not only to acknowledge diversity but to invite the voices and viewpoints of that diversity to the table. Our current concern about defending our nation and our way of life against aggressors has led to a renewed sense of patriotism, but we must be careful not to allow the glow of our nationalistic fervor to blind us to the hard work of democracy. It is crucial then, that we examine our notions of what it means to be democratic and how we will do that hard work. As educators, we all bear the responsibility for developing in our students the knowledge, skills, and attitudes that will best prepare them for their role in protecting and maintaining our democracy, for, as Soder states, "If they are to rule wisely. . . then the people must understand and act upon their rights and responsibilities as citizens living and working in a democratic regime. . . the matter of self-governance is, for most people, too important to be left to chance or to casual observation" (1996, p. 244).

Working on a Well-Educated Teacher Initiative grant from the Institute for Educational Inquiry, the California State University, Chico, Department of Education initiated a series of leadership workshops for Education Department and Arts and Sciences faculty to explore issues of education for democracy and the preparation of teachers. The Education Department's interest in this area was fueled by the work of John Goodlad and the National Network for Educational Renewal and has led to the adoption of a driving departmental theme of "developing democratic citizens through public education." In support of this theme, the department states as its mission a commitment to "promote passion for learning, respect of the individual and service to society."

James Hoffman points out "most of us live in a democracy like fish who live only in water and are therefore blinded to many of its qualities" (2000, p.618). Thus, one goal of the leadership workshop series has been to encourage participants to reflect about their views of democracy and to explore how democratic principles can and do infuse their pedagogy and emerge in their instructional practices.

It is the intent of this workshop to engage the participants in a series of activities designed to assist them in exploring their own notions of democracy and the democratic principles that are reflected in their instructional practices and to suggest areas and strategies for further growth in this area. Additionally, we will share exemplars from our Democracy Project workshop participants illustrating how they have created or revised a course or an instructional activity or project to better reflect the ideals of education for democracy.

OBJECTIVES: Participants will

- Explore their notions of democracy as they pertain to classroom practice
- Discuss ways in which democratic themes might be explored within existing programs and across departments
- Examine their role and responsibility for developing democratic citizens through education
- Develop strategies for incorporating democratic practices in their own instruction

FORMAT:

This interactive workshop will include a brief description of the CSUC Democracy Project, but will focus primarily on participant-centered activities leading to active exploration and discussion of the role that college and university professors play in preparing citizens and teachers for participation in a democracy. We will examine what democratic practice looks like in the classroom and consider strategies for strengthening our students' knowledge, skills, and attitudes in this area. Finally, we will provide a bibliography of resources for participants who wish to explore this topic further.

INTENDED AUDIENCE:

This 60-minute presentation is geared for faculty from all disciplines, but may be of particular interest to Arts and Sciences and Education faculty.

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PDA's as PAD's (Point of Assessment Devices) Improving Teacher Efficiency and Student Assessment Using Hand-held Technology

Gary Pinkston
Indiana University
Bloomington, Indiana

Objectives:

Authentic real-time assessment of student performance using PDA (Personal Digital Assistant) technology. Our four main objectives are related to increasing teacher *effectiveness* by improving teaching and student assessment *efficiency*:

1. Through *immediacy*, by using PDA-based, assessment of student performance. Both teacher and student will get a fuller vision of classroom successes and individual student needs.
2. Through *convenience*, by being able to bring useful and relevant capabilities, as well as timely information, into the classroom.
3. Through *faculty reporting and documenting*, providing an enhanced and expanded capability, and
4. Through *support*, of the increased emphasis in education on greater individualization and rubric-oriented assessment. Research into the use of PDAs is very limited in the discipline of education. Currently, PDA's are being piloted at Indiana University Southeast for these purposes in the school of education and nursing school.

Abstract

A current goal at many educational institutions is to develop performance assessment. Accreditation pressures increasingly demand more frequent and authentic assessments. Authentic assessment requires on-the-spot observation and evaluation of student performance. In some academic disciplines assessing clinical experiences is a challenge (e.g. Student teachers, nursing). In such challenging assessment situations, on-the-spot observations are sometimes employed. PDA and database technologies are well suited to support mobile, fleeting assessment opportunities.

This presentation illustrates the development of three projects directed at leveraging PDA technology in the implementation of a student-assessment system for the Schools of Education and Nursing at Indiana University Southeast. Hardware, software, and details regarding the implementation of a PDA-based, faculty/student-tested, database system for real-time assessment of students are presented. The presentation will be 33% demonstration of actual applications of PDA and database technology and 66% audience participation in the use of PDA and database technology.

Plans for participant Involvement

This is a multi-phased presentation. The parts of the presentation are as follow:

- Review of the challenges of authentic assessment in classroom and field placement.
- Samples of assessment databases will be presented with discussion of the successes and challenges of using PDAs for authentic assessment.
- PDA database and spreadsheet software product identification.
- Software selection, downloading, and installation.
- Participants will become familiar with PDAs by hands-on experience with Pocket PC operating system PDAs.
- Creation of assessment oriented databases with a Pocket PC operating system PDA by participants in small groups.
- Transfer the data to a desk-top/laptop computer for printing or further data massaging transfer or translation into other programs such as Microsoft Access.

- Other potential uses of PDAs in educational settings.

The intended audience is any educator who needs or wants to have the following convenient, mobile, and instantly available capabilities:

- 1) Tracking – student performance information collected and made available by faculty using software databases and spreadsheet packages.
- 2) Computation – hand-held computers can be used to quickly calculate student performance “on the spot” (attendance, test and assignment scores, GPA, etc.)
- 3) Storing – PDA’s can be used as repositories for reference material. Dozens of available titles exist including dictionaries, maps, desk references, and other information can be stored for instant access - avoiding the bulk and inconvenience of textbooks.
- 4) Organizing –Keep track of small pieces of information: email, appointments and scheduling, short notes, telephone numbers, addresses, etc. They can be useful for accessing and managing

Higher Education Teaching for Effectiveness and Efficiency Using Interactive Technologies: A Model for College Learning Evolution

Jeff Ritter
La Roche College
Pittsburgh, Pennsylvania

Abstract:

Higher Education_ expresses a variety of interesting goals of not just the human society, economy and culture, but of the human spirit. In many cases higher education provides a system whereby students can gain the conceptual level tools to become productive members of society and work in jobs or careers providing a middle class standard of living. At the same time, according to many of its participants, including students, professors and administrators, the goal of higher education is to provide an opening of the door to self-actualization through exposure to the great ideas, concepts and expressions of human society. Similarly, the system of higher education is also designed to provide a place for research by professionals in fields both profitable and for the expansion of human knowledge alone. As the research has borne out, the system of higher education, as it is, is successful, possibly hugely successful considering the totality of investment and the productivity of its results. The difficulty lies in a number of areas: how to constantly improve and measure the results of the system, how to improve access to the system and how to lower costs associated with the system. This presentation is an inquiry into methods of improving results and access and lowering costs through using multiple information and communication technologies (ICTs).

Currently, higher education systems around the world are attempting to emulate the standard model of higher education as seen in the USA, Western Europe, and Asia: a high investment in plant, personnel and equipment serving groups of students who attain improvement in their skills, knowledge and conceptual understanding of frameworks through classes delivered directly by professors. It is not necessary to describe each of the entrenched aspects of this system that are being continued without clear evidence of their effectiveness in educating a variety of students. It is necessary to begin exploring alternatives, for the funding and resources necessary to emulate this model around the world may never be available and the world cannot wait for education.

This presentation seeks to explore the possible evolutions of teaching necessary to bring about and support systemic change in higher education, including how current situations may give way to new developments using technology to make higher education more affordable and effective for a variety of students.

Distance learning has been heralded as the revolution in higher education access. Lowering costs, improving efficiency and access, it has been lauded as the key to improving higher education access for the US and around the world. Thus far, it has simply not succeeded in this sector of the education marketplace. Distance learning has served as largely supplemental system for undergraduates, graduate students and work related training and continuing education.

