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# **Proceedings**

ISETL is dedicated to the study of instruction and principles of learning in order to implement practical, effective methods of teaching and learning; promote the application, development and evaluation of such methods; and foster the scholarship of teaching and learning among practicing post-secondary educators.

Edited by Susan Copeland Henry  
Clayton State University

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## **The Utilization of Cross Culture Assignments as a Result of Global Teaching Experiences**

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### **Objectives:**

1. To discuss the aspects of international observations of diversity that have been found useful in various teaching environments.
2. To illustrate specific techniques in creating assignments, both written and oral presentations, that were utilized while teaching in different countries.
3. To examine different assignments at my “home university” in the U.S. that were found to be useful and derived from “international observations of diversity” methods.
4. To discuss ways to incorporate examples of diversity into learning spectrums that relate to course content that exists in our own campuses and communities.
5. Present assessment models for effectiveness in relationship to course content and classroom climate.
6. To facilitate discussion among attendees.

### **Intended Audience:**

Faculty and administrators involved in the area of social sciences.

### **Activities:**

Discussion and demonstration of examples of how “observations of diversity” can be incorporated in enhancing classroom climate and understanding of course content through written and oral presentations.

### **Abstract:**

This presentation will examine the development of written assignments and oral presentations that were created during Fall Semester 2005 and Spring Semester 2006. I taught 3 psychology courses while participating in the Semester at Sea program through the Institute for Shipboard Education, Fall Semester 2005. During our global voyage, we visited 9 different countries, and the written assignments that were developed required students to observe interactions in specific cultures/countries and included variations of the following requirements: 1) description of the cultural context; 2) description of the observation(s), including immediate environment(s), individuals, and their explicit interaction(s); 3) identification of specific topics related to course content and discussion of relationship to behavior(s) observed; and 4) discussion of similarities/differences compared to one’s culture of origin (Abrahamson & Kimsey, 2002). I found this global teaching environment (both in and out of the classroom) to have an enormous affect on students’ appreciation of diversity from a cross-cultural and international perspective. I believe that a definite factor in this change of appreciation was due to the learning environment. Through the assessment process these assignments were shown to be an effective component in

the process of students learning course content, and applying it to dimensions outside of their normal life experiences. This learning process also affected the classroom climate. Once this content is explained and discussed among participants, we will look at how this model was modified the following semester when I was back at my “home institution.”

The classroom climate is extremely different in the traditional classroom, compared to the nature of the atmosphere while we were traveling via ship around the world. Previous research suggests that the nature of the classroom climate plays a critical role in influencing the type of achievement goals that students pursue in completing assignments (Ames, 1992). Achievement goal orientation reflects a student’s behavioral approach towards learning in the classroom and in accomplishing written and oral assignments outside of the classroom (Ames, 1990 & Brophy, 2004). One of my primary goals when I returned for Spring Semester was to attempt to duplicate student curiosity and learning that I observed among my students who were directly exposed to course content by making observations in diversified cultural settings.

We will examine the different models for assignments that I created for 4 different courses during Spring Semester 2006 at my “home university” utilizing some of the aspects of the “international observations of diversity” that were incorporated into course content and assignments in the courses that I taught at Semester at Sea. Discussion will follow that will include ways of changing classroom climate that is based on incorporating both written assignments and oral presentations to the degree that students support one another, and learning of course content is enhanced (Moos, 1974). Methods that were used to assess this impact will be explored.

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## **Performance-Based Learning: The Results of the Keck Project**

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### **Objectives:**

Describe the Instructional Systems Design process.

Compare the results of this project to traditional methods of designing curricula.

### **Intended Audience:**

Faculty and administrators

### **Activities:**

In small groups, participants will compare this method to traditional forms of college teaching.

### **Abstract:**

The Instructional Systems Design (ISD) process consists of five phases: analysis, design, development, implementation, and evaluation. Over the last four years through a \$500,000 grant from the W. M. Keck Foundation, Virginia Union University redesigned its English major, psychology major, and the acting component of the drama major using the ISD model.

As a result, each of the majors now has a detailed objectives and curriculum hierarchy, evaluation instruments tied directly to objectives, and teaching strategies to teach each objective. In the last year of the project, we piloted several courses under the newly designed curricula. Students in the pilot courses were given a pre-test at the beginning of the course based on key objectives, and a post-test at the end. In addition, some of the pilot courses were compared to courses taught under the old curricula. At the time of writing this proposal, the results are still being reviewed. In fact, the post-tests for the second semester will not be administered until the first week of May. But preliminary results from the first semester indicate a higher increase in student performance in the pilot courses when compared to the traditional courses.

With the current emphasis on accountability of both students and teachers, 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. While the ISD process is used in creating the curriculum, the instructional designers are also using some active learning methods and techniques to deliver the instruction to students. Active learning emphasizes hands-on, interactive approaches to classroom instruction.

The ISD model is a thoroughly researched approach to designing and implementing instruction. Used first in the military to design instruction to train individuals with a wide variety of backgrounds and skills, ISD is now a standard model in a number of industries to design instruction for training employees to perform at highly competent levels over the long term. Gagné, Merrill, Dick and Clark, and a host of other researchers have written extensively on the ISD process and how best to use it to maximize instructional effectiveness.

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## **Why Don't We Understand? Why Teachers Don't Get It When Our Students Don't Get It**

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### Objectives:

1. Participants should leave with various models for categorizing and interpreting student responses to our teaching.
2. Participants will recognize that all student verbal, written, and non-verbal responses to our teaching should be part of the feedback loop that helps us reflect upon and learn about our teaching and ourselves.
3. Participants will interpret student responses, exploring with their peers what these responses offer us as teachers and why.
4. Participants will recognize that student responses reflect their orientation to learning and thinking, and provide clear clues as to how to help them learn.

### Intended Audience:

This session would be best suited to faculty of all ranks, and faculty and administrators who are responsible for teaching/learning centers, faculty development programs, and first year faculty orientation programs.

### Activities:

We will begin by sharing stories we think all faculty have experienced, as a way of helping them to see how student responses tell us more about student learning than we might realize. Next, we will share some student responses, showing how they can be used to understand student orientation to knowledge, using William Perry's scale as our critical thinking model. Finally, we will ask them, in groups, to examine sample student responses, using Perry's scale to classify them, and developing a matrix of their own that might help faculty in their teaching

### Abstract:

It was a typical student/faculty situation, sitting casually outside faculty offices talking about classes, when a female student voiced a complaint we have all heard at one point in time, nearly always about someone other than ourselves: "We are all getting C's in his class. Why doesn't he realize that we don't understand?"

Teachers striving to develop learning centered classes work to collect student feedback that can help them shape their teaching. In a perfect world, we would ask students to tell us what is going

on, and they would reply directly and clearly. But how do students tell us that they don't understand? And how do we read these symbols in order to understand how to respond to student needs?

As Richard Light points out, when students make comments like the one above, they are not just complaining, the common faculty diagnosis. They are telling us their orientation to knowledge, offering us insight that we can use to inspire deeper learning. If we take the time to listen to these comments, and have the tools to understand what they tell us about student thinking, we can respond in ways that will change student orientation to knowledge, helping them to become the complex thinkers and learners we want them to be.

Using William Perry's scheme for intellectual development, as a starting point, we can categorize student responses so that we can better understand how our students are engaging knowledge in a systematic manner, and use these responses to change the ways they see the world. Ultimately, we will argue that most student complaints are not course or discipline specific. They reflect the student's overall orientation to learning and thinking, and that we can affect this orientation through positive responses designed not to "change their grade" as much as change the ways they think and learn.

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## **Structured Feedback as Part of Teaching and Learning**

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### **Objectives:**

Provide the content and demonstrate the process of Giving Structured Feedback using the 5 Microskills Technique. Identify and utilize the specific feedback skills within a supportive, non-judgemental, and professional environment.

### **Intended Audience:**

Instructors, Administrators, Adult-Learners

### **Activities:**

Brief (15 minute) PowerPoint presentation to identify the principle of Giving Structured Feedback. This will be followed by utilizing volunteers from the audience for role-playing in five vignettes. Following the role playing will be a 5 minute PowerPoint Summary of the principles of Giving Structured Feedback then questions and discussion from the audience.

### **Abstract:**

Giving Structured Feedback based upon the 5 Microskills Technique for the purpose of correcting, reinforcing, supporting, and modifying the Practice/Teaching/Learning environment is both achievable and desirable. The adult learner obtains real-time feedback about what they have done for the specific purpose of doing it better next time. Information obtained from the adult learner that is combined with the instructor helps to close this gap between what is and what could have been results

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## **Using Jeopardy and Student Response Systems to Increase Motivation and Performance**

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### **Objectives:**

1. To discuss benefits of student response systems
2. To experience the jeopardy game from a student's perspective
3. To discuss pros and cons for using student response systems in the classroom
4. To discuss ways student response systems could be used in the participants classrooms

### **Intended Audience:**

Anyone interested in using student response systems (faculty, administrators, instructional technologists)

### **Activities:**

1. Survey the audience to determine their use of student response systems.
2. Play the jeopardy game.
3. Describe the impact on learning by comparing exam grades before and after use of student response systems.
4. In small groups, complete a pro/con grid on the benefits and barriers of using student response systems.
5. In small groups, discuss possible applications of student response systems.

### **Abstract:**

Electronic student response systems (SRS) emerged on university campuses in the 1960s and 1970s primarily as an operant conditioning mechanism for providing immediate feedback to student responses and for controlling the pace of instructors' lectures (Judson and Sawada, 2002). Research from the past four decades indicates that students enjoy using electronic response systems and attribute better understanding of course content to the integration of these systems in the college classroom (Abrahamson, 1999; Cue, 1998; Dufresne, Gerace, Leonard, Mestre, & Wenk, 1996; Shapiro, 1997). Investigators have also attributed improved attitudes and classroom participation to the use of electronic response systems (Dufresne et al., 1996). Although numerous studies confirm the impact of SRS on student motivation, research on learning and achievement did not reveal positive findings until the 1990s, when a constructivist rather than behaviorist pedagogical approach was used with response systems in physics classrooms (Judson and Sawada, 2002). This new approach allowed for more student-to-student

and student-to-instructor discussion preceding and following the electronic submission of responses. Students in large lecture classes were permitted to discuss the questions in groups prior to selecting a response. Afterwards, the instructor displayed the distribution of responses, clarified misunderstandings, and responded to student questions. Using this strategy, physics instructors have observed conceptual gains in achievement (Crouch & Mazur, 2001; Fagen, Crouch, & Mazure, 2002; Mazur, 1997). More recently, consistent findings have also been documented in mathematics, chemistry, biology, premed, business, and computer science (Roschelle, Renuel, & Abrahamson, 2004).

Many college majors require students to take a national exam for certification after completing their coursework. For nursing students, they must pass the NCLEX exam in order to become a registered nurse. Historically, one of the most difficult portions of this exam has been the area of prioritizing patient care and delegation of tasks to unlicensed personnel. Poor performance on this section of the exam in previous years indicated a critical need for more practice in test taking on this subject. In response to this need, the instructor developed a jeopardy game utilizing SRS to review material presented in class and to give additional practice in preparation for the NCLEX exam. The instructor presented a question on the screen, allowed time for students to answer individually using their response pads, and then displayed the correct answer and the class distribution of responses. Student scores on each question were recorded in the system, which allowed item analysis and disaggregating results. After the correct answer was revealed, the instructor discussed each wrong answer and asked the class to explain why the answers were in fact wrong. Based on the content taught in class and their experiences in a clinical setting, students were also asked to justify the correct responses. To increase the level of motivation and participation, prizes were awarded to the students who received the highest scores. The instructor received numerous comments from students indicating that this approach was both beneficial and fun. Students also recommended that SRS be used more frequently in their nursing courses. Test scores on this particular test as compared to other semesters, seemed to be improved. In summary, SRS seemed to improve motivation and retention of knowledge learned in preparation for the NCLEX exam.