Higher education needs to provide more students with better access to liberal arts education, skill and concept training and effective guidance. Are there ways to do this cheaper, more effectively and even faster? Prospects exist for the hybrid course, which could bring together the best aspects of distance learning with the key aspects of the traditional college classroom to provide a new learning environment.

Theoretically, it is possible, that the creation of a hybrid model combining the most applicable aspects of distance learning with the traditional undergraduate/graduate education model to create a new learning environment_ could lead to systemic change, improved access and efficiency for higher education. The Ehybrid_ which is already being explored in a variety of contexts, combines aspects of the distance learning model which provides static, pre-prepared materials web pages, notes, videos, slide shows, lectures with dynamic materials e-mail, bulletin boards, chat rooms, web postings. These materials can also include student-student teaching, group work, projects, labs, creative work and feedback. The traditional model provides a rich

communication environment that is the interactive classroom with the opportunity for direct feedback consisting of: questions, verbal and non-verbal communication, student direct communication and participation. Bringing together the best aspects of these two models creates a new learning environment that consists of the real and the virtual, with which new efficiencies, effects and dynamics appear.

Rethinking Student Evaluations: One School's Story

Kathleen Ruthkosky
Jane Strobino
Marywood University
Scranton, PA

Objectives:

- To engage in a discussion about the need for and the use of student evaluations of teaching.
- To share insights about the variety of student evaluation forms and protocols in place, especially noting strengths.
- To encourage participants to become involved in generating student evaluation forms and protocols that are appropriate for their professional development and that meet administrative needs.

Target Audience:

The session is intended to be of interest and value to all teachers whose schools use student evaluations of teaching for administrative or professional development purposes.

Activities:

- The presenters will provide a brief overview of the issue of student evaluations, and their University's approach.
- The audience will be asked to review and critique current student evaluation forms.
- The audience will then provide input on an "ideal" student evaluation form and protocol.

Introduction and Background Information:

There has been a long and ongoing debate about the use of student evaluations as a measure of teaching effectiveness (Abrami, 2001; Braskamp & Ory, 1994; Cashin, 1995, 1996; Kulik, 2001; McKeachie, 1994). The nature of this debate is the utilization of student evaluations as an administrative tool versus a tool for the teacher's professional self-development. Hoyt and Pallett (1999) note:

Evaluating faculty effectiveness is important in nearly every institution of higher education. Assessing the effectiveness with which various functions are performed is essential to a variety of important administration recommendations and decisions. It also provides feedback which influences the faculty member's self-image and professional satisfaction. (p.1)

One issue at the heart of the matter is the definition of teaching effectiveness and the extent to which the current forms are valid indicators of teaching effectiveness. While a variety of methods are available for evaluating teacher effectiveness including self and peer evaluations, institutions tend to place more emphasis on student evaluations when quantifying instructional effectiveness (Hobson & Talbot, 2001). Considering the weight given to student evaluations in important decisions such as merit awards, and the tenure and promotion process, it is imperative that institutions critically examine the forms and protocol used by students to rate teaching performance. Rather than creating a new and truer tool to measure teaching effectiveness, many writers have generated a variety of suggestions to improve the evaluation process. These suggestions include: clarifying the purposes of evaluation for all those involved; utilizing multiple sources of data relevant to the varied purposes; and developing a standardized evaluation protocol (Abrami, 2001; Cashin, 1996; and McKeachie, 1994).

One university, as part of the process of reorganization, established a task force to address the issue of the comprehensiveness of the student evaluation of teaching form. Specifically, the charge of the task force was to reevaluate the forms and address the following concerns: (1) the validity and reliability of the current instruments; (2) the emphasis on quantitative vs. qualitative data; (3) the purpose of the form (evaluation of the course vs. evaluation of the faculty); (4) the frequency of evaluation which currently varies across schools; and (5) the need for a uniform survey across schools/colleges.

During its inaugural year, the task force analyzed data to determine the reliability and validity of the current student evaluation forms. Results from a factor analysis were discussed. The group reviewed qualitative and quantitative data obtained from a faculty survey. In addition, they grappled with the questions that are central to the debate of measuring instructional effectiveness. This presentation will be a reflection and discussion of the work undertaken by the task force.

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Using Conference Formats in Graduate Classrooms

Iris M. Saltiel
Troy State University
Phenix City, Alabama

Objectives:

1. To introduce and identify ways to use conference formats in graduate classrooms
2. To demonstrate how conference submission materials can be adapted for classroom assignments
3. To share this technique so interested colleagues will learn how to connect students to professional communities.
4. To compile a list of conference practices and procedures that work in the college classroom

Target Audience:

Professors, instructors and training personnel who want to learn more about using conference formats and structures in formal learning endeavors.

Activities:

This session will introduce and identify ways to use conference formats in the classroom with students and show how conference submission materials can be adapted for graded classroom assignments. It is hoped that by sharing this technique and some materials, more students can be brought into professional communities. Through a highly interactive format to involve participants, experiences, as well as suggestions will be compiled into a list of practices that work and don't work. Session participants will be engaged through a variety of methods. Initially, they will be asked to respond to the concept presented by the facilitator. Feedback will be elicited through discussion. Since the session focuses on ways faculty structure learning environments, interactive scenarios will be used to establish links among participants to simulate the connections among learners that occur in formal learning situations.

Introduction and Background Information:

As professors, we often discuss the benefits of joining, attending, and participating in professional conferences with our graduate students. Yet, we do not prepare our graduate or undergraduate students to become part of a professional community. We participate ourselves but few professors discuss with our students the process of involvement with one's profession through conference presentations and participation, or rarely allow them the opportunity to practice their conferencing skills. This is especially true of branch campuses where all students are commuters who work full-time and go to school part-time.

The campus where I work serves a large geographic area. All of the students are commuters. Their average age is 36. Current enrollment is just over 1200 students. The population is 83% female and 17% male. Student composition is 40% Caucasian, 50% African American and 10% consisting of Hispanics, American Indians, Asians or other ethnicities. Students commute from areas as far away as north of Atlanta, which is over 150 miles away to areas that are 2 hours south of Phenix City, AL. Therefore, it is particularly important that professors build a sense of community within each course.

For example, in one particular class, the "call for papers" was distributed the first night as the syllabus was being reviewed. The "call for papers" specified the particulars of content abstract form, requiring the title, abstract (limited to 50 words), session objectives and main points. Students chose from the following formats for their presentations: panel discussion, lecture, team presentation, or workshop. A conference program was developed from the students' Poster Session abstract forms. The final class was conducted as if it were a real conference where class members pretending to be conference attendees.

Other conference formats I have used are the Poster Session and Roundtable. Sometimes, a "call for papers" is not used, depending on the particular objectives of the course. Using these conference formats in the controlled environment of a classroom allows students to experiment with newly acquired knowledge as they learn how to present case studies and concept papers. The aim of these exercises for my students, like the

students described in Johnson's (1995) article on building a sense of community in a research master's course is to model the type of conferences they will participate in as members of professional communities.

As Chickering and Gamson (1987) wrote, "Learning is not a spectator sport. .. They must make what they learn part of themselves," (p. 5). As faculty we must ways to structure out of the classroom learning activities so that students experience how assignments can relate to real-life situations. Faculty must "use some active learning techniques," if we want students to apply what are they learning (Jordan & Stevens, 2001, p. 179).

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Reflections of a Teaching Professor

Bruce Saulnier
Quinnipiac University
Hamden, CT 06518

Objectives:

This workshop invites participant to reflect on their own path in the teaching profession and to share their thoughts on the truths they have learned on their journey.

As Parker Palmer so eloquently says in his preface to *To Know as We Are Known: Education as a Spiritual Journey* (1983), "To teach is to create a space in which the community of truth is practices". This workshop seeks to create such a space such that we may reflect on our own truths about who we are and why we do what we do in our classroom.

We also acknowledge that we are forever students. By sharing our truths with each other may we come to clarify for ourselves what it means to walk the path of a teacher.

May our paths cross as we meet each other along The Way, and may our students ultimately gain as we discover our authentic selves and what it means to be a teacher.

Target Audience:

This workshop is appropriate for all those who believe in the spiritual nature of the teaching process and in the presence of their own inner teacher.