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## **Is Plagiarism Creating an Opportunity for the Development of New Assessment Strategies?**

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### **Objectives:**

At the end of the presentation, participants will be able to:

1. discuss the need for new assessment strategies based on reports of plagiarism in post-secondary institutions
2. compare and contrast assessment strategies that reflect elements of the printing press and/or technology
3. discuss the need for teaching and learning environments to evolve along with a technologically-based society

### **Intended Audience:**

This presentation will be most appropriate for educators in post-secondary institutions and organizations.

### **Activities:**

A number of short interactive activities will be included in the presentation: pre- and post-concept completion; zigsaw puzzle completion; 2-3 person discussions.

### **Abstract:**

Although the actual incidence of plagiarism is inconclusive within postsecondary institutions, many educators are suggesting that plagiarism is a symptom of the need for pedagogical change (Kraus, 2002; McCabe, 2005; McMurtry, 2001; Nowakowski, 2002; O'Neil, 2002; Vernon, Bigna, & Smith, 2001). If traditional student assessment strategies, such as formal written papers, are causing academic discomfort given the reports of plagiarism, have these strategies outlived their usefulness given the expanding role of technology and the Internet? Is it time to explore the possibility of new student assessment strategies using technology and allow the formal written paper to slip into obsolescence? What lessons can the visual arts provide on plagiarism, the 'desire to conceal', and the need to open up to contemporary means of interpretation? The challenge is to explore the efficacy of assessment strategies that reflect the characteristics of the printing press rather than the capabilities of technology and the Internet. Today's generations of students expect a different learning environment that encourages collaboration and interactivity. Educators have an opportunity to learn technological techniques from students who have grown up in this type of environment. Considerable literature exists on how to detect elements of plagiarism but more attention needs to be focused on revising or designing assessment strategies that support critical thinking and have a connection with students and their professional and personal lives.

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## **Engaging Learning Styles to Lighten Up Lackluster Lecture**

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### **Objectives:**

This session seeks to:

1. Enhance understanding of students' three distinct learning styles.
2. Illustrate how engaging those learning styles will help students become successful in our classrooms and as life-long learners.
3. Discuss the applicability of this engagement across the curriculum

### **Intended Audience:**

The session is generally for any faculty member accustomed to presenting lectures who would like to move away from the podium and into a more active classroom.

### **Activities:**

Session participants will:

1. Identify their individual learning styles via an interactive experiment and discover what review strategies are best for that style.
2. Discover and discuss strategies and games to compliment the three learning styles of participants' students.
3. View and discuss sample techniques and strategies that can be implemented in participants' classrooms in order to facilitate learning across the curriculum.

### **Abstract:**

As teachers, our main responsibility to our students is to help them to become life-long learners. Our primary mission then is not simply to teach, but to ensure that our students learn. And how do we know that they are grasping what we are teaching? It's true that we will never really know the answer to that question; however, there are a number of things that we can do as teachers to ensure that learning takes place in our classrooms and students are grasping what we are teaching.

Research has shown that not all individuals learn in the same way and we have to understand that our classrooms are comprised of these individual-type learners. Gardner (2004) believes that "education can be greatly improved if we know much about the learning proclivities of each student and try to address that student in ways that are compatible. Rischin (2002) stated that "teaching should be as variable as the people it involves. Clearly, one size does not fit all, and teachers should try to mold their methods to fit their students instead of trying to mold their students to fit their methods."

Students come to us with varying learning styles; therefore we have to be aware of the differences in how our students absorb and process information. We must also have to recognize

our own style to ensure that we do not unintentionally subject our students to the way in which we learn, but to strike a balance between the two and implement a variety of methods in order to reach them. John Marshall Reeve (2006) maintains that student engagement during instruction is in part dependent on the supportive quality of the classroom conditions in which their learning takes place. Students can either be proactive and engaged in our classrooms or reactive and passive. By adapting our lessons to include a variety of learning styles, we are most certainly accommodating our students' individuality by directing our teaching in a supportive way. Jenkins (2006) agrees: "Good teachers understand that their students come to them with different learning styles and incorporate into their teaching activities that appeal to each style as opposed to merely lecturing, which reaches only auditory learners."

By delivering lessons based on a number of different teaching strategies predicated upon the three learning styles (Audio, Visual and Tactile/Kinesthetic) students will have a better chance of learning something in the classroom rather than just memorizing facts for a test. This session will address the three different learning styles by providing an overview for working with each type of learner and engaging participants with interactive components that will explore a number of experiential activities for discovering their own learning style.

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## **Empowering Students through Critical Analysis of Their Own Educational Experiences**

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### **Objectives:**

In the workshop, participants will:

1. Examine some of the ways in which the current educational system disempowers students, particularly nontraditional students.
2. Explore specific pedagogical strategies for engaging students in critical analysis of their own educational experience.
3. Apply these strategies in an analysis of workshop participants' own educational experiences.
4. Begin to think about the significance of the similarities and differences between participants' educational experiences and their students' educational experiences.

### **Intended Audience:**

This workshop is appropriate for anyone who works directly with students, including faculty and administrators in any field.

### **Activities:**

In a brief introduction, I will detail some of the specific challenges facing students at the urban, public university where I teach and explore the value of engaging students in critical analysis of their own educational experiences. I will then model some of the pedagogical strategies I use for achieving this by providing prompts for small-group discussions and brief writing exercises. Workshop participants will report back to the larger group on their group discussions and written responses, and we will engage in a final discussion involving all workshop participants.

### **Abstract:**

In this interactive workshop, we will explore the ways in which helping students analyze critically their past and current educational experiences can lead them to take a more active role in their university education and help them to break out of some of the more disempowering cycles of the educational system. I will explore some of the challenges of working with students who enter my urban university from woefully inadequate public school systems and offer specific instructional strategies for engaging students in an analysis of their own education. Through small-group discussions and brief writing exercises, I will engage workshop participants in an examination of their own educational experiences while modeling pedagogical approaches that can be applied across a wide range of disciplines.

This workshop has developed out of the following research interest in which I am engaged:

Most students enter the extremely diverse public university where I teach poorly prepared by local urban public school districts. Years of low expectations and inadequate resources often lead to our students needing extensive remediation in basic writing and mathematical skills. Many students do not see themselves as future shapers of the world because they never saw themselves, or people like them, in an outmoded curriculum that celebrates human progress as the work of elite European men and their North American descendents. Perhaps most disturbingly, many have not even discovered that learning and thinking can be both enjoyable and empowering.

Since many of our students are training to become teachers and will eventually work in the very urban schools that have so poorly prepared them, I am constantly looking for ways to break this cycle of disempowerment by helping future teachers discover ways that they will be able to provide a more effective education for their own diverse students. Central to this effort are various strategies to engage my students in informed critical thinking about education by examining both the structure of the educational system as a whole and the experiences of individuals within that system. We often, for example, focus on literary texts that represent educational settings so that we can discuss ways that specific educational practices empower or disempower characters within the text. We also discuss questions of canonicity so that students can begin to think about the politics of curriculum and how those politics relate to larger social hierarchies within the United States and the world.

Asking students to analyze critically their own educational experiences is fundamental to this project. I regularly ask students to reflect on curricular and pedagogical practices that have shaped their own development as learners, as well as to think about ways that they can use lessons learned from their own experience to become effective teachers in the future. Often this effort culminates in questions on take-home final examinations that require students to evaluate their own education. For example, in my Contemporary World Literature course, which centers on colonial and postcolonial texts, one question asks students to explore the extent to which their own education might be viewed as colonial, comparing it to representations of colonial education in some of the texts we have read. A question on my U.S. Minority Writers final asks students to estimate the proportion of their education that has been devoted to the study of people of European descent and to draw from that conclusions about the value of courses centered on non-white writers. Exams in other courses push students even farther to view themselves as potential agents within the educational system: Questions ask them to choose specific texts that they themselves would include in a course syllabus, explaining why they would choose these texts and how they might teach them.

My work, then, uses the analysis of personal educational experience as a central strategy in the larger project of empowering both underprepared university students and the public school children who will some day be these students' students. In my workshop at the ISETL conference, I will discuss how I do this within the context of English courses but will also engage audience participants in a discussion about how they might adapt this strategy within their own disciplines. Through small-group discussions and brief writing exercises, workshop

participants will actively work with pedagogical approaches that they can use to involve their own students in this empowering exploration.

#### Works for Future Reference

[Note: Although I have not cited any specific sources within my Presentation Summary, I include here several valuable sources that examine questions of disempowerment and empowerment within the educational system at various levels]

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## **Open Source Mania: Using Wikis, Blogs, and other RSS Technologies to open source the Sciences and Humanities**

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### **Objectives:**

Workshop leaders will model the use of emerging technology to generate a healthy discussion of open source initiatives in the sciences and humanities. Participants will gain an understanding of the technologies used, and will have the opportunity to discuss its merits in higher education.

### **Intended Audience:**

This audience is most appropriate for faculty members in all academic disciplines. Further, this presentation is appropriate for all levels of technologists (novice to experienced).

### **Activities:**

Dr. Bradley will begin the presentation by modeling the use of screencasting software as he presents open source ideas using PowerPoint. The PPT presentation will explore the uses of podcasting, vodcasting, screencasting, wikis, and blogs as they apply to education. Professor Ritter-Guth will conclude the presentation by presenting discussion questions to the participants. All participants will leave the workshop with materials ready to use in their classes.

### **Abstract:**

This interactive presentation will explore the uses of podcasting, vodcasting, screencasting, wikis, and blogs as they apply to teaching in a college environment. Further, these tools will be modeled to generate a discussion about open sourcing course materials in the sciences and humanities. Both presenters maintain open source materials at:

Dr. Jean-Claude Bradley  
<http://drexel-coas-elearning.wikispaces.com/>  
<http://drexel-coas-elearning.blogspot.com/>

Professor Beth Ritter-Guth  
<http://collegeenglish.wikispaces.com/>  
<http://usefulchemwritingpartners.blogspot.com/>

## **Addressing Research Issues in Communication Courses: Instructional Problem Based Course Methods**

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### **Objectives:**

- (a) To examine through PBL how to motivate and encourage students to use the library
- (b) To learn more about acquainting them with the data of the discipline in order to solve a specific problem
- (c) To practice eliciting information that stimulates interest in selected areas through PBL, and;
- (d) To apply PBL interrelationships within the area of discipline [relevance between the knowledge and its use]

### **Intended Audience:**

All faculty and Instructors interested in exploring both teaching and learning methods through problem based learning as it relates to undergraduate research.

### **Activities:**

We will present representative problem based learning material that we have used over the last several years. The following concepts and rational will be discussed using interactive problem solving techniques through handouts of course activities, assignments, and projects that discuss a specific problem.

For example, a sample problem can be proposed: The journalism profession has come under attack recently because of the perception of how journalists present news stories. In particular, the news coverage of major catastrophes such as Hurricane Katrina, War in Iraq, September 11, etc. have been perceived by some to be biased. The student is then asked to select a topic of interest that would address the journalistic responsibility for presenting news and develop that topic into a formal research paper.

The results from this first assignment are the beginning of teaching the value and importance of a properly conducted review of existing literature. The material in this section can be used in a variety of ways. We have small group of students answer the questions during class and then turn in their answers to be graded. (see Keeler and Steinhorst 1995)



#### Abstract:

Through use of problem solving as strategy for active engagement and practice [see Monash University 1994-1999], communication research methods courses typically focus on training students to employ problem-solving skills through independent critical thinking methods in their efforts to perform and deliver research which is compliant with best practices and additive to the body of knowledge contained in the relevant literature. Good researchers absorb research methods and employ them as they transition themselves from students to practitioners, experts and teachers. The goal of the The Pennsylvania State University and the Schreyer Institute for Teaching Excellence is to teach research methods using practical applications and problem based techniques as they relate to the performance of professional activities in the corporate communications field. We believe that PBL uses “real world” problems as a context for students to learn critical thinking and problem solving skills and to acquire knowledge of the essential concepts of the research methods course. Our students share the information from (group) investigations and bring it to bear on the problem at hand, working towards resolution. In addition the instructor in this course models how a professional in the field of communications and journalism goes about defining their problem, gathering data, generating a hypothesis, and supporting conclusions or solutions.

The success of a research project is totally reliant upon the completion of a thorough review of existing literature [the problem]. Christine Daymon and Immy Holloway offer an excellent perspective of the rational and purpose for carrying out a literature review. “The literature review is to establish a rationale for your study and show why your research question is important” (2002, p.69). As Hart states, the literature review differentiates “what has been done from what needs to be done” (2005, p.173). According to Hocking, Stacks and McDermott (2003) the objectives of communication research are to provide: (a) an introduction to social scientific thinking as it applies to human communication; (b) awareness of ethical issues associated with conducting research with human participants; (c) exposure to the major empirical research methods, particularly surveys, field studies, and experiments; (d) the opportunity to learn and apply some of the statistical techniques which are important to interpret fully accurately the results of communication research; (f) exposure to writing a final research report; and most importantly, (g) an emphasis on information processing and independent critical thinking as the ultimate goal. We believe these objectives should ultimately be done through problem based learning applications. To be successful in communicating these objectives teachers need to identify, and encourage their students to develop, good research habits through a sound method of problem solving. In this presentation, we will discuss how students in this course learned by experiencing and doing research. We plan to take participants on a journey through the process that was used and engage them in course assignments and activities that have been successfully taught and will allow an opportunity for open discussion of our results and feedback from the students.

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<http://cleo.eng.monash.edu.au/teaching/learning/strategy/3stages.html>

## **Game Face: Using Games as an Interdisciplinary Teaching Tool**

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### **Objectives:**

After this workshop, faculty will be able to explain the usefulness of games in the classroom. Faculty who participate in this workshop will be able to explain how to play a variety of learning games and will be able to administer them in their own classrooms. In addition, they will be equipped with the necessary tools to create new games and adapt the games presented in the workshop.

### **Intended Audience:**

The target audience for this workshop is faculty in any discipline. While our personal examples are largely from the humanities and communication, we can also address math and science and share the ways our colleagues have employed these games.

### **Activities:**

The workshop will open with the 5-minute debate game. We'll follow that with a debriefing of the game and an introduction to using games in the classroom. We will offer several examples and explanations of other games, and then we'll divide the participants into small groups to play some of the games we've introduced. We'll talk about the games and their applications, and we'll complete the workshop with a review of some computer games and show participants how to access our wiki.

### **Abstract:**

Games can be used in the classroom to effectively enhance student learning. Games ensure that all students are involved, and they stimulate active learning. Using games encourages class participation and appeals to students' natural competitiveness. New technologies, such as computer games and wikis, create environments that increase participants' motivation and engagement.

This workshop will introduce a variety of games that have been used in English, communication, and speech classes. Many of the games introduced can be adapted for use in any discipline and have been used in both developmental and advanced courses. Games to be introduced and discussed include: 5-minute debate, spaghetti architecture, Scavenger Hunt Challenge, trivia challenge, Red/Green game, create-a-game challenge, role-play, and more; also, quick-click

review, EduFrag games, Comma Frisbee, and other computer games will be discussed and demonstrated. Participants can access a wiki containing all presentation materials after the workshop.

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## **Authenticity in Teaching**

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Objectives:

Participants will:

- a) explore their personal values, experience and preferences to help increase awareness of themselves as persons and teachers, and
- b) reflect on and discuss practical steps to bring their authentic selves into teaching in such a way as to better facilitate student learning and student authenticity.

Intended Audience:

All teachers whether they be in schools, colleges, universities, or business

Activities:

1. Individual values exercise
2. Small group discussions on each aspect of authenticity
3. Large group discussion on how authenticity affects teaching and learning

Abstract:

In a qualitative research project, we explored the meaning of authenticity in teaching by talking to a group of 22 educators over 3 years. Educators' ways of being authentic in their teaching moved from concrete understandings of self, others, relationships, context, and reflection through to multifaceted and integrative perspectives. The authors used transformative learning theory and Jung's concept of individuation to understand the development of authenticity.

A developmental model of authenticity emerged, one that is transformative in nature and reflects the process of individuation. In this presentation, I focus on how authenticity develops in teaching. The five interrelated categories used to define authenticity are self, other, relationship, context, and critical reflection.

### **SELF**

In a variety of ways, faculty spoke about their awareness of themselves as people and as teachers, how they came to be a teacher, what that meant for them, their values, their passions, the conflicts they experienced between the realities of teaching and their values, and the ways in which they brought themselves as people into their practice. Teaching was a passion for many. They spoke of it as a calling or a vocation, as something that gave meaning to their life. Bringing one's sense of self into the classroom was important to almost all participants. Everyone had stories to tell about how they became who they are as teachers, including stories about individuals who helped shape their perspectives.

## OTHER

Faculty recognized the importance of understanding others. They showed a strong interest in and awareness of their students' characteristics, needs, and learning styles. Some participants also were aware of and concerned with students' personal problems and lives outside of the classroom, but others preferred to stay more distant. Participants also sometimes demonstrated an interest in the characteristics of colleagues or other individuals who touched on their teaching but were not actually in their classrooms.

## RELATIONSHIP

The most commonly discussed facet of authenticity had to do with the relationship between teacher and student. This was broadly defined to include helping students learn, caring for students, engaging in dialogue, and being aware of exercising power. Faculty talked about the nature of their relationships with students, and many project participants struggled with where the boundary of their relationships should be, especially in light of their responsibilities for evaluation and grading. There was discussion of how open faculty should be about their own lives in their interactions with students. Underlying many of our conversations was an intense and powerful sense of caring about students and their learning. We also found a variety of perceptions of how power contributed to or inhibited relationships between educators and students.

Being involved in relationships with others (colleagues, family, and friends) with whom they talked about teaching was also important to many participants. Being able to talk with others allowed them to maintain an integration of teaching, their personal life, and the rest of their professional life – something they associated with being authentic.

## CONTEXT

The context within which faculty work influences their perceptions of themselves, their students, and their relationships with students. Context consists of several levels, including the content of the teaching, the discipline, or subject area; the physical classroom, including the size of the class and the room arrangement; the psychological environment within the learning group; the department in which people work and its norms and expectations; institutional norms and policies; and finally, the general community or culture and the roles people expect faculty to maintain. The emphasis was more often on content, classroom and class size, and departmental issues than on the norms and expectations existing in the larger social context. Typically, faculty worked to create a comfortable atmosphere. Our discussions with faculty yielded primarily positive comments about their departmental contexts in terms of the support they felt for being who they were and teaching in a way that suited their preferences. At the broader institutional level, people expressed some of the usual conflict between teaching and research responsibilities.

## CRITICAL REFLECTION

Critical reflection was a strong theme throughout our conversations with faculty. Many faculty used the word reflection, and there was a sense that people were critical of or questioning

themselves, others, and social norms. However, at times they were also relaying feelings, hunches, intuition, or insights from practice. Critical self-reflection and critical reflection on faculty relationships with their students were the most common, but participants also reflected on student characteristics and the context of their teaching.

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## **Ice Breakers for the Traditional or Online Classroom**

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### **Objectives:**

The presentation objectives are

- to provide instructors with instructional techniques and ideas that will help develop a feeling of community at the beginning of a class or group activity
- to promote interaction, sharing, and team building in the classroom
- to demonstrate how important such simple activities can be by including data on them
- to show that these simple instructional ideas can be used in either a traditional or on-line classroom
- to offer methods to increase class community in an online setting

### **Intended Audience:**

The presentation is for all audiences. These techniques can be expanded outside the classroom and be used for other group events.

### **Activities:**

Throughout the presentation, the participants will be actively engaged in several ice breaker activities. Between these activities, we will also provide presentations on the effectiveness of ice breakers on class community and learning as well as offer additional ice breakers for use. This will then be followed by time for discussion and idea sharing.

### **Abstract:**

It is important to develop a sense of community within a class for all students to achieve their best in and to be motivated by the course. A sense of community comes from developing a group dynamic in which all students are included and feel safe (Frank, 2001). An important way to begin to develop community right off the bat is by using ice breakers. Ice breakers are activities that get students to know one another and to feel that they are each an important part of the group. They can be used when a class is just getting started, or when new working groups of students begin a project. They have even been shown to be helpful in promoting self-esteem and student retention in classrooms (Kirstein, 2001) as well as to reduce anxiety for challenging topics (O'Rourke, 1999).



Ice breakers are traditionally thought of as useful in traditional classrooms; however they can and should be used as well in online courses. Ice breaker activities promote an inclusive atmosphere and help reduce the feeling of isolation that can be pervasive in online environments. Much like the activities and games used in traditional classroom training, online ice breaker activities can be used by educators to accomplish a variety of goals, such as introducing learners to one another, sharing experiences, benefiting from team learning, increasing participation, or encouraging learners to develop constructive online relationships throughout the course (Watkins, 2005). Ice breakers can also allow students get to know one another on a personal basis.(Beckton, Wyzocki and Kepner, 2002).

Many faculty members would like to add ice breaker activities to their courses, but do not know of appropriate activities for their courses or how to prevent them from taking up too much class time. When developing an icebreaker for a traditional or online class the instructor should consider some of the following:

- What is the goal of your ice breaker? Is it to get the students to know one another or is there a lesson to be learned?
- How is the ice breaker going to be presented? Is it to be held in a chat room, discussion board or in a traditional classroom?
- How much time do you have to allocate to this activity? The ice breaker should not take too much time so as not to distract from the lesson at hand.
- Consider the knowledge of your students. Does your ice breaker require your students to have some technical skills? (Watkins) For example if it requires PowerPoint presentations, do they have the expertise?

Our goal is to show how these ice breaker activities can be developed and implemented effectively. When done correctly, ice breaking activities are useful and an enjoyable activity for the entire class.

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## **Partners in Long-Term Learning Groups: Instructor-Guided Collaborative Learning Experience for Students in Nursing Pharmacology**

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### **Objectives:**

The objectives for this presentation are to:

1. Analyze concepts of cooperative, collaborative, and group learning.
2. Identify benefits of collaborative-learning in the classroom.
3. Compare and contrast benefits of self-selected and instructor- assigned learning groups.
3. Describe role of instructor in facilitating effective collaborative learning experiences.
4. Demonstrate three techniques that enhance group learning experiences: Reflective journaling, on-line discussions, and collaborative test-taking.
5. Apply "lessons learned" from this experience with collaborative learning to a variety of course settings/types.

### **Intended Audience:**

This presentation is most appropriate for teachers in undergraduate or graduate courses who wish to include participative teaching/learning strategies in the classroom.

### **Activities:**

- 1) Brief introduction to concept and rationale for collaborative learning
- 2) Demonstration of creation of groups that reflect the diversity of the class
- 3) Interactive experience in group dynamics
- 4) Samples of students' reflective journaling comments throughout course
- 5) View selected student-group discussion on course website
- 6) Discussion of "lessons learned" from collaborative learning experience in classroom

### **Abstract:**

This presentation will include one instructor's experience with development, implementation, and evaluation of an instructor-guided collaborative learning experience in a beginning pharmacology course for nursing students. The formation and implementation of "Partners for Long-term Learning (PILL)" Groups as a strategy for collaborative learning will be describe. The rationale for instructor-assigned groups, group assignments, and in-class activities will be presented. Samples of group teaching strategies that include reflective journaling, peer evaluation, group-testing, and group-teaching projects will be discussed. Students' reflections and evaluation of experience and lessons learned from experience will be included.

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## **Promoting self-motivated learning in a foreign language classroom**

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### **Objectives:**

This poster presentation will introduce audience members to action research by comparing and contrasting it to more traditional forms of gathering data and analysis. The results of this particular successful action research will be presented as well as the techniques employed to carry out the project.

### **Intended Audience:**

University level courses. Although this action research was carried out in a foreign language composition course, its techniques and tools are applicable to classrooms in all disciplines.

### **Activities:**

Poster presentation: additional handouts will be provided for audience members

### **Abstract:**

The presenter will provide an outline of the benefits and drawbacks of action research versus those of more traditional forms of research. In addition, the presenter will provide methods of creating a successful classroom action research project. Finally, a sample action research project carried out in a university foreign language composition course will be presented.

## **PowerPoint Presentations: This should be a “Breeze”**

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### **Objectives:**

The authors will impart knowledge and skills in developing, designing, editing and publishing PowerPoint / Breeze presentations. The end result will be educators willing to try a new technique to enhance presentations – both in and out of the classroom!!!