Activities:

We will commence by asking our Higher Power for the strength to be self-reflective and honest in our pursuit of the truth, wherever that truth may lead us.

We will pose the central question for today's exercise, "What does it mean to walk the path of a teacher?" and recognize that the answer to that question may vary from individual to individual.

Individually we will construct what we believe to be the three most important responsibilities associated with our profession.

We will share with others in attendance our thoughts to develop a composite picture of what it means to walk the path of a teacher.

Background:

Parker Palmer, in his classic *The Courage to Teach* (1998), postulates, "If we want to improve the quality of college teaching, a million workshops on methodology will not be enough. Good teaching does not come from technique. It comes from the identity and integrity of the teacher." But how can I discover my identity and integrity? And what does it mean for me to apply my identity and integrity to my role as a teacher?

In his more recent work, *Let Your Life Speak: Listening for the Voice of Vocation* (2000), Palmer builds on his theme of personal integrity. He urges each of us to find our life's true calling by listen to our inner voice, our inner teacher if you will, and follow its teachings to a sense of meaning and purpose. He posits that "every journey, honestly undertaken, stands a chance of taking us toward the place where our deep gladness meets the world's deep need." Indeed, Palmer feels that cultivating that truth is the authentic vocation of every human being.

So, as I have traveled The Way, what has my inner teacher taught me?

First, I have a genuine calling to be a teacher. It is a role consistent with who I am. There are some roles as a professor in which I thrive and some in which I merely wither on the vine. When I try to do something that is not in my nature, my life in general does not go well, and this adversely affects my role as a teacher.

Secondly, I have an obligation to teach well. This is no easy task. It involves engaging students in both the process of learning and in the content of my discipline. I believe in educating the whole person. Education is not the mere transmission of a content body of knowledge. I believe that such a form of teaching is sufficient unto itself for some, but for me it is not sufficient to maintain my integrity as a teacher.

Thirdly, I have a professional and personal obligation to engage in scholarly teaching. Others may use the terms "reflective" or "informed" to characterize the same attributes. Such teaching necessitates the employment of sound classroom practices and assessment techniques. It must be informed by both current ideas in my field and current ideas about both teaching in general and teaching in my field.

Fourthly, I have a professional and personal obligation to engage in the scholarship of teaching. Such work moves beyond scholarly teaching by employing three additional characteristics. First, my work must be placed in a public forum and thus become community property, available to all that may find it useful. Secondly, I must open my work up to critique and evaluation, thus receiving the peer feedback so necessary for my continued growth as a teacher. Thirdly, I must place my work in a form that others can replicate and, hopefully, build upon.

So I continue on my journey, traveling my path along The Way. In this workshop, appropriate for all who believe in the spiritual nature of the teaching profession and the presence of their own inner teacher, I invite each of you to join me by reflecting on your own path and sharing your thoughts on the truths you have learned through your journey. May our paths cross as we meet each other along The Way, and may our students ultimately gain as we discover our authentic selves and what it means to be a teacher.

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The Talmud as a Model for Collaborative Learning in Higher Education

Alex Sinclair
Jewish Theological Seminary of America
New York, New York

Objectives:

1. To explain and model an innovative method for teaching texts and ideas in a collaborative way.

Target Audience: high school teachers, college professors, informal educators.

Activities:

1. Brief frontal explanation of background to exercise.
2. Modeled example of exercise with session participants.
3. Discussion of areas of potential use.

Introduction and Background Information:

This session will explain and model an innovative method for teaching texts and ideas in a collaborative way.¹ The method is based upon the structure of a page of Talmud, the Jewish legal text compiled in the 6th century, and added to over the course of the next several hundred years. The method requires students to interact in a dialogical manner with both existing scholarly research (or other textual material), and with their peers.

A page of Talmud is structured as a central piece of text in large print (the “Gemara”), surrounded on all four sides by other texts in smaller print. The details of these texts are not essential to our purposes here, but, in brief, they consist of a series of commentaries on the Gemara as well as responses to those commentaries. The texts on a page of Talmud thus dialogue with both the Gemara and each other.

A standard page of Talmud thus presents the model of an ongoing dialogue amongst different individuals about the ideas contained in a central text (see Halbertal 1997 for further discussion of this notion). This model can be a fruitful and powerful structure for collaborative learning in higher education. The model works best when students need to examine and think about four or five key thinkers, ideas, concepts, positions, or statements. For instance, in a class on teacher education, one might wish students to engage with the tension between teaching as a profession and teaching as a calling. One begins with a central question or proposition: “What qualifications do you need to be a good teacher?”, for instance. Then, a short excerpt from, say, four different texts are chosen, each exemplifying a different position on this question. For example, one might offer excerpts from Hansen’s *The Call to Teach*, Ayers’ *To Teach: the Journey of a Teacher*, Grossman’s *The Making of a Teacher*, and (the final chapter of) Egan’s *The Educated Mind*. Each excerpt should give a different outlook on the central question. In different subject matter areas, a variety of different texts could be chosen: history teachers could pick four different sources on a particular historical question; science teachers could pick four different angles on science’s impact on the environment; English teachers could pick excerpts from four different commentaries on Hamlet. And so on.

Students are then divided into groups of four (the number of people in a group can be one less than the number of readings to be studied, but cannot exceed it). Each small group is given four large, ledger size sheets of paper, one for each reading, blank except for the short excerpt from the reading, which should be photocopied in the centre of the page. The members of the group take one of the sheets each, and read the text to themselves. Having read the text and taken a moment to think about it, they write down their “commentary” on the text: questions that arise from it, challenges to it, aspects they agree or disagree with, and so on. The commentary can be written anywhere in the blank space on the sheet, and can utilize arrows, underlining, exclamation marks, and other similar modes of attaching the comments to the reading. When all members of the group have finished writing their commentary, the texts are passed around the group clockwise. Each student will thus receive a new

¹ I wish to thank my friend and colleague, Rabbi Joel Levy, from whom I first learnt this method of collaborative learning, for giving me permission to bring it to a wider, more scholarly audience.

base text with one peer's commentary. A second round of reading, thinking, and commenting ensues; of course, this time, the students can (indeed, should) comment not just on the original base text but also on their peer's comments, again using arrows, underlining, circling etc to connect their comments to their peer's text. When all have finished, the sheets are passed for a third round, in which students read a third new base text with two peers' comments, and are invited to join in with an existing dialogue. Sheets are passed for a fourth round, until each student has commented on each base text once.

At this point, variations can be built in, depending on time constraints: students can be asked to do another "circuit", seeing how their peers have commented on their own comments, or groups can switch all their sheets with another group, and see how the other group's textual conversations have differed or been similar to their own.

Once this extended exercise has been completed, instructors have several options. Depending on the size and dynamics of the whole class, they may ask students to share textual exchanges, which were particularly controversial, and engender a large group discussion about the fundamental question addressed by all the texts. Or, they may ask each group to make a short presentation about the issues they "discussed". Crucially, any large-class discussion that does develop is unlikely to suffer from opening, embarrassed silences, and will be one to which students come having reflected in depth first on their own, and then with a small group of peers (this method has certain broad similarities with "peer editing" and other similar techniques (Millis and Cottell 1998, 116), but its emphasis on the creation of dialogue and commentary around a base text makes it rather unique).

The end result of this exercise is that students will have received the opportunity to engage in a thoughtful manner with key thinkers or readings. Students engage on their own, in quiet time, thinking about texts, and dialogue with their peers on a deeper and more respectful level than generally occurs in oral discussions (allowing the "quietly reflective" student (Brookfield 1990, 88) to participate as much as the more extrovert student). Finally, as with other kinds of collaborative learning like the Jigsaw, this method allows a number of different thinkers or positions to be dealt with together without losing time.

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Cultivating Excellence: Nurturing Our Best Students

James M. Sloat
Center for Excellence in Teaching & Learning
Washington & Jefferson College
Washington, Pennsylvania

Objectives:

1. Recognizing that excellent students are “at risk”
2. Considering strategies to nurture and challenge these students

Target Audience: College faculty, administrators, and student services personnel who work with outstanding students. Also, high school teachers who work with honors/A.P. students.