### **Intended Audience:**

All who are interested in complementing presentations (faculty / administrators, instructional technologists and all others that might benefit from experiencing this technology)

### **Activities:**

The authors will give an overview of the Breeze software package, and then divide the participants into groups to design, edit and publish a presentation with PowerPoint and Breeze. Laptop computers from Quinnipiac University will be used for the group activity.

### **Abstract:**

The traditional lecture has in many cases been replaced by PowerPoint slide shows. But PowerPoint slide shows can be trite and boring without some imagination and enhancements, and the educational value of the instructor’s spontaneity and interactions with the class is potentially lost.

The authors of this presentation surveyed users on their campus of a supplementary software package from Macromedia called “Breeze.” This package can be used to add voice-over applications as well as other enhancements to PowerPoint, such as videos and quizzes. The final product is “published” to the Breeze server and made available with a single web link. Of the users surveyed, all used the voice-over narration feature, however less than half were aware that Breeze supports quiz questions and feedback. The impact of the Breeze projects on teaching was rated as good to excellent by 86% of those surveyed; the majority of users also suggested that their students were better prepared for participation in class, and that Breeze was a valuable supplement to live lectures. The largest number of users prepared Breeze projects for online or blended courses and this continues to be a valuable application of this PowerPoint plug-in.

The presentation will give an overview of Breeze and invite participants to consider where the tool could be used in their environment, including on-campus, blended and distance-only courses. Developing and implementing interactive quizzes with Breeze will be offered as well as how to publish the presentation on the Internet. All users will have the opportunity to try Breeze as a team, and share their experiences with other participants in a final wrap-up period.

The presentation will take the following format:

- I. Introduction to Breeze
- II. Features of Breeze
- III. Enhancements of Breeze
- IV. Quizzing with Breeze
- V. Publishing with Breeze to the Internet or other applications
- VI. Team Activity
- VII. Review and Summary

#### References

Campus Survey Instrument about Breeze usage

Breeze Reference Manual, <http://www.adobe.com/support/breeze/>

## **Preparing Urban High School Leadership Case Studies for Instruction in Educational Administration: Lessons Learned**

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### **Objectives:**

The objectives of this presentation are to 1) better understand the difficulties of developing case studies on leadership themes in the high school principalship, 2) discuss the opportunities and challenges in high school leadership, 3) assess the survey data on the challenges confronting new high school principals in urban settings

### **Intended Audience:**

University faculty members, school administrators and anyone interested in case study methodology.

### **Activities:**

This presentation will combine didactic and audience participation methods. Audience members will be asked to read and discuss case studies taken from real-life problems of practice that new high school principals in urban settings have confronted in their first year.

### **Abstract:**

The challenges of first year high school principals are important topics of study for the preparation of future school leaders in an Educational Administration program. The literature on first year principals reveals their feelings of frustration, anxiety, being overwhelmed, lost and full of self-doubt (Bloom, 1999; Daresh, 2002; Lashway, 2003). Never before have the demands on school leadership been greater and yet, as recent studies show, high school principals are failing at an increasingly high rate (Lashway, 2003; Bloom, 2004). At the same time, school districts are faced with greater pressure to hire more effective site leaders to improve student achievement for all student subgroups; and at the same time, large numbers of principals are reaching retirement age, moving into central office positions, or leaving because of the enormous responsibilities of the job (ERS, 1998).

This study sought to examine the challenges facing new, first-year high school principals in an urban setting. Fourteen new, first-year high school principals in urban school districts in the greater Los Angeles area completed a fifteen item survey using structured and semi-structured



questions based on the California Professional Standards for Educational Leaders (2001). The survey resulted in obtaining a listing of the greatest challenges of first-year high school principals. These data will be used as a vehicle for constructing cases to be used in teaching Educational Administration classes. One or two cases will actually be presented to attendees for their review/critique in the session.

#### References

Bloom, 1999; Daresh, 2002; Lashway, 2003

California Professional Standards for Educational Leaders (2001).

**Graduate student teaching and undergraduate student learners:  
Building a teacher-learner relationship that exceeds academic standards**

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**Objectives:**

Learn an alternative teaching model that simultaneously enriches graduate student teaching and undergraduate student learning.

Identify opportunities to promote undergraduate student interest in scientific research based on graduate student research discoveries.

Discuss how to create and implement programs that bridge the gap between undergraduate and graduate education at academic institutions.

**Intended Audience:**

Faculty, undergraduate and graduate students, graduate student advisors, administrators, professional students

**Activities:**

Presentation and overview of teaching experiment, discussion questions and answers

**Abstract:**

Universities are too partitioned; research here, teaching there, undergrads here, grad students there, faculty members somewhere else completely. We can do both of our jobs [teaching and research] more efficiently and at a higher level if we integrate. Plus, it's a whole lot more fun!

- Graduate Student, Emory University

The United States universities are responsible for both the self-perpetuating generation of the teachers and researchers of tomorrow as well as contributions to the much broader infrastructure that underpins our technological, economic and cultural development. The American system of simultaneously conducting basic research and educating students is heralded as one of the great educational successes, central to the emergence and implementation of sweeping new ideas and contributing significantly to the international success of the United States. However, serious concern for the future of undergraduate and graduate education in the United States emerged as we approached the 21st century (Advisory Committee to the National Science Foundation, 1998; Committee on Science, Engineering, and Public Policy, 1995). The scientific disciplines are experiencing unprecedented changes at a time when the world is increasingly dependent on new ideas and advanced technologies. Yet, undergraduate and graduate student education is not shifting to meet the growing needs of national and international research agendas. We argue that the disconnection between undergraduate study and graduate student research is partially responsible for the failure of science education to meet these growing and changing demands. Studies conducted by national funding agencies indicate that science curriculum in America needs to be reformed to appeal to, and maintain, a wider variety of undergraduate students. According to the National Science Foundation, a large portion of the United States population is “virtually illiterate in science” because undergraduate students abandon science, math, and engineering courses due to dull and unwelcoming learning environments (Advisory Committee to the National Science Foundation, 1998, p. 3). We need to focus on preparing undergraduate students for careers that require scientific literacy in a wide variety of fields like law, medicine, business and politics (Duchovic et al., 1998). At the same time, we need programs that teach graduate students how to become better teachers. We suggest that we should harness undergraduate enthusiasm to enrich the experiences of graduate training. Institutions should take advantage of the “immense resources of their graduate and research program to strengthen the quality of undergraduate education” (Boyer Commission, 1998, p 30).

At Emory University, we developed an experimental program aimed to strengthen graduate student teaching while simultaneously enriching undergraduate student learning. We use an interdisciplinary approach: graduate students from diverse disciplines team-teach undergraduates about their own research discoveries in a foundational freshman seminar. The graduate students collaborate to identify analogies and metaphors that facilitate the explanation of their discoveries through hands-on activities and active learning assignments. Undergraduates are exposed to potential research opportunities at Emory, the process of graduate research, and multifaceted approaches to the scientific method. Ultimately, they are required to develop their own research proposal.

Our ongoing program evaluation shows that undergraduate students express more excitement and desire to pursue science and scientific research in their future (Sales et al., 2006). The graduate students feel more confident about their teaching abilities and are more likely to pursue future teaching positions (Sales et al., in press). In addition, the graduate students report that participating in this program advanced their own research agendas. We encourage other academics to conduct similar teaching experiments at their own institutions—a stronger link between undergraduate and graduate education will maximize the number of exceptional scientists in the United States.

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## **A Baker's Dozen Research-based Ideas to Foster Student Engagement**

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### **Objectives:**

1. To present a context for studying student engagement, including the National Survey of Student Engagement (NSSE)
2. To offer a review of research-based principles/interventions known to promote student engagement
3. To have attendees reflect on these ideas from their own experiences and to offer additional ideas that they have found to be powerful in promoting engagement
4. To share ideas for promoting institutional change consistent with these engagement ideas

### **Intended Audience:**

Teachers, administrators, student affairs professionals and others interested in fostering engagement

### **Activities:**

A combination of didactic presentation, think-pair-share and group discussion

### **Abstract:**

In this presentation, Jim Cooper will use the National Study of Student Engagement conducted nationally and within the California State University System to set a context for identifying research-based principles and procedures for fostering student engagement and success. Among the ideas and strategies he will discuss are those associated with the work of Astin, Pascarella and Terenzini, and Kuh. He will also discuss work dealing with critical/deep thinking, learning communities, cognitive science, cooperative/collaborative learning, classroom assessment, the scholarship of teaching/learning, and other issues. He will identify initiatives implemented at his own, highly diverse, campus over the last two years as part of a University Engagement Plan (that he co-wrote and currently co-coordinates), and the successes and challenges experienced in institutionalizing these engagement efforts. Attendees will be asked to reflect on this presentation and identify principles and ideas that have proven successful in their own classrooms and ideas for bringing about changes on their campuses as they attempt to develop a more learner-centered institution. Handouts will be provided, documenting the research-based principles described and providing examples of research-based teaching strategies that promote student engagement.

## **Teaching Human Diversity Appreciation to Diverse Classrooms**

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Our presentation is designed to engage an audience of faculty and administrators in a discussion illuminating:

1. why teaching students to appreciate human diversity is an important component to a student's liberal education in the global environment of the 21st century, and how this task is both challenging and rewarding for the instructor;
2. how faculty can develop active-learning exercises tailored specifically toward the teaching of the "ineffable" skill of human diversity appreciation, across a variety of disciplines;
3. how using diversity will increase student skills in communication, problem-solving, as well as critical and ethical thinking;
4. how students' attitudes and behaviors about others are changed by educational experiences exploring human diversity.

#### Intended Audience:

The presentation is for faculty and administrators, as well as those interested in problem-based teaching and learning.

#### Activities:

Each presenter is planning to open their section of the presentation with a short lecture about their own teaching experiences with human diversity courses, including a description of their most successful pedagogical practices and sample exercises. Then, each presenter will use an activity to engage the audience during the presentation. Audience members will be asked to complete class exercises to experience the diversity assignments as students do. By seeing the assignments “in action,” it is expected that the audience will reflect and learn how to develop effective diversity assignments that might work for their own curriculum. The presenters will also offer revealing and intriguing reactions that their students have related to them about how they (the students) have learned to appreciate human diversity. These student self-reflections will be used to ask the audience to discuss how the reactions show the importance and value of diversity education.

#### Abstract:

As the objectives and activities for the presentation are summarized above, this section describes the background and motivation for the pedagogical work under study here. Previous research has shown that students’ participation in diversity experiences during college has significant and positive effects on their critical thinking skills. This research has also indicated that these experiences offer the greatest benefit when they begin early (the first year) in students’ collegiate experiences and that the greatest gains in critical thinking skills from racially oriented diversity experiences are evidenced by students self-identified as Caucasian (Pascarella, Palmer, Moye, & Pierson, 2001). U.S. News and World Report has identified our university, California State University, Long Beach, as the most culturally and ethnically diverse campus in the nation. Thus, our students themselves are one of our greatest resources. The campus environment provides students with a rich array of possibilities for learning about groups of people who are different from themselves. Further, we believe that students should understand how they fit as individuals within the context of a global society. The learning outcomes for our general education program reflect our university’s mission to formalize this learning; students are required to complete a human diversity course as part of becoming a well-educated individual through general education. In such courses, students are expected to “demonstrate an understanding of ethics and civic responsibility in local, national, and global societies,” “to work with others effectively in diverse settings,” and “to demonstrate an appreciation of artistic and cultural production and an understanding of the world and the people in it.” In this presentation, instructors from a variety of our human diversity courses will discuss the pedagogical challenges and successes in fostering these attitudes and skills in our students. Each presenter will engage the audience in class activities designed to foster human diversity appreciation. Further, we will seek to engage in a discussion of how to use human diversity pedagogy to not just change students’ attitudes about others, but also their behavior toward others, such that they actively seek out connections to people of other diversities.

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## **Types of Student Learning Enhanced by Faculty Participation in Faculty Learning Communities**

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### **Objectives:**

After participating in this session, participants will be able to describe

- Faculty learning communities and how they work to produce change
- The type and degree of change of student learning that can take place as a result of participation in a faculty learning community
- Teaching projects that may lead to change in student learning

### **Intended Audience:**

Faculty, administrators, and faculty development professionals

### **Activities:**

Participants will be asked to think, pair, share about a teaching project they would like to engage to enhance student learning. They will also consider assessment methods they could use to determine the change in student learning as a result of the project.

### **Abstract:**

At Miami University, communities of practice (Wenger, 1998) are called ‘Faculty and Professional Learning Communities’ (FLCs). They are multidisciplinary groups of 6-15 members (8-12 recommended), consisting of faculty, or a mix of faculty, graduate students, and professional staff. They work collaboratively on nine -month, scholarly projects to enhance teaching and student learning that build capacity and develop the scholarship of teaching and learning (Nelson and Robinson, 2006). Participants may select a course or venue in which to try out innovations as individual teaching projects. They also assess outcomes, including student learning, and may prepare a mini-portfolio to chronicle results. Finally, they present project results to their institutions and national conferences.

A ‘Faculty and Professional Learning Community Program’ is the system of FLCs that an institution has in place and the administrative structure that manages it. This is usually a teaching or faculty development center.

FLCs may be cohort-based or topic-based. Cohort-based communities address the developmental needs of a group of staff with special needs. Examples include graduate students preparing to become faculty, pre-tenure faculty, mid-career and senior faculty, and department chairs. The cohort curriculum is shaped by the participants and includes a broad range of teaching and

learning projects. In contrast, a topic-based community has a yearlong curriculum designed to address a special teaching and learning innovation (for the participants), such as the use of problem-based learning. Full details may be found at the project website: [www.muohio.edu/flc](http://www.muohio.edu/flc).

An FLC is more than just a committee, seminar, or action learning set precisely because it is a community ñ with everything that means in terms of bonding and support. However, the associated objective of developing a scholarship of teaching and learning does mean that they are more structured and scholarly than book discussion groups or teaching circles. FLCs work because of support, trust, sharing and the multidisciplinary of ideas. In short, they operate at Level Two of Ashwin and Trigwell's (2004) three forms of knowledge, because they generate local knowledge, with the purpose of informing participants, who decide what is important and the direction of learning. In fact, the participants become the teaching consultants (Cox, 1999). Details about FLCs are in Cox (2001) and connections with SoTL development are described in Cox (2003).

In 2001 a three-year grant from the US Department of Education Fund for the Improvement of Post-Secondary Education (FIPSE) supported a project to disseminate the FLC model at six research universities. The project sought to test the "Miami University FLC Model" and the success of mentored, accelerated adaptation – 12 FLCs at each institution in 3 years (Cox & Richlin (2004). In the Spring term of 2005, the grant's external evaluator conducted a major study using a web-based survey to follow-up with the participants and facilitators of the FLCs created by the FIPSE project, as well as the Miami University FLC participants from the same time frame. This session will report the results of the survey with respect to student learning (Beach, Ndebe-Ngovo, & Dirks, 2006).

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## **Exploring Teaching and Learning in a World Café: An Easy-to-Use Method for Creating Collaborative Conversations**

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### **Objectives:**

- Understand the strength of collaborative conversations
- Demonstrate the World Café methodology
- Engage in meaningful conversation around teaching and learning
- Explore alternate classroom uses for the World Café

### **Intended Audience:**

The workshop content should be useful to professors at all levels in all disciplines

### **Activities:**

The workshop is designed to allow participants to explore collaborative conversations about teaching and learning in a World Café

1. 10 minutes: Presenters will introduce the World Café
2. 30 minutes: Participants will discuss some relevant topics about teaching and learning using the World Café methodology
3. 15 minutes: Presenters will debrief the exercise and explore alternative classroom uses for the World Café

### **Abstract:**

Conversations, whether fireside chats or informal dialogue, are how we share knowledge and feelings with others. We create meaning, in a sense build our reality, by collaboratively making sense of our shared experiences. As educators we thrive on those conversations that help define good teaching and learning. Conversations with a group of colleagues can stimulate understanding and change, and the World Café facilitates such collaborative and innovative conversations.

The World Café is a powerful methodology that builds a network which drives collaborative dialogue around questions that matter. It is a methodology for hosting authentic conversations that promote the creation of meaning. It builds clusters of individuals to explore collaborative thinking which, hopefully, evolves into future insights. “The concept of a World Café has

demonstrated a remarkable capacity to foster authentic conversation and knowledge sharing among people of varied backgrounds” (Brown, 2002). The World Café is based on the assumption that people already have within them the wisdom and creativity to confront even the most difficult challenges.

The World Café methodology works to achieve:

- Innovative thinking
- Authentic conversations
- In depth exploration of topics
- Deeper social bonds
- Mutual ownership of ideas
- Meaningful interaction

#### References

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## **Betwixt and Between: Ethical Dilemmas and Decision-Making**

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### **Objectives:**

This presentation is designed to help learners/participants (a) organize their own thinking about ethics and educational decision-making, (b) discover an imaginative process for making ethical decisions, (c) develop new insights into the importance of including ethics and decision-making in any discipline, (c) build a greater understanding of how to assist students in differentiating between what may be legal but unethical, (d) become familiar with adapting the decision-tree format for educational purposes, and (e) explore technology as a visual tool.

### **Intended Audience:**

This presentation presents an innovative and alternative approach to teaching individuals about the necessity for and the importance of making sound, logical decisions. Although the presenter created this assignment and related activities for use in preservice teacher professional studies coursework, she encourages college and university faculty, administrators, instructional technologists, and practitioners from all disciplines to participate. Ethical decision-making and problem solving is not discipline-specific. All professional educators make numerous decisions on a daily basis. This presentation would be appropriate for anyone who is interested in enhancing professionalism in his or her discipline or personal lives.

### **Activities:**

Learners/participants will be divided into small groups and given a real-life ethical dilemma. By going through a brief decision-making process themselves, the learners/participant will experience first-hand how to identify the (a) issues related to and the complexity of a dilemma, (b) impact of decisions on individuals or groups, (c) additional information needed to make a decision, (d) possible alternatives and consequences, and (e) positive and negative effects of their decision. In addition, the learners/participants will learn how to (a) evaluate the action that they take (b) understand how to commit to a decision, and (c) decide how they will deal with the consequences of their decision. Those who go through the process will be able to go back to their own professional or personal environment and help others.

After creating their own decision-trees and viewing actual decisions and decision-trees made by the presenter's students, the members of the audience will be able to view examples of the final process and product.

All of these activities are related to the presentation objectives of organizing, discovering, building, becoming familiar with, and introducing technology to help build and teach ethical decision-making skills to individuals or groups.

Abstract:

“Police: Coach Paid Boy to Hurt Disabled Teammate”

“Band Leader Quits Over Allegations”

“Teacher Enlisted Teens for Scam”

“Teacher Pleads Guilty to Having Sex with Student”

It is common for readers to open up the newspaper and view these headlines. Obviously, not all decisions teachers make are necessarily good ones.

The assumption is that teacher training includes instruction in professional behavior and decision-making. However, a perusal of current educational foundation textbooks provides evidence that ethics is not always included in course content.

Ethics does not appear in index of all textbooks. When it is included in a chapter, there is a brief definition of the term accompanied by the Codes of Ethics from various professional organizations (e.g., INTASC, PRAXIS). Students are reminded to adhere to these standards.

In-depth instruction about how to develop a personal code of ethics and how these codes impact the decisions they make is not included. Without specifics, students have to make individual interpretations about these unstated ethics (Jagodzinski, 2002).

In disciplines such as law, medicine, technology, and counseling ethics is a specific part of the curriculum. Although teachers and school administrators value ethical decision-making (Taylor & Strickland, 2002), there is insufficient emphasis placed on the ethical dimensions of teaching in teacher education programs (Ewing, 2001).

Scholars recognize the “importance of ethics for educational leaders, but they are able to resolve how this subject can or even if it should be taught” (Shapiro & Stefkovich, 1998, p.119). Beck and Murphy (1994a, 1994b) indicate that little research has been conducted to answer the question of “how” and “should.”

Decision-making is presented in the context of cooperative decision-making (i.e., site-based decision-making). A specific discussion of the steps involved in making individual decisions is not provided. The assumption is that all teachers are taught how to make logical and rational decisions and possess - and know how to use - common sense.

Students need to understand the relationship between their personal ethics and decision-making as they deal with issues inside and outside of the formal educational environment. Students also need to learn the skills to make individual decisions that could have long-term, ongoing, negative consequences.

The omission of instruction or lack of emphasis on the “how to” of ethics and decision-making in teacher education programs places our future teachers at-risk. Vague and indecisive approaches do not provide students the tools they need to develop personal standards, values, and the moral courage (Kidder, Rushworth, & Born, 2002).

Ethics and decision-making is challenging in a diverse society where religious beliefs, family, and community make a significant impact on individual choices (Shapiro & Stefkaobvich, 1998, p.37). It is imperative, however, to include these two topics in teacher education, especially when considering teachers exhibit lower levels of moral reasoning (Cummmings, Dyas, Maddux, Cleborne, & Kochman, 2001). Lower levels of moral reasoning can significantly impact the ability to use logical thinking in order to find results, draw conclusions, and determine how to respond to a certain set of conditions and circumstances

It is unfortunate that students have to discover what ethical behavior is by reading articles about teachers who make bad decisions and whose behavior is deemed unethical.

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## **Using questioning strategies to accommodate learning styles**

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### **Objectives:**

Participants will learn the basic components of Jung's Type Theory as it applies to learning. They will gain knowledge of a questioning model that easily reaches all learners, and apply that new knowledge to an activity from their own curriculum.

### **Intended Audience:**

appropriate for all faculty and anyone who gathers information by asking questions

### **Activities:**

Identify question types from given examples and discuss. Write own "quick quiz" using the model and participant's specific curriculum. General discussion.

### **Abstract:**

This presentation focuses on a way of asking questions that takes into account differences in the way students interact with the world, based on Jung's four Mental Functions. Jung's theory is best known through its application in the Myers-Briggs Type Indicator (MBTI) (Myers et al, 2003). Several years ago, I became qualified to administer the MBTI. Even before this, I had an interest in psychological type as it applies to education, and used Strong, Hanson, and Silver's (1986) Four Questioning Styles model in my curriculum. My training enhanced my understanding and led to further study of the underlying theory.

Jung's theory of psychological type has at its core 4 mental functions: Sensing, INtuition, Thinking, and Feeling. My presentation will start with an overview of each of these. Each person has preferences among these functions. The combination of preferences: ST, NT, SF, NF, creates a preferred mode of learning. Strong, Hanson, and Silver (1986) first identified the learning style and preferred questioning style of each type. Their model of 4 questioning styles can be used in any curriculum to bring in diverse learners. Strong et al.'s model allows all students to work within their strengths and expand their critical thinking skills. At the same time, this model does not require the teacher to do extra work or know the individual preferences of each student.

The four question styles are: Mastery, Understanding, Synthesis, and Involvement (Strong, Hanson, and Silver, 1986). Mastery questions appeal to students with sensing and thinking preferences, and focus on facts (common in multiple choice tests). Understanding questions appeal to students with intuitive and thinking preferences. These questions ask why and how, requiring students to analyze and compare. Synthesis questions appeal to the intuitive and feeling students, requiring them to create something new, or to hypothesize. Involvement questions appeal to the sensing and feeling student, bringing the student's own experience into the question. It is important to address learning style differences in adult learners -my students report

experiencing mostly Mastery and Understanding questions. Though many of them have a Feeling preference, they are unable to use that part of their learning style. Silver, Strong, and Perini (2000) provide a detailed explanation for K-12 teachers, but the needs of college instructors have not been addressed.

The presentation focus is the application of the model as a framework for discussion questions, exams, and essay topics. For example, in a class discussion, I know that each student will be able to find a way in to the discussion if each question type is included. Those who learn best by connecting to their own experience will use the Involvement question; those who need to start with their understanding of basic facts will use the mastery question, etc. I share my own use of the model and lead participants in their own applications. It is my intention to demonstrate that diverse learners can be accommodated in any class with only a small effort on the part of the instructor.