Activities:

1. Profiling the outstanding student
2. Developing institutional commitment: W&J and CETL
3. Strategies for nurturing and challenging outstanding students
4. Questions, discussion, sharing other experiences

Introduction and Background Information:

One of the often-overlooked populations of “at-risk” students on the college campus is the set of students who excel academically. Since these students do well in their classes and often do not either raise complaints or cause problems, institutional resources are often directed elsewhere to assist other students who are more apparently “at-risk.” In this presentation, I argue that outstanding students face a unique set of challenges that threaten their success in college. Consequently, I call for an intentional institutional effort to nurture these students.

The presentation begins with a profile of the outstanding student. Contrary to the claims of some, outstanding students are not “just like everybody else.” They have faced a different set of barriers prior to college, and they have a different set of expectations for college. When their experience at college falls short of their expectations, these students are vulnerable to thoughts of transferring or to disengaging academically.

This presentation reviews the activities of the Center for Excellence in Teaching & Learning at Washington & Jefferson College in its efforts to reach out to outstanding students. These institutional efforts have been prompted by the related desires of helping students compete for national prizes as well as enhancing their intellectual experience while in college. These institutional efforts produce a variety of payoffs that benefit the entire community.

The presentation also explores different approaches to identifying outstanding students including the admissions process, self-selection, and faculty identification. Having identified these students, we need next to understand the sorts of resources from which outstanding students would benefit. The resources to be discussed range from academic to cultural to social.

This presentation is targeted to those who work with outstanding students on the college campus. Faculty, administrators, and student services personnel would find this session to be helpful. In addition to the formal presentation, there will be time for questions and discussion.

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Good, Bad, or Indifferent: Teaching Strategies to Motivate “Whatever…” Students

Constance Staley
University of Colorado at Colorado Springs
Colorado Springs, CO

Objectives:

1. Present a brief overview of the CU-Colorado Springs Freshman Seminar Program.
2. Introduce hands-on exercises for the first-year classroom, many of which may be easily adapted to first-year courses across disciplines.
3. Address a theory of motivation and specific teaching strategies to motivate today’s first-year students.
4. Provide handouts with 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.

Target Audience: 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.

Activities: In this interactive session, attendees will participate in a series of exercises (such as “You Are What You Read,” “Academic Autobiography,” “The Ideal Student,” “Visible Quiz,” “Note-Taking 4-M,” “Wake-Up Call,” and “Review-Preview Journals”) from the author’s experience, research, publications, and national workshops.

Introduction and Background Information: 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 eleven years ago (five percent of new freshmen during Fall, 1991) and now serves 400-500 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 29 talented faculty from 25 different units across five colleges who motivate, engage, and support first-year students in the classroom. Each May the faculty 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.

Each Freshman Seminar class is organized around one of seven broad and appealing content areas (for Fall 2002: “Crime and Punishment,” “ColoradoLiving.com,” “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 Freshman Seminar previously 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 with all other 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, academically successful peer mentors, and fellow students. The Program emphasizes faculty coaching, collaborative learning, technology applications, college success strategies, 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.

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Integrating Higher Education at A Technical School

Steve Staley
Colorado Technical University
Colorado Springs, Colorado

Objectives: To provide college and university faculty an enjoyable, enlightening presentation useful in helping students tie together the often disconnected and isolated courses they take in their undergraduate programs. The presentation emphasizes the integration of humanities and social science courses into the professional curriculum of most technical colleges and universities.

Target Audience: College faculty and staff who want to help students see their education not as a checklist of isolated courses, but rather as an integrated, practical program that benefits both individual students and their society.

Activities: I'll demonstrate what faculty can do back on their home campuses, while they play the role of students in a highly visual and interactive session.

Introduction and Background Information:

Many students come to college with a superficial understanding of what higher education is. They know they'll be forced to take many difficult classes in a variety of disciplines, but they don't always know why they take those classes, or how the classes will work together to enrich their lives. 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 and practical view of their college or university education.

Following an active exchange of views during the opening, the session asks two fundamental questions about the university: "What do we study?" and "Why 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 we study everything in two opposite directions. We look outward, into the *natural* world; and we look inward, into the *human* world. So that's what we study.

And why? At the most idealistic and theoretical end of the scale, we study *to understand* things. We are curious. 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—and perhaps even better, stronger, faster, healthier, smarter people.

Rene Descartes, the seventeenth century French mathematician and philosopher, gave us a tool that's most useful if you really want to understand how two things interact: put them together on perpendicular axes. Here's what happens when we do that with these two questions:

What do we call the university departments that try to understand

- 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 control

- 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 direct reflection of the university. In fact, many universities are divided into Colleges or Divisions or Area Requirements similar to these.

From this point, the ISETA presentation will work interactively with participants to develop the natural and productive connections among these “divisions” and disciplines that contribute to our education. And finally, the presentation concludes with an exercise simulating a professional assignment following graduation, in which all of a student’s college education may well be called into play.

References: None

Multiple Intelligences: A Multifaceted Approach to Problem-Solving

Sally Stephenson
Frostburg State University
Frostburg, MD

Objectives

Participants in this workshop will

- Learn basic concepts of Multiple Intelligences theory
- Identify personal intelligence strengths
- Apply Multiple Intelligences concepts in a cooperative problem-solving simulation

Audience

This session is designed to be an interactive introduction to Howard Gardner's theory of Multiple Intelligences for interested individuals from any educational discipline.

Format

The presenter will begin the session with a brief overview of Multiple Intelligences theory. Participants will then complete an individual checklist to determine their own intelligence strength areas. The remainder of the session will be spent with group participation in problem-solving with an M.I. approach.

Content

Howard Gardner, a psychologist at Harvard University, has developed a new multi-dimensional view of intelligence that is rapidly gaining favor with educators tired of the traditional narrow definition of intelligence as measured by an I.Q. score on an intelligence test. Gardner defines intelligence as "the ability to solve problems or fashion products that are valued in one or more cultural settings" (1993, p. 87), and has identified the following seven intelligences: *linguistic*, *logical-mathematical*, *spatial*, *musical*, *bodily-kinesthetic*, *interpersonal*, and *intrapersonal*. Intending this set of intelligences to be the minimum, rather than all-inclusive, Gardner later added an eighth, *naturalistic* (Checkley, 1997).

Most classrooms engage students in learning through one primary intelligence (most frequently, *linguistic*; occasionally *logical-mathematical* or other, depending on the subject area). Not all learners, however, possess a strength in the dominant intelligence utilized in classroom instruction. As educators, it is valuable to develop a view of students as multi-faceted learners with individual intelligence profiles, and to develop instructional strategies that address multiple intelligences, rather than focusing solely or predominantly on one intelligence.

This session will provide participants with introductory background on M.I. theory, a checklist for assessing intelligence strengths (Armstrong, 1994), and a group interactive experience in which all eight intelligences are engaged in a problem-solving activity.

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In Their Own Voices: Students' Experiences with Grades

Jane Strobino
Marywood University
Scranton, PA

Objectives:

There are three objectives for this presentation:

- To review student experiences with grades per focus group research
- To identify themes that emerged from these focus groups
- To discuss the implications of these themes for teaching and grading practices

Target Audience:

This presentation is intended to be of interest and value to all teachers who are concerned about the grading process and the impact of grades on students.

Activities:

The following activities will be included in this session:

- The presenter will provide a brief overview of the focus group protocol and examples of the responses made by the students.
- The audience will be asked to identify themes from the responses and compare these to their own experiences.
- Finally, the audience will discuss these themes and the implications of these themes for teaching and grading practices.

Introduction and Background Information:

Have you ever given a grade that you considered to be a 'gift' to the student? Have you ever been challenged by a student about the grade assigned? Have you ever compromised the performance standards you developed in order to meet student expectations for grades (Bracey, 2000; Dockey, 1995; Marcus, 2001). The issues of grades and the process of assigning grades have the potential to negatively impact on the interactions between the faculty and students, and create stress for each of them. One way that faculty might account for and explain the stress is by using the Consumer Model (Snare, 1997). This model suggests that customer (student) satisfaction is a priority in the delivery of services (education). Demands to elicit high levels of satisfaction from students are placed on faculty by a variety of others including administrators, parents, and even other faculty. While the consumer model can explain faculty stress, it also may be helpful in explaining the stress around grades and grading that the students must experience. However, there has been little documentation from the student's perspective (Becker, Geer, & Hughes, 1968; Goulden & Griffin, 1995; Kadakia, Michels, & Black, 1998; Landrum & Dillinger, 2000).

In order to understand the students' points of view about grades and the grading process, several focus groups were conducted in one School of Social Work. Two questions were raised in each of the groups: 'What have been your experiences with grades in this School?'; and 'Given that experience, what do grades mean to you?' The tapes were transcribed and analyzed for themes. Some of the themes included the importance of grades to students, the need for written feedback to accompany the grade, the lack of clarity as to the meaning of the grade, and the lack of continuity among faculty as to grading practices.

These and other themes have implications for teaching and grading practices (Brookhart, 1993, Cross, Frary, & Weber, 1993, O'Connor, 1995, Walhout, 1997) that will be addressed during the session.

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Listening to the Adult Voice

Michele Summers
Purdue University
Lafayette, IN

Introduction:

How do non-traditional students maximize benefits of learning experiences in an undergraduate classroom environment? Adult enrollment in higher education is approaching 50%; however, college curriculum and course design continue to focus on the younger, traditional-age student. This workshop will explore one technique to adapt course content to meet the needs of adult learners.

Objectives:

The participants in the workshop will explore:

- Learner-centered intentions vs. teacher-directed instruction
- Importance of substantive learner input into curriculum and course design
- Course design based on participative planning

Target Audience:

This workshop is designed for professionals in higher education with an interest in adult education.

Format:

The workshop will begin with a discussion of learner-centered education and curriculum design utilizing participative planning strategies. The second part of the workshop will include small group review of two different versions of a syllabus for a Professional Development course. One syllabus designed for traditional age students enrolled through the main campus while the second designed for non-traditional students enrolled at a satellite campus. The review will be followed by an interactive discussion of the appropriate application of student input into course design.

Purpose and Perspective:

Current practices in higher education are designed for a diminishing proportion of full-time traditional age students. According to the National Center for Education Statistics (Hussar, 1998) in 1996-97 43% of undergraduate students were age 25 and older. This shift in student enrollment drives a critical need to rethink how colleges and universities can best serve adult learners. Findings of the Commission for a Nation of Lifelong Learners (1997) succinctly state that: "Many current higher education practices are ill adapted to the needs of employers and adult learners. They pose barriers to participation, including a lack of flexibility in calendar and scheduling, academic content, modes of instruction and availability of learning services, among others."

There is a plethora of literature about how adults learn as well as the unique needs of adults in the classroom. However, few studies have examined what type of learning environment best helps adult to learn. Key factors in learning programs that facilitate adult development include (Bellington):

- Self-directed learning - students work with faculty to design individual learning programs which address what students need and want to learn
- Regular feedback mechanism for students to tell faculty what they want and need to learn – and faculty who hear and make changes based on student input

In other words adult students learn most effectively in learner-centered as opposed to teacher –centered programs.

The most commonly expressed intention of adult educators is to meet learner needs; however, there is little or no evidence of substantive learner input into decisions about instruction. Although adult education professionals intend to be learner-centered, they teach in teacher-centered ways.

How can adult educators change their focus and become more learner-centered? Including the adult learner in the process of course design using a collaborative and participative approach is one answer. Participative planning includes a diverse group of individuals with different perspectives, interests, and experiences.

This participative approach is being used to redesign the content in a Professional Development course. Input is being solicited from the instructor, past and current students, and prospective students. Currently, this is work-in-progress, with the final product, a revised syllabus, not yet developed. Issues that are being addressed in this process include diverse interests, power dynamics, and course ownership.

Dialog between the participants presents the diverse voices present during the planning:

Adult-learners:

- I think that this is very helpful ...opportunity to express their insights and opinions
- I do not know if this effort will make a difference.
- I'm excited to get this opportunity.
- Feel a sense of empowerment
- What if my idea is not good?

Instructor:

- Learned the power of listening without defensiveness
- Ultimately instructor responsibility...decisions based on student input

The ultimate unanswered questions are: Can participative curriculum design and course development improve the quality of adult education? Will negotiating curriculum produce more satisfying relationships among the participants?

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Problem Based Learning: An answer to diversity in academic discipline and classroom environment

Emily M. Sweitzer
California University of PA
California, Pa

Workshop Objectives

1. Participants will examine the theoretical components of the Information Processing Model as a rationale for the use of Problem Based Learning.
2. Participants will gain an understanding of the constructivistic nature of Problem Based Learning.
3. Participants will engage in cooperative group exercises that enable them to experience the dynamic components of Problem Based Learning.
4. Participants will examine the individual components that facilitate the development of a Problem Based Learning instructional design.
5. Participants will be able to apply a Problem Based Learning format to specific content areas.
6. Participants will examine relevant research that addresses the construction and evaluation of Problem Based Learning instructional designs.
7. Participants will discuss the advantages and disadvantages of utilizing a Problem Based Learning format within diverse classroom environments.

Target Audience

This session is designed with the intent to target an array of participants from various academic and professional disciplines. The constructivistic nature of Problem Based Learning transcends specific content boundaries, as its broad components are designed for the adaptation to specific content areas, as well as to areas of common direction, such as workplace planning projects. Therefore, diversity in discipline and profession, is actually an invited component for this session.

Outline of Presentation Activities

- I. Introduction to Problem Based Learning
 - A. Goal of PBL
- II. Demonstration (individual group PBL activities)
- III. Essential Components of PBL
 - A. Activation of prior knowledge
 - B. Active engagement
 - C. Transfer of learning
 - D. Meaningfulness
 - E. Scheme development
 - F. Encoding specificity
 - G. Retrieval
 - H. Intrinsic learning application
- IV. Research Findings
- V. Advantages and Disadvantages
- VI. Creation of an effective instructional design
 - A. Activity selection
 - B. Instructional Content
 - C. Delivery System
 - D. Instructor Role
 - E. Assessment/Feedback

Presentation Summary

This session will introduce the concept of problem based learning as an effective classroom strategy for both the initial introduction and application of knowledge as it applies to various course contents. Problem based learning is grounded in both cognitive and constructivistic theories of learning. The use of problem based learning activities aids in the activation of students' prior knowledge as well as in the assimilation and accommodation of new knowledge. Participants are provided with exercises that evoke active participation, promote content and context specific encoding, diminish the effects of retrieval failure, and provide opportunities for intrinsic learning.

This session will explore through lecture, active participation, and various handouts, the fundamental theoretical components of problem based learning. Guided direction will be given, by the presenter, to the participants as small groups are created to engage in active classroom simulations that incorporate problem based learning. The session will also provide participants with the "skeleton" construction of effective problem based learning instructional designs.

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Rethinking Time AND Space

Joyce Swofford
Clayton College & State University

Presentation Rationale and Description:

When planning our courses, instead of thinking in terms of what information we want to cover and when we can do it, we should rethink the concepts of time and space: our time, the students' time, the time we share, our personal space, the students' personal space, and the space we share. First exposure to the material is better done by the students in their personal time and space. The shared time and space in the classroom can then be used to help the students process the material and move toward completing the finished product. The product is the assessment instrument that demonstrates their understanding of the outcome being worked on. Using shared time and space helps the students actually do the analyzing and synthesizing when help is around, not when they are home alone. Students' confusion is identified before it's too late for them to learn from it and when the grade is at stake. This also means that the personal time when the instructor responds to the product can be reduced. Responding to errors takes less time if the errors have already been eliminated while the students were processing the information. This workshop further explains this approach and gives suggestions for motivating students to get their first exposure to the material before they come to class, not while they listen to us lecture.

Objectives:

Workshop participants will

- ✓ Think about planning their courses based on students completing product assessments that are directly related to the course outcomes/objectives.
- ✓ Think about planning their courses so that students gain first exposure to the material before they come to class and then use class time processing the information in a planned instructional activity.
- ✓ Gather ideas for motivating students to come to class already having thought about the concepts being practiced in class time.
- ✓ Think about how technology can aid the instructor in making better use of time and space in the learning environment.