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## **Mentoring: Learning in Relationship**

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### **Objectives:**

People who attend this session will:

- Improve their understanding of the literature on mentoring
- Identify places in their own work where mentoring can successfully improve learning
- Identify ways in which mentoring can help respond to organizational difficulties
- Begin to re-design their learning settings to more fully incorporate mentoring

### **Intended Audience:**

Faculty, administrators with responsibility for learning, student life/development staff

### **Activities:**

Brief presentation, small-group discussion, reflective writing, storytelling

### **Abstract:**

Since the mid-1980s, businesses and educational institutions have used mentoring as a key form of employee development and as a spur to student learning. Today, mentoring programs are widespread in higher education. Mentoring is the basis for programs that support at-risk students, that advance undergraduate research, and that integrate new faculty into their institutions.

Most mentoring programs share a key pedagogical assumption: that mentors are experts who transmit their expertise to their protégés. This assumption has colored the research literature on mentoring. That literature has focused on the learning benefits that come to protégés (Eby and Lockwood, 2005), the professional and psycho-social benefits to protégés (Chao, Walz, and Gardner, 1992; Eby and Lockwood, 2005; Noe, 1988), the personal and professional benefits that mentors accrue (Eby and Lockwood, 2005; Allen, Poteet, and Burroughs, 1997) and the relative benefits of formal and informal mentoring programs (Chao, Walz, and Gardner, 1992; Hegstad, 1999).

The assumptions behind mentoring efforts, though, have left three significant gaps both in mentoring programs and in our understanding of mentoring. The first assumption, that mentors transmit information to protégés who learn, has led researchers to overlook the ways in which mentoring leads to learning for the mentors. The second, that mentors are privy to expertise that they share with protégés, has led administrators to create rigid programs focused on passing on received wisdom from mentors to protégés. Third, the focus on knowledge transfer and the benefits to the protégé have led researchers to overlook the significance of the relationships between mentor, protégé, and the culture of the organization, or to assume that the mentoring relationship will eventually deteriorate (Kram, 1983).

These two pedagogical assumptions, then, have led academics and administrators to overlook the potential of mentoring to improve mentors' learning and to reform the organizations in which mentoring takes place. This presentation describes the results of our study of mentoring in an institution of higher education over the past seven years. The mentoring effort under examination – one in which upper-division university students model successful student behavior for first-semester freshmen – focuses on ensuring the quality of the relationship between mentor and protégé, not simply promoting the well-being of the protégé. In this program, mentoring has led to all of the benefits the literature suggests will come to protégés. However, it has also resulted in improved learning among mentors and has inspired changes in the structure, budgeting, training and assessment efforts of Freshman Academy, the organizational home for the program.

This presentation opens with a brief discussion of the literature and the study. This discussion opens onto the rest of the session, which is based in small-group work, reflective writing, and storytelling. The presenters include faculty, administrators, and student mentors.

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## **The role of teachers and teaching in problem-based learning**

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### **Objectives:**

The intent in the proposed paper is to describe my teaching experiences and hurdles with PBL as I designed and implemented it in my Educational Psychology class consisting of prospective teachers. The second objective is to invite the audience to share their own experiences with either PBL. Through these exchanges, the aim to: a) become aware of common experiences across various PBL applications and implementations; b) share resources in order to design better teaching environments; and c) to contribute to a broader understanding of this pedagogy.

### **Intended Audience:**

This presentation is most suitable for audiences who have used PBL or are thinking of adopting and adapting it.

### **Activities:**

Audience members will participate in small and large group activities. Small groups will discuss issues pertaining to the teacher or teaching side of PBL. Examples of such issues include a PBL teacher's transition from "sage on the stage" to "guide on the side," the selection of problem-cases and the surrounding instructional context, and c) teacher training in PBL. Large group discussion will serve to bring ideas from the small groups together and to create a template listing experiences and challenges with PBL, especially for novice implementers and ways of addressing or explaining them. This template can then be available electronically for wider conference members to participate in and serve as a guide for teaching and research in PBL.

### **Abstract:**

Numerous pedagogical dilemmas challenge today's teachers (e.g., classroom management, individual differences, assessment, content area expertise) that compete for their attention, knowledge, and resources. Indeed, a recent book edited by the internationally renowned Marilyn Cochran Smith and Kenneth Zeichner entitled 'Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education (2005)' informs us that teachers struggle with a number of teaching situations.

Problem-based learning (PBL) is a popular pedagogical strategy that has had major impact on the thinking and practice of medicine, law, and business education (Barrows & Tamblyn, 1980; Walton & Matthews, 1989) and emerging in the field of Teacher Education (Merseth, 1996; Lambert & Ball, 1998). PBL is well suited to helping prospective teachers: a) develop a broader content and pedagogical knowledge foundation; and b) apply and adapt their knowledge and practice in order to make instructional decisions and to problem-solve within authentic contexts.

Although there have been several intervention studies of PBL – see Hmelo (2004) for a critical review – much of the focus in the problem-based learning (PBL) literature centers on the learner and learning, almost to the exclusion of the teacher and teaching.

Teaching with PBL requires methods of instructional skills and delivery that are different from the strategies and approaches commonly used in traditional classroom setting because the nature and structure of the teaching is changed (Hmelo, 2000, 2004). Rather than being the typical source of information, the instructor assumes the role of facilitator, monitor and peer collaborator, engaged in creating discourse with students and working through complex problems (Barron et al., 1998; Merseth, 1996). PBL teachers must be willing and able to develop new methodologies of teaching that re-distribute power, role, and responsibility within the learning community. Therefore, to ensure the success of learning activities carried out at in PBL, teachers must not only develop the necessary competencies to do their work but must also develop a clear understanding of their redefined roles and responsibilities. They also need to understand how PBL enables and affects their pedagogy and need to be given the time to digest and accommodate this new knowledge. Therefore, it is our experiences, as teachers, with PBL that is of interest here.

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## **Toward a Human History: Stanislavski and the Construction of Historical Consciousness**

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### **Objectives:**

The goals and objectives of the study were to develop a methodology whereby teacher educators may prepare their students of history in their development of an understanding of the intricacy and deep nuance of the historical figures who have shaped, for better or worse, world history and culture. Using the tenets of the Stanislavski System developed for actors by Russian dramatist Constantine Stanislavski, teachers will incorporate elements of this system in their own teaching practices with an eye toward making history both human and relevant to their students.

### **Intended Audience:**

Those who prepare K-12 history, literature, and theatre arts teachers, as well as K-12 teachers and practitioners.

### **Activities:**

1. Power Point Presentation with discussion on the methods and materials involved in this workshop
2. Pre-belief summary of conferees asking among other things, "What are best practices for the teaching of history and literature?"
3. Overview of the "Seven Stages of Development"
4. Viewing examples of iMovie "Metaphor Mockumentary" culminating experience

### **Abstract:**

Through a series of dynamic exercises and activities culled from our current research and the disciplines of history and theatre, Drs. Bryant and Gilbert will take conferees on a journey that conflates inquiry and self-discovery with best practices in the field of problem-based pedagogy.

What we seek as an end-result of the application of the Stanislavski System (1936) to the teaching of history is what we have labeled the "metanarrative of history." Our theory is based on the extension of Collingwood's (1946) writings and ideas which posit that history is a discipline which must first start with a rigorous attention to fact. However, this, he asserts is only part of the construct. What is the story, emotions, struggles and victories of all mankind? This is much like the work of Joseph Campbell (1949), though grounded not in myth, rather in historical experience.



The intended result will be that conferees will develop a fresh approach to both the study of history and the preparation of future history teachers. Pedagogically, this approach greatly resembles A.N. Whitehead's (1929) writings on generalization as education.

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## **Sexism in the Languages of English and Spanish: Does It Really Matter?**

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### **Objectives:**

Presentation objectives include:

- 1)...the awareness of how the English and Spanish languages get used to support and promote male primacy.
- 2)...the understanding that because sexism in language encodes prejudice it is incumbent upon all speakers to deconstruct linguistic patriarchy as it distorts reality by perpetuating the myth of male superiority and therefore maintains a false status quo.
- 3)...the recognition that speakers control language and can thus change their usage to be gender-inclusive, thereby actually increasing linguistic accuracy through a fair and equitable representation of truth.

### **Intended Audience:**

This presentation is appropriate for professors of English and Spanish. Moreover, because the session addresses linguistic equity and the fundamental acknowledgement that the sexes are equal, those concerned with social justice would most likely find this presentation of interest too.

### **Activities:**

During the presentation, those attending will get divided into small groups. They will generate a collective definition of linguistic sexism and/or present a brief skit that illustrates their definition in either (or both) Anglo and Hispanic cultures. Lastly, there will be a large-group discussion about women as represented in language and as portrayed in the media.

### **Abstract:**

Language, an integral aspect of any culture, reflects the attitudes and thinking of a particular society. However, language can get used to distort reality and guide thought as happens when it substantiates the myth of male superiority (Coates; Roman; Spender). Language indirectly and often insidiously shapes opinions based on its structure and semantics. Indeed, readily apparent is the power of words to augment or detract that can lead to prejudicial worldviews (Spender). Yet progressive perspectives and conscious efforts to use bias-free, inclusive language are only possible when people are aware of the presence and influence of sexism in traditional expression. For example, the generic use of 'man/el hombre' to refer both to males and females in English and Spanish is not only imprecise but it renders women's contributions insignificant, indeed invisible, in the evolution of society. Some authors, including William Safire and Diane Ravitch, maintain that 'humankind/la humanidad' does not need to replace 'mankind/el hombre' (Safire; Ravitch). However, other authors convincingly argue that 'mankind/el hombre' is exclusionary and ignores appropriate attempts to correct sex bias in English and Spanish (Cameron; Spender). Moreover, the widespread convention in both languages to use the generic he causes people inevitably, and potentially inaccurately, to think of the referent as male. Ambiguities associated

with a generic pronoun undermine its usefulness. Alternatives exist that are consistent with the standards of good grammar such as revision in the plural. In fact, THE AMERICAN HERITAGE DICTIONARY OF THE ENGLISH LANGUAGE endorses use of the singular 'they' for informal style (Schwartz 17). The rejection of the generic he, however, should not include the rewriting of history or experiences, past or present, grounded in patriarchal traditions. As a result of the women's movement in the late twentieth century, some women, and men too, are making meaningful, thoughtful attempts to incorporate nonsexist language in their speaking and writing. Finally, when societies acknowledge the inherent equality between the sexes, then language will reflect this truth thereby constructing a very different reality based on this conviction. Indeed, the claim of male superiority will no longer seem plausible and the evidence will be in the words people speak.

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## **Assessing Students' Understanding of their Disciplines**

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### **Objectives:**

- (1) To report the results of a scholarship of teaching and learning investigation
- (2) To engage the audience in a discussion of what a corresponding investigation might look like in their own discipline
- (3) To provide participants with a framework and resources for conducting similar investigations

### **Intended Audience:**

College faculty of any discipline, and anyone interested in the scholarship of teaching and learning or program assessment

### **Activities:**

As the presentation unfolds relative to the presenter's discipline, participants will be invited to pose and respond to parallel questions for their own disciplines. The entire presentation will provide a model for undertaking a similar investigation in any discipline on any campus.

### **Abstract:**

How do students come to understand key concepts in their chosen major? How do they employ those concepts to make sense of new information and ideas? How do students learn to think like, say, a historian or a physicist? Case studies of scholars examining these key questions are found in *The Advancement of Learning: Building the Teaching Commons* by Huber and Hutchings (2005). The importance of undergraduates learning underlying principles of their major, and what Joseph Schwab (1964) called the "syntax" of the field, cannot be overstated for it is key to developing expertise. However, college students frequently describe their majors by listing courses that must be taken to achieve their objective -- a college diploma. When asked to define their discipline, the results differ significantly from the definitions given by their disciplinary faculty. This is a particular problem for prospective K-12 teachers; what they know about their subject areas will affect how they prepare their students for the rigors of college studies. This paper reports: (1) the results of a study of 50 undergraduate math majors that examined their definitions of the discipline of mathematics, and compared their definitions to those of their faculty; and (2) the effects of a pilot intervention undertaken in one course for future teachers to enrich students' understanding of what mathematics entails. We invite faculty in other disciplines to consider similar investigations. We note that the results of such an investigation can yield useful information for program assessment.