Workshop Format:

1. Workshop leader will explain the concepts of "rethinking time and space" and the use of product assessments rather than midterm and final exams.
2. In small groups the workshop participants will plan the assessments and schedule of a specified course, given the outcomes to be achieved.
3. The larger group will discuss the smaller groups' results and how this approach can be advantageous to the "normal" way of planning a course schedule.
4. Workshop leader will discuss and distribute a handout on a list of ways students can be motivated to gain their first exposure to the material before coming to class. Different uses of technology as ways to introduce and reinforce important concepts will be included in this discussion.
5. Workshop will conclude with a challenge to participants to rethink the way they plan their courses in order to make better use of time and space.

Intended Audience:

This workshop is for faculty from any discipline who are searching for different ways to encourage students to gain first exposure to the information being taught and who also want to reduce their workload of grading. The sample course outcomes come from a communication course, but the concept can be applied to any course topic. Participants must be open to change, a description that fits all the attendees of this conference. To narrow the audience, participants must be willing to (1) require students to use a computer throughout the course, (2) tolerate noise while students work in groups, and (3) allow creativity in product assessments.

Resources

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Use of poetry exercise in liberal arts and professional courses to support “writing intensive” and “group collaboration” and/or “spiritual connection.”

Joanne Valerius:
College of St. Catherine
Minneapolis, Minnesota

This presentation will role model the use of developing a “group” poem as a way of connecting the content of the course in a way that also demonstrates group unity/collaboration.

Objectives:

- A. To allow students an alternative way to express their knowledge or feelings about an idea/content.
- B. Use an object (in this case a “rock”) to demonstrate the process.
- C. Engage participants in a creative process of learning.

Format:

1. The use of the tool of biblio/poetic practice will be discussed. This is a means of combining writing, creativity, personal and group work to discuss an idea/content.
2. Participants will be told that the discussion is on the process of writing about an object individually and then to create a group poem about the object.
3. Participants will be given a “rock” either polished or in natural form. They will be asked to hold the rock for a minute or so, and then write about the rock. In a science course you could ask students to write about some principles learned about rock formation, as well as their personal reflections on a particular rock.. In a course on management, it might be used to discuss metaphorically, the process where you feel you are between a rock and a hard place in a human resource issue. After several minutes of writing, I usually ask students to either put the rock in their hands and shake it up and then look at it again, and do some more writing. Or, students can be told to simply turn the rock in a different direction, upside down and write about it.
4. After the individual writing, then ask participants/students to choose one phrase or sentence from what they wrote and write it down on a separate piece of paper.
5. At this point, one of two options to collate a group poem can occur
 - a. Ask students to volunteer in a spontaneous way their phrase or sentence. The presenter/instructor would take notes to capture what each person says.
 - b. If participants/students are uncomfortable in volunteering, then direct the collection of the phrases—i.e. ask for students' comments row by row, or if in a circle start the circle with the student next to you as the presenter/instructor.
6. Collect all of the phrases/sentences and double-check the notes you wrote as the presenter/instructor as students were reporting out loud and construct the poem in the order the students spoke.
 - a. Depending on the group, you may want to take a break while you do this.
 - b. If it seems there is unfinished emotional business, allow students time to reflect on the process.
7. When you have completed the construction of the group poem based on the participant or student’s words, read the poem out loud. Take the opportunity to discuss how the group reflection in this format encourages many voices, different ways of interpreting an object, and yet can bring about a connectedness in a group.

I have tried this several times, and have some wonderful, reflective group poems that I will bring and share. Sometimes, I will present the poem in written form to the students, on the last class session as a way to bring closure to the course.

Profile of audience: Students at college level and probably could be used in a senior year in high school as well. This could also be used in faculty meetings when faculties are blocked on a process/content issue.

World-class Teaching: What does it look like?

Rodney C. Vandevener
Purdue University
West Lafayette, Indiana

Objectives:

This presentation will:

- Discuss the meaning of “world-class teaching”
- Report of the research of the literature for “world-class” leaders as it relates to teachers
- Explore the participants’ ideas on what makes a world-class teacher
- Report on surveys given to over 200 students toward identifying world-class teachers
- Discuss what models, behaviors, styles, etc., are appropriate for world-class teaching
- Create a renewed awareness of one’s own behaviors as compared to those discussed

FORMAT:

The session is designed to allow participants to explore the behaviors and characteristics of the world-class teacher and discuss those behaviors in the classroom.

INTENDED AUDIENCE:

This presentation/workshop will be insightful and is appropriate for instructors from all disciplines at all levels of their career.

Introduction:

We read of world-class manufacturing, world-class quality, world-class design, world-class this and world-class that. What about world-class teaching? How can we identify world-class teaching? Can world-class teaching be defined? Is there such a distinction? If there is, what does it look like? If there isn’t, what should it look like?

I believe we can certainly agree that we want our students to be able to compete in a world-class environment and we believe we are training and preparing them for such a venture. But what does it take for a teacher to be considered world-class in the academic environment? Some would say it has to do with research. Some might say it has to do with one’s ability to teach and transfer knowledge and yet others might indicate world-class is providing some of all components and even more. What might the students think is required for world-class teaching?

Dr. Phil Geldard in his book, *In Your Hands: The Behaviors of a World-class Leader*, discusses the behaviors deemed essential to be a world-class leader. Might these behaviors also translate to the classroom and instruction?

For example, in the section of Accelerating Performance, Geldard discusses esteeming others. Geldard notes, “Esteeming is valuing people for who they are; valuing people as *people*, not for what they can do for you on the job. Esteem for others is based on a recognition that within each human being there is great potential.” (p. 8-9) Esteeming others means that you will take an individual’s strengths, abilities, and skills and work with them; integrating these into the fabric of the finished product. One of the things that truly tests a leader’s skill is whether or not he or she has the ability to be flexible enough to see unique strengths in other people, capitalize on them and work with them. (p. 21) Is this one of the characteristics necessary to be a world-class teacher?

Geldard continues and notes, “It is the responsibility of the leader to provide a vision that is powerful and communicated clearly with passion.” Would this be realistic for teachers in the classroom in today’s environment? Geldard also notes, “The successful leader is one who is able to effectively create a thrilling and exciting vision, but who is also able to translate that into a pragmatic, real, actionable series of measurable steps

which, over time will ultimately see that dream fulfilled.” (39) How does one accomplish this in the classroom? Is it even possible?

Brilliant interpersonal communications is on Geldard’s list of behaviors for world-class leadership, as well as a passion of leadership, commitment with emotions, devoting to leading others, and listening for meaning. These, and others to be presented in this session, are tools of the world-class leader.

Also in this session we will look at these comparisons and at the applications for teaching. Are we able to identify behaviors for successful teaching? Are they the same for world-class leaders? How might they be different? Does the situation or environment merit different behaviors when teaching?

What the Students Have to Say:

The surveys given to several hundred students revealed a wide spectrum of responses. Dereck Knutsen, a computer technology student, noted, “I don’t believe in catch phrases like “world-class.” They sound phony. It is like someone who is trying to boost morale in a desperate situation; however, I do believe in goal leaders and teachers. Those people who do their job do it because they want to and they do it well. This type of person never ceases improving. “World-class” seems like a stopping point or goal. I believe that leaders (and teachers) never stop seeking.”

When asked what behaviors are important in identifying world-class teachers, the ability to communicate was cited as the number one need for teaching. The information generated by the survey listed the following behaviors or attitudes needed to become a world-class leader:

- Commitment to the student
- Providing leadership in the classroom
- Being knowledgeable of the material being taught. Many noted the need to have experience in the area being taught.
- Listening skills
- Giving esteem to others
- Being organized
- Passion of teaching

When asked to define “world-class teacher, Brian Ketter’s definition was, “One that does not go by the ‘book,’ but rather he/she writes the ‘book’ as he/she goes.” He continued that he hears way too much, “sorry no exceptions or that’s not the way I do it.” He noted students really resent teachers when this is their only answer. Rob Rienoldt defined the world-class teacher as “a teacher that wants his students to be successful and truly cares about them. They also encourage students to ask for individual help and they make themselves available to students.” In the review of the surveys, many of the responses also noted the need for continuous improvement in learning the art of teaching

Conclusion:

If we try to draw analogy with the other world-class designation, might we discover many similar behaviors and skills? But we continue to seek what are the real behaviors and skills to hold the distinction of world-class?