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## **Using Problem-Based Learning to Teach Undergraduates How to Conduct Library Research**

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### **Objectives:**

To look at how undergraduates conduct research.

To present an effective approach to teaching research skills.

To present a way to teach research methods by engaging undergrads in the research process.

### **Intended Audience:**

Faculty who expect student research.

Faculty who teach undergrad research.

### **Activities:**

Attendees will go through part of the research process to look at the different ways people approach a research problem, especially focusing on the differences between the approaches students and faculty take to research.

Attendees will discuss the nature of the research process and how to get students involved in conducting good research.

### **Abstract:**

Conducting research is more than just finding information. The Information Literacy Standards issued by the Association of College and Research Libraries provide a good picture of the knowledge students need for the whole research process. Setting guidelines for what makes individuals information literate, or good researchers, the standards take one from recognizing the need for information on through using that information. For students to achieve the greatest success the process of teaching research needs to involve all aspects of the research cycle. This presentation focuses on how problem-based learning can be used to guide students through the whole research process.

The first step in any research project is deciding on a topic. According to Michael Pelikan, “by far the toughest challenge . . . students face is that of having some idea of what they are looking for and why” (p. 511). Students, especially undergraduates, have a tough time understanding what makes a good research problem. Students will state broad topics and then look befuddled when they are asked what about that topic they want to research. Problem-based learning provides a great tool to help guide students through this part of the research process. The first

part of the presentation will focus on how to move students through the first part of the research process.

Larry Spence describes his frustration with getting students to use the library effectively for conducting research. Part of the issue comes from the students' own previous experience in conducting research. Students are conducting "research" all the time, and generally students are successful. Google is not letting students down. Students are able to find information on Google, i.e. what time is the movie showing, who is Ulysses S Grant, etc. But the question this raises is: Is searching on Google a proper method for academic research?

Because students are often confused with the subject matter they are researching, it is easy for them to turn to the tools for which they are already comfortable. Students are generally most comfortable with what they already know. Students need to have good research practices modeled for them so they can understand that research is more than just finding basic information. The second part of the presentation will focus on how students can be guided to take the steps from Google to using the more academic based sources available in the library to conduct research.

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## **Service Learning and Tiered Peer Training in a Cross-Disciplinary, Cross-Cultural Outreach Context**

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### **Objectives:**

1. Identify the key challenges in service learning outreach when faced with issues of diversity in content and audience.
2. Relate the lessons learned from the Pacific pilot project.
3. Identify strategies for incorporating this type of active learning for community service across the curriculum.
4. Seek input from the audience to improve future projects of a similar nature.

### **Intended Audience:**

Teaching faculty, librarians, and information technologists who are interested in service learning, interdisciplinary collaboration and institutional outreach.

### **Activities:**

1. Engage audience in the issues by presenting the initial parameters of the project at its onset.
2. Solicit discussion from the audience regarding their perception of the potential issues in such as project.
3. Compare audience perceptions to the actual issues encountered.
4. Summarize our strategies for dealing with these issues and the effectiveness of those strategies.
5. Solicit discussion from the audience of other possible strategies.
6. Present future plans for continuation and expansion of the project.
7. (optional, time-permitting) Demonstrate the custom electronic library portal developed to support the project.

### **Abstract:**

Funded by a University of the Pacific Seed-Bridge Grant in 2005, this pilot project's primary goal was to effectively engage communities in learning across social and economic boundaries. An additional goal was to enhance learning by exploring the relationship between digital and



physical learning experiences. The presentation will focus on the project's primary goal, but may discuss its additional goals if time permits.

This project, which involves collaboration among the faculty in Computer Science, the University Library, and Ethnic Studies, uses the team teaching approach in curriculum design and instruction.

"Service-learning" is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. (Jacoby, 1996) It has been widely practiced as pedagogy in academia since the 1970s, but its use in situations outside of specific service learning courses has been less common. This project expands the incorporation of service learning and classroom instruction into a new dimension ñ incorporating information literacy, intercultural communication, and computer technology training into one integrated interdisciplinary teaching program.

Another unique aspect of this project is its tiered approach to training. The tiered structure combines the "Big Brother, Big Sister" mentoring concept (Langhout, Rhodes, and Osborne, 2004) and traditional "peer-to-peer training" into a modified peer training model. Field studies provide compelling evidence demonstrating that both mentoring and peer training are powerful ways to reach youth and teens. Our experience was consistent with this evidence.

Through collaboration among the ethnic community organization, local schools, and various academic units at the University of the Pacific, the project creates a sustainable model that benefits both the local community and the university. For the university, this model provides motivation and intangible incentives for university students to actively engage in information literacy and computer training as both trainees and trainers. For the local community, this model helps to improve information literacy and technology competency by bridging the gap of information "haves" and "have-nots" common in disadvantaged groups.

While our basic strategy was successful, the project revealed many particular challenges arising from the unique situation and the use of service learning and peer training. The presentation will identify the challenges we discovered and engage the audience in the identification of additional potential challenges. Our particular challenges resulted from the interdisciplinary subject matter, communication across multiple cultures and different comprehension levels of multiple age groups. We will discuss how we adapted our strategy to address these challenges, and broaden the discussion to include the audience's interests.

We have applied for funding to expand this project to include a more diverse community partnership, as well as faculty participation from additional academic disciplines. We will conclude the session by inviting input from the audience on the future of such projects.

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## **iPods and Education: Visions of the Possible**

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### **Objectives:**

1. Participants will be able to explain the essential functions of iPod Technology.
2. Participants will be able to explain the differences between podcasts, vodcasts, and screencasts.
3. Participants will be able to apply podcasting software to their own creation of podcasts
4. Participants will be able to evaluate the efficacy of iPods for higher education instruction.

### **Intended Audience:**

Higher education instructors, technology specialists

### **Activities:**

1. Participants will use iPods in order to examine their efficacy for higher education instruction.
2. Participants will view actual podcasts, vodcasts, and screencasts.
3. Participants will brainstorm possible uses of the iPod in higher education.

### **Abstract:**

Is the iPod entertainment technology or educational technology? The iPod is currently being used as a form of educational technology at universities and colleges, and K-12 schools, both in the U.S. and abroad. But...does it make any sense to use the iPod for education? Is the iPodification of education "regressive" (Trembath, 2006), leading to "further academic disintegration" (Grant, 2005); or, is the iPod "a highly effective learning tool" (Burch, 2006). How is the iPod being used for educational purposes, what does it take to use the iPod

educationally, and what are the early returns from research into the efficacy of iPodification? To iPod, or not to iPod.

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## **Writing a Syllabus: Getting it Right and Staying Out of Jail**

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### **Objectives:**

After the presentation, participants will be to:

1. List and discuss the essential elements of an effective syllabus;
2. Write a syllabus that satisfies multiple constituents;
3. Protect the academic integrity of their course through the judicious writing of a syllabus; and
4. Critically analyze a syllabus.

### **Intended Audience:**

All faculty and graduate students who teach.

### **Activities:**

1. Anticipation guide designed to activate and probe participants' prior knowledge related to syllabus writing.
2. Analysis of existing syllabi for similarities and differences.
3. Discussion of recommended syllabus components based on existing research and practice.
4. Examination of specific examples of recommended syllabus components.
5. A final exam consisting of an analysis of the efficacy of a syllabus.

### **Abstract:**

An academic syllabus can be understood as a communication between a course instructor and his or her students, outlining the course of study and frequently including components such as a schedule of assignments, activities, and assessments, as well as an introduction to the instructor

and course material (Nilson, 2003). Presenting these responsibilities and expectations for performance in writing allows students to decide whether they have the appropriate time and resources to be successful (Parkes & Harris, 2002; Smith & Razzouk, 1993). In addition, when course goals and objectives are included in syllabi, students are made more aware of the purpose of the course and the role the course plays in the larger domain of study, including how the course fits in the college or department curriculum (Davis, 1993). Often the initial and most formal communication tool received by students regarding the course, a syllabus serves as a practical and intellectual guide to the academic term ahead (Dominowski, 2002; Eberly, Newton, & Wiggins, 2001).

This practical and intellectual guide gives students a “common script” (Smith & Razzouk, 1993), and a sense of how much preparation and work the course will involve, as well as how much time should be expected addressing reading assignments, problem sets, group projects, lab reports, and research (Davis, 1993). Course effectiveness can also be improved, and communication frustrations avoided, when students are provided with clear expectations and criteria for determining class success or failure (Diamond, 1998; Grunert, 1997).

Specifically, one aspect of syllabus design is prevention (Boyle & Rothstein, 2003; Matejka & Kurke, 1994), that is, anticipated student questions and concerns can be formally and thoughtfully addressed from the start of the course, thus saving time later in the course answering these questions. Parkes, Fix, and Harris (2003) point out that students take significant notice of the quantity and quality of what is included in a syllabus. The more information provided about the course to students in advance, the fewer questions and misunderstandings encountered later during the term. Vague expectations and unclear policies often contribute to increased student anxiety. For example, providing students with sample test questions and detailed assignment descriptions has been demonstrated to reduce students’ text anxiety and to have a positive impact on learning (Darley, Zanna, & Roediger, 2004; Diamond, 1998). Indeed, providing brief explanations can reduce student resistance to a challenging course format, process, or assignment.

Indeed, there is a changing perception in higher education of the role of syllabi in educating students with a shift away from more traditional views of the syllabus as a skeletal outline or general schedule of assignments, to a more comprehensive course guide (Eberly et al., 2001). Recent criticism argues that the traditional syllabus is ineffective for helping students to understand their vital role in the learning process: “to understand the expectations we have of them and our plans for the learning experience, students need more comprehensive information than the traditional syllabus provides” (Diamond, 1998, p. 192).

The extant literature is fairly clear in providing recommended syllabus components and in identifying those components that are important to faculty and students. Current research, however, indicates that syllabi tend to focus on what faculty value, rather than on what students value, and that syllabi, in general, lack important information (Becker & Calhoon, 1999). Indeed, while there is a call for the development of more comprehensive, inclusive, student-centered, and robust syllabi (Eberly et al., 2001; Garavalia, Hummel, Wiley, & Huitt, 1999), there is little evidence that that call is being heeded. Ultimately, to fulfill the needs of the different syllabus constituents (e.g., faculty, students, administrators) it will be necessary for faculty to include

more specific material regarding grading information and policy information, in addition to the already well reported professor and course information.

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## **Using Assistive Technology to Leverage Learning: Steps toward Universal Design**

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### **Objectives:**

#### **Participants will:**

- \*become familiar with the three fundamental principles of (UDL) Universal Design for Learning;
- \*identify barriers to accessing information;
- \*clarify their own preferred learning styles, as they may contrast with those of peers, and consider how this applies in their classrooms;
- \*recognize suitability of specific technologies in promoting learning;
- \*discuss the value and practicality of implementing specific UDL approaches and technologies in their own work environments.

### **Intended Audience:**

Faculty in all disciplines, technology coordinators, student services professionals, and academic administrators

### **Activities:**



We will incorporate swivel seat simulations, comparison/contrast among traditional and/or preferred learning approaches, multi media demonstrations, discussion and informal assessment of varied media as teaching tools for diverse student populations.

#### Abstract:

On the whole, today's post-secondary curriculum is traditional, one-dimensional and geared to the general student population. Applied to education, Universal Design for Learning (UDL) requires the design of instructional materials and activities that allow learning goals to be achievable by individuals with broad differences in their abilities to see, hear, speak, move, read, write, understand English, organize, engage, and remember (Rose and Meyers, 2002). UDL is achieved by means of flexible curricular materials and activities that provide access and alternative ways for students with differences and abilities and backgrounds to participate. These alternatives are built into the design of the classroom materials, equipment, instruction and activities (Reed, 1998). UDL would reduce student need for support systems, make diverse student learning needs an integral component of all instructional planning, and ultimately benefit all students in the classroom (Bourke, Strehorn and Silver, 2000). UDL curricula are designed to be innately flexible, enriched with multiple media so that alternatives can be addressed whenever appropriate. A UDL-based curriculum takes on the burden of adaptation so that the student doesn't have to, thus minimizing barriers and maximizing access to both information and learning for all students.