How might that carry over to the classroom and to the teaching/learning environment?

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Personalized Systems of Instruction (Revisiting Fred Keller in the Internet Age)

George Watson
Arizona State University

As the name suggests, personalized systems of instruction (PSI) is an approach that attempts to personalize the learning experience to fit the needs, abilities, and work schedules of individual students. Its roots date back to the 1920s and the conversations of two promising young scholars, B. F. Skinner and Fred Keller, who developed their creative thoughts on how learning could be improved in the educational setting. The rest, as they say, is history. Skinner's name became forever attached to stimulus-response models of learning. Fred Keller developed a system of instruction during his many years at Columbia that ultimately in the 1960s began to bear his name—the Keller Plan, otherwise known as PSI.

From the perspective of ISETA, however, the rest of Keller's history was the beginning of our own. Keller, with other innovators in higher education, including Sam Postlethwait, Charlie Wales, and Joe Habowsky, held a conference in 1970 that evolved into what is now known as the International Society for Exploring Teaching Alternatives.

This presentation proposed for the ISETA 2002 meeting has the following objectives:

1. Acquaint participants with the fundamentals of Keller's PSI approach
2. Assess the appropriateness and efficacy of these fundamentals as they have developed over the past 30 years.
3. Examine how computer and internet technologies enhance the ability to implement Keller's PSI approach.
4. Prepare participants to apply elements of Keller's PSI approach in their own teaching.

These objectives will be met in part with a combination of visual presentations, including a demonstration of my own Web-enhanced competency-based course materials, a demonstration of an emerging Web-based course utilizing the Blackboard system, and visual reference to other courses developed using elements of PSI. Having provided a background and exemplars for PSI, the presentation will then teach basic skills in developing PSI by having each participant initiate development of his or her own course module using PSI principles.

My first use of a PSI approach and my first publication dealing with teaching and learning focusing on this approach came in the early 1970s. Those experiences provided lessons both in the potential and the limitations of PSI learning. After abandoning PSI in the later 70s largely because of institutional constraints that limited the self-pacing principle of PSI, I have returned to it, cannibalizing parts of it to fit my teaching of research methods and of statistics. The competency-based principle of PSI is a central feature of this return to PSI.

However, as I now develop a Web-based course in research methods, I find that other principles of PSI, including the self-pacing feature, are becoming easier to implement in this era of personal computers and the Internet. Technology is beginning to catch up with the learning principles developed by Fred Keller and others, providing ever-greater opportunities to fulfill the promise contained within PSI.

In that 1975 article, my co-author and I identified 10 basic principles of PSI:

1) specification of objectives; 2) evaluation/objectives congruence; 3) active responding; 4) small units of instruction; 5) frequent evaluation; 6) immediate feedback; 7) spaced learning; 8) positive conditions and consequences; 9) mastery before advancement; 10) tutorial instruction. If self-pacing seems more implicit than explicit, that is because we were trying to develop a system that would function effectively within a one-semester time frame with a drop-dead timeline for finishing the course and getting a grade.

Perusal of those principles reveals their currency and timeliness. PSI is a quintessential learner-centered approach. Its emphasis on learning objectives and assessment, along with mastery of material, place it squarely in the forefront of today's learning pedagogies. It provides a mechanism that is congenial to various learning styles (e.g., multiple intelligences, Grasha, Kolb, *et al.*), teaching techniques (e.g., cooperative learning, case studies, *et al.*), and delivery systems (e.g., distance learning, traditional campus classrooms, *et al.*).

As noted in the objectives and the paragraph that followed, this presentation will introduce participants to this venerable, though never widely adopted approach. Yet, while PSI was not often adopted in name, the set of

principles and techniques that define it are widely acknowledged and utilized. Examining PSI as an approach is a look back to the future of higher education, and participants will have the opportunity to get their toes wet in this multi-media interactive stream that strives to show the relevance of Fred Keller's work to those in search of the goals of ISETA.

An Introduction to Incorporating Service Learning into the Curriculum

Bruce A. White
Quinnipiac University
Hamden, CT 06517

Objectives:

1. An overview of Service Learning
2. Examples from the Information Systems curriculum
3. Discussion on how service learning can be incorporated into other programs

Target Audience: This presentation is for college professors wanting to enrich student's experiences through meaningful professionally based activities in the community.

Activities:

1. Introduction to the concepts of Service Learning (presentation)
2. Discussion of the author's experiences in service learning
3. Open discussion on incorporating service learning into other disciplines.

Introduction and Background Information:

Service Learning can be defined as incorporating activities in the community into the curriculum. It generally entails guided activities related to the class learning objectives and review and reflections. Proponents of service learning, feel strongly that it enriches the students' experiences with outside the classroom realistic examples.

In service learning, students take part in an activity that is related somehow to the educational outcomes of a course. For example, in educational courses, students might assist at local schools or a head start center. In health related classes, students might help with an immunization clinic or a blood donation event. In political science, students might help with voter registration drives.

Service learning is related to community service activities, although they are different. In community service, the student would give of time and effort to the community, although not directly related to an educational experience. The main difference between service learning and community service is that service learning is tied to a specific course and should be an enhancement experience for that course.

As a professor in the field of Computer Information Systems, I like to encourage and incorporate service-learning activities into some of my courses. I feel it gives the students a stronger sense of the values of an education, it allows them to give back to the community and to learn the value of giving back to their community after graduation, and it lets them apply concepts from the specific course as an alternate method of learning the course materials.

Some examples that I have used in my course include analysis and design of systems, advice to community groups and individuals and development of Internet web pages.

Generally a part of the service learning activity includes reflection about the service rendered to the community. Frequently the students keep a journal of their activity, the people they interacted with, and an analysis of the project and results.

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Arming Your Students for a Fascinating Experience in Hunting in the Forest of Learning Outcomes For Your Course

Darcelle D. White
Eastern Michigan University
Ypsilanti, MI

OBJECTIVES:

1. Introduce the concept and process of capturing learning;
2. Create an environment where the presenter and the audience are functioning as hunters on an expedition seeking learning outcomes identified by the presenter;
3. Create the game for the hunt by presenting a mini lecture on identity theft;
4. Randomly assign weapons to each member of the audience so that they are prepared to hunt;
5. Introduce guidelines for hunting and using weapons to capture game;
6. Demonstrate methods for reporting findings on the game that is captured;
7. Provide audience with an opportunity to report on the results of the hunt by making entries in their journal;
8. Share findings from reflections of former students engaged in capturing learning;
9. Equip audience with tools and strategies to return to their classrooms and guide their students so that they can engage in the hunt, capture the game, and develop the capturing learning journal for any class setting.

TARGET AUDIENCE:

College Professors and High School Teachers

ACTIVITIES:

1. Presenter will provide mini lecture on the process of capturing learning;
2. Presenter will lead a discussion with the audience introducing content on identity theft;
3. Presenter will randomly assign audience to weapons to engage in hunting so that they are equipped to capture learning related to identity theft
4. Audience will review and respond to mini simulations that will illustrate what their students might encounter when they are using their weapons to hunt for and capture learning;
5. Audience will make entries into a journal as evidence that they have hunted and captured learning;
6. Presenter will lead discussion on value of students capturing learning from a variety of sources and will incorporate recommendations on how to integrate the process into a high school or college learning environment.

Learning journals are not new, yet they will take on a new dimension in this session. Reflection on what has been learned is not new, yet it will also take on a new dimension in this session. Join us for a session that will equip you to move learning in your courses from the passivity of a noun to the activity of a verb. The capturing the learning journal that is introduced in this session is a tool that enables students to take their focus off the professor/instructor as the sole source of learning in the course. In the process of doing that, student becomes responsible for identifying learning opportunities all around them, with a focus on six sources of learning.

The six sources of learning that are introduced as part of the capturing learning process enable students to be engaged in learning whether in class or not, whether reading the textbook or not, and whether they set out to engage in some traditional learning activity or not. Learning is no longer confined to classroom time or traditional homework time. Learning leaps to another level as students come to realize the many opportunities to learn once they are introduced to their weapons.

When students engage in capturing learning, they are always learning. The audience will see how students can discover and construct their own learning from experiences and sources all around them. Learning becomes a 24-hour, 7 day per week event for students as they engage in the process of hunting and capturing learning from venues all around them. The learning process is enhanced and reflection reaches new levels when students are directed to sources of learning for their journals. When students capture learning and share what they have captured with the instructor, it provides an opportunity for the instructor to do an assessment of what students are learning.

When students become aware of what sources they learn from and are encouraged to report their findings in a creative manner, learning journals take on a new look. They have been transformed from straight keyboarding of entries to visual presentations using graphics and motion.

From experiences in freshman and senior level courses in a university setting, the presenter will share findings from a three-semester usage of the capturing the learning journal process. Some of the results that will be reported in this session include how students value certain weapons over others and how students have overlooked and even disregarded certain weapons, simply because they had not used them.

As faculty introduce the concepts associated with capturing learning and guide students to engage in all of the methods of capturing learning, the students' understanding of course concepts escalates. Students have been observed to give greater validity to what they are learning when they are engaged in activities throughout the semester that require them to look to the course content and how to engage different sources to enhance their learning.

Questions students often raise about the relevance of course content begin to fade when students are out hunting and capturing learning, for in the process they see sources that help them to learn the course content and that simultaneously help them to see that the information is actually of value beyond the classroom and beyond learning for traditional modes of assessment. The capturing the learning journal becomes another tool of assessment.

Come prepared to hunt, capture the game, and then report on your findings in this highly interactive session.

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Using Movie Clips to Teach Problem Solving

John R. Wilkins
California State University, Dominguez Hills
Carson, CA

Objectives:

1. To present the tools, techniques, and problems I use in my courses.
2. To present slides I use to teach the process of problem solving, as well as some of the problems I ask students to solve in class.
3. To present movie clips I use to set up problem situations.
4. To present the process of capturing and editing movie clips for the classroom presentation.

Target Audience: Instructors who teach problem solving in content areas such as mathematics, philosophy, critical writing, and critical thinking are the intended audience of this presentation. Other instructors who want to know more about the capturing and editing of movie clips are welcomed.

Activities:

5. Demonstration of the tools and techniques I use to teach problem solving with clips from popular movies
6. PowerPoint presentation of the process of problem solving,
7. Discussion of these demonstrations and presentations so that participants will be able to implement the use of movie clips in their own work.

Introduction and Background Information:

A research mathematician, George Polya started thinking about what he did as a mathematician in solving problems. He was also concerned with the training of high school mathematics teachers and wanted to make a contribution. He thought that problem solving was a creative aspect of mathematics that very few people get to experience; and for him, it was the best part of mathematics. He believed that problem solving was very important for all students to engage in, and he wanted teachers to use problem solving in their classrooms.

...a teacher of mathematics has a great opportunity. If he [or she] fills his [or her] allotted time with drilling his [or her] students in routine operations he [or she] kills their interest, hampers their intellectual development, and misuses his [or her] opportunity. But if he [or she] challenges the curiosity of his [or her] students by setting them problems proportionate to their knowledge, and helps them to solve their problems with stimulating questions, he [or she] may give them a taste for, and some means of, independent thinking (Polya, 1954, p. v).

Polya thought about problem solving as a process that involves four phases of thinking: understanding the problem, devising a plan, carrying out the plan, and looking back. Good problem solvers do not carry out these phases in a linear manner, but rather work through a problem in circular, even iterative ways, until a solution is found in which the problem solver has some confidence. Getting stuck means moving back to understanding the problem and playing with it in ways that reveals more information about the problem. Getting stuck can also mean trying a different mathematical approach or strategies to solve the problem.

From the research literature in mathematics education, we know that problem solving from a strategies-based approach helps students to become better thinkers who are more interested in the mathematics. Research also shows that problem solving from a project perspective, that is students study a problem situation and try to use

mathematics to solve the problem or understand the situation in a mathematical way, also helps them to understand the mathematics. Furthermore, research in mathematical problem solving using writing has shown some very important positive results in student learning and motivation.

Many of the courses I teach are courses for students—called preservice teachers—who are planning to become mathematics teachers at elementary or secondary levels. Bringing these results from research to K-12 mathematics preservice teachers is a challenge I face in my work. I try to make mathematical problem solving as interesting as I can to students. I use movie clips, stories, and interesting problems that are not typically found in a mathematics curriculum.

Many preservice teachers are fearful of mathematics; it causes them anxiety. Asking many students to explore, even play, with a mathematical problem is like asking someone to admire the Grand Canyon standing on the very edge of a 2000 foot cliff. Using movie clips, stories, and non-routine problems is a way of helping teachers move closer to the edge.

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Escaping Dualism in Introductory Economics: Expanding Critical Thinking Beyond Right and Wrong

Amanda Wilsker
Kristin Klopfenstein
Robert Garnett
Texas Christian University

When freshmen enter our institutions of higher learning, they often hold the view that there is precisely one right answer to every problem. Cognitively, they are trapped in a mode of dualism – right and wrong, white and black. Introductory economics courses tend to reinforce this view by suggesting that there is one logically correct “economic way of thinking.” The purpose of this paper is to develop strategies for increased critical thinking in introductory economics courses, to assist students in their transition from dualism to multiplicity and beyond.

Our presentation will demonstrate how alternative assignments can better achieve this goal than present-day methods of teaching. We will present an interactive exercise that asks students to give resource allocation advice to a community with greater needs than resources. Participants will discover that each individual’s distribution of the community’s available resources reflects his or her values. Consequently, there can be as many different solutions as there are individuals completing the exercise.

This combination of values and analysis forms the core of real life decision-making and ought to be equally central to our introductory microeconomics courses. Unfortunately it is not. Most instructors aspire to teach their students to think like economists. In practice, this means that students are taught to look at a range of possible resource allocations and to determine, using mathematical logic, which allocation is best for an individual and/or society. Yet this very approach, modeling “the economic way of thinking” as a deductive search for a single correct answer, clearly (if inadvertently) reinforces students’ cognitive dualism. The pedagogical goal is still appropriate, but our means of achieving it are flawed. Our excessive reliance on problems with clear-cut right and wrong answers does little to foster critical thinking; and our tests, filled with dualistic questions, don’t even show us how dismally we have failed. Ironically, professors still wonder why their students are unable to act as independent decision makers.

How can introductory economics instructors enhance their students’ critical thinking skills? The first crucial step is to recognize that the problem lies in our approach to the subject, not in the subject itself. Instructors’ most urgent priority should be quality, not quantity. Most textbooks are designed like encyclopedias, covering an array of subjects far too wide to cover in a one-semester course. Instructors rush to cover so many topics that they are unable to treat any one of them in depth. Instructors need not feel compelled to cover all of these topics, especially if their goal is not merely the efficient relay of information from textbook to student but cognitive transformation (critical thinking).

The following units are suggested as areas where more extensive classroom coverage, properly conducted, would better assist students in learning to think like economists: opportunity cost, marginal analysis, competitive markets, economic efficiency and policy; and game theory. Our presentation will develop a specific topic from the economic efficiency and policy unit. One of the presenters will give a five-minute mock lecture, allowing those unfamiliar with the topic to receive some exposure and the group as a whole to witness how a typical microeconomics course would be taught. A second presenter will provide an alternative group exercise, teaching the same concept with an eye to the critical thinking skills that students must have in order to understand and evaluate the issues at hand.

Our aim is to encourage dialogue among teachers in different disciplines about how to enhance their students’ critical thinking skills. This interdisciplinary conversation will help participating professionals to appreciate what is done (or could be done) in other disciplines, and to formulate changes for their own courses.