Some assistive technologies that are able to leverage learning include, but certainly are not limited to, Kurzweil, Inspiration and Digital Storytelling. Each will be demonstrated during this session. Kurzweil software, a text to speech program, offers tools in reading, writing and developing study skills. Kurzweil "reads material aloud", provides electronic highlighters, footnotes and vocabulary tools. Inspiration software, a graphic organizer, is a great tool for developing mind maps or diagrams to help organize information and concepts. Digital storytelling is a personal narrative piece of media that includes voice, visuals and music.

The entire emphasis of this UDL experience is to share with colleagues the concepts and tools which support comprehension and production of information for college/university students in all disciplines.

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Also see: Rose, D.H., Meyer, A., and Hitchcock, C. (Eds). (2005). The Universally designed classroom: Accessible curriculum and digital technologies. Cambridge, MA: Harvard Education Press.

## **Visual and Kinetic Approaches to Teaching Sentence Structure**

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### **Objectives:**

The objective of this presentation is to have instructors experience the effectiveness of active learning strategies in teaching students basic knowledge of structural grammar and in having students acquire the attitude that the English language is a flexible system of fixed units.

### **Intended Audience:**

This presentation will appeal to faculty members who are interested in practical approaches to active learning techniques.

### **Activities:**

This presentation will meet its objectives by involving the audience in role-playing as students; in this way, teachers can actually experience the effectiveness student involvement in understanding the principles of grammar.

### **I plan the following activities:**

- \*introduce the concept of kernel sentences and expansion through the use of a handout which graphically shows sentence expansion;
- \*create "human sentences" by having volunteers order themselves with color coded sentence patterns and inserts;
- \*have audience volunteers create "human sentences" without benefit of color coding;
- \*hand out fully expanded uniformly typed sentences and have audience use color highlighters to identify sentence segments;
- \*give audience members terms and examples on separate sheets, let them find their group, and have them identify what each group has in common.

### **Abstract:**

This presentation rests upon the assumption that student involvement – visually and kinetically – is a superior method to teaching sentence structure than traditional pedagogies of lecture and worksheets only. Presentation time will be spent having the audience experience classroom activities centered upon sentence modification.

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**Reacting to the Past: Transdisciplinary Games that Really Work  
for University Students and Instructors**

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**Objectives:**

Audience members will learn about Reacting to the Past, which is being used in a wide variety of settings and universities. The session will provoke instructors to think about the importance of putting learning at the center of the classroom experience and the key role of liminality in an educational environment. By involving audience members as participants, we plan to demonstrate how Reacting can engage students by encouraging the close reading of text, a desire to hone public speaking skills, and an overall sense of self-efficacy, all items of concern in the 21st century university classroom.

**Intended Audience:**

This session is appropriate for faculty and administrators. Because Reacting is often adopted for “freshman year experience” or other university-wide courses and because it is a transdisciplinary tool, faculty from many fields are using it and administrators find it boosts recruitment, retention, and professional development among faculty.

#### Activities:

Audience members will have a brief “reacting” experience during the session. This is the best way to understand how reacting works. Participants grapple with two levels of liminality: A. as a character in the Darwin game; B. as a student (rather than a professor or administrator). Most educators who try reacting find that it stimulates a reconsideration of how they think about learning and the classroom and why liminality can be a useful, perhaps crucial tool in their work to encourage students to embrace the intellectual enterprise

#### Abstract:

“Reacting to the Past” consists of a series of highly refined role playing games which empower students to take charge of their own education by allowing them to submerge themselves into critical historical moments. First developed by Mark C. Carnes, a wide variety of games have now been developed and adopted by a consortium of over two dozen colleges and universities. Focused on some past event or decision of significance, the games assign character roles to each student, encourage independent research, require an unusual amount of both speaking and writing, and demand above all else that students engage in an important historical text in order to play successfully. Our comments draw primarily on the experiences of Carnes, ourselves, and those of other professors and students who have been exposed to Reacting.

Essentially, everything about Reacting Games is designed to stir and utilize students’ emotions in order to cultivate a drive to grapple with classic texts, read for argument, and speak and write persuasively. But many students who experience Reacting gain much more than practical skills. If we recognize that a liberal education acts as a de facto ‘rite of passage’ for educated individuals in our culture, then the concept of liminality emerges naturally as a key principle underlying our teaching and learning agenda. We seek to lead students into and across the threshold dividing literalism and literacy rather than to inculcate a particular point of view or merely deliver content.

As students make the transition from high school to university, Reacting aids recognition that they are, in the most important ways, in charge of their own education. Many freshmen have little previous experience with self-directed study and investigation, and despite their hopes to become well-educated individuals, few have a clear idea what that means. Assessment of Reacting classes shows that almost all players make an extraordinary leap in understanding these aspects of adult learning, making Reacting an especially valuable tool in the lower division curriculum.

As an additional benefit, in our collective experience, the engaging pedagogy of Reacting Games re-enchants teaching. Instructors find new ways to open a door so that players of the games cross the threshold separating comfortable certainties from dynamic ambiguity. Reacting also reminds us that we can transform the dialectic of the teaching/learning process so that students internalize an enthusiasm for education, thus creating and sustaining life-long learners.

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## **Diversity & Civic Engagement in Learning-Centered Communities**

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### **Objectives:**

1. Identify myriad relationships, actual and possible, between diverse campuses/classrooms and academic learning;
2. Analyze the appropriateness of evaluating faculty competence in facilitating multicultural community as part of teaching evaluation.
3. Identify and articulate concrete ways that relationships across difference are meaningful.

### **Intended Audience:**

Faculty and administrators interested in evaluating diversity's contribution to academic learning in a global society and meaningful campus interaction and faculty's contribution to above.

### **Activities:**

1. Film exploring above objectives at California State University Dominguez Hills;
2. Summary of research evaluating effective multicultural leadership and process;
3. Fishbowl/focus group with participants.

### **Abstract:**

Dr. Nancy Erbe, Associate Professor of Negotiation, Conflict Resolution and Peace Building, will present the highlights of research evaluating optimal multicultural leadership and process in the Balkans, Cameroon, Nepal and Ukraine. (Erbe 2004) She will contrast with feedback from students representing sixty different countries. (Erbe 2003)

Dr. Iset Anuakan, who teaches a course in Race, Class, & Gender will share results from a recent funded project to investigate meaningful interaction and civic engagement at a CSU campus. Her talk will include summaries of 1) surveys of students from data compiled in the past 15 years; 2) historical literature on patterns that encourage diverse academic exchanges, and 3) a filmed narrative on the best teaching methods, one that draws on interviews and focus groups with students, faculty, and administrative staff at the campus.

These two brief presentations intend to stimulate audience sharing of their own experience with diversity's contribution to academic learning and meaningful campus interaction and their thoughts about evaluating faculty's multicultural leadership as part of teaching evaluations. After

assessing audience comfort and interest in sharing their experience, either a fishbowl or a full audience discussion will be facilitated.

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\*My articles are published in law journals and reviews. Citation is Bluebook.



## **Conflict Resolution, Negotiation and Other Skill-Building Activities in Online Classes**

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### **Objectives:**

1. Identify methods of mediated learning to evaluate and build effectiveness of distance courses;
2. Contrast academic learning in distance coursework with comparable campus coursework.
3. Explore a survey methodology that can provide valuable formative evaluation of learning process for students and instructors.

### **Intended Audience:**

Faculty and administrators interested in evaluating and building effective distance courses.

### **Activities:**

PowerPoint presentation of evaluative activities and results in graduate nursing courses;

Presentation regarding comparison of academic learning in graduate courses within negotiation, conflict resolution and peace building that are offered simultaneously in distance and campus classes;

Audience sharing of evaluative tools they use in distance courses, experience comparing distance and campus learning and questions--needs regarding creation of effective distance courses in a variety of disciplines.

### **Abstract:**

While distance learning grows in popularity, especially for working and traveling professionals, many academic questions remain. In teaching the same courses distance and classroom, Professor Nancy Erbe has a special opportunity to assess academic impact. Yet her initial challenge in teaching the skill sets of conflict resolution, negotiation and peace building is to evaluate the most effective and workable learning activities. Distance classes appear easily adapted with information, or lecture, reading, and exam courses, but how do we teach more complex skills? Professor Erbe will share her students' feedback and her thoughts about academic impact. Professor Dale Mueller has utilized "mid-session" and "wrap-up" surveys in her online courses with nursing students to provide a concurrent opportunity for students' feedback. Formative evaluations from students are not yet a widely used technique, but it can have value for both the student and the instructor. Professor Mueller will share her students'

comments and her observations about structure for successful collaboration in the online classroom.

Dr. Erbe intends to create scholarship and review literature contrasting campus with distance learning once she has heard from a variety of faculty regarding their experience. Thus she is not citing literature for this proposal.

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## **How Technology Can Improve Learning: Results from a Faculty Learning Community**

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### **Objectives:**

1. Describe to participants the structure and operation of the FLC.
2. Describe to participants different understandings of technology in the classroom and which practices improve student learning.
3. Have participants apply these concepts and methods in their classrooms.

### **Intended Audience:**

Participants interested in Faculty Learning Communities and those interested in best practices of using technology to assist learning.

### **Activities:**

1. Hear a mini lecture outlining the framework utilized to develop an FLC devoted to technology.
2. Engage in critical discussion about best practices of technology.
3. Learn about individual projects in which community members have demonstrated evidence of student learning related to technology which can be applied towards development of their own courses.

### **Abstract:**

This presentation will describe the Faculty Learning Community model developed by Milt Cox at Miami University. Reference will be made to the New Directions book on FLCs. It will present specific information about the FLC at CSULB during the 2005-2006 academic year. Next the presentation will discuss the specific things learned by community members including best practices and literature consulted. Examples of how to use technology well will be demonstrated.

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## **Online Narrative Inquiry as an Assessment Tool**

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### **Objectives:**

1. Identify forms of online narrative inquiry.
2. Recommend ways to incorporate online narrative inquiry into courses.
3. Identify techniques for analysing online narrative inquiry.
4. Recommend ways to use narrative inquiry to improve course content and delivery.

### **Intended Audience:**

Faculty who incorporate online technology

### **Activities:**

Share sample datasets of narrative inquiry, and conduct preliminary analysis on the data (activity provides concrete examples of the topic, and helps participants understand the process of using the data to assess students and courses).

### **Abstract:**

Incorporating online student narrative inquiry, and assessing it on a formative basis helps instructors diagnosis student process and gaps in learning. This information can be used to modify course delivery as well as provide feedback for students so they can make their own adjustments in learning approaches. Students can also self-assess their experiences and learning. When shared, these reflections can be used to help students understand concepts through contextualization and generate knowledge. Moreover, instructors can triangulate the assessments to determine student self-efficacy.

In an effort to study assessment, the researcher incorporated narrative inquiry into her foundations of information (LI 500) and library media management (LI 550) courses. Specifically, students in LI 500 were required to write weekly self-reflections about information within the course's context, also drawing upon career efforts and personal experience. LI 550 students wrote about three personal, current course-related critical incidents. In both courses, students responded to their peers' reflections. As a final project, LI 500 students had to analyze a peer's entire semester of entries to identify information patterns over time.

Reflective journaling provides a means for students to critically analyze their life experiences, framing theory contextually. When students share these reflections, they can then compare both their experiences and their conclusions in order to draw valid inferences across contexts and generate knowledge (Boud, Flavell). This exercise has been recommended specifically for library science preparation and more generally for professional development (Yontz & McCook, Schon). Technology optimizes this process because students access, analyze, and respond to peers' entries at their convenience (Moon). In terms of research methodology, drawing from

experience to deepen understanding of the theoretical may be linked to naturalistic inquiry: “research that focuses on how people behave when they are absorbed in genuine life experiences in natural settings” (Lane) .

The instructor developed content analysis matrices of these online archived narratives as a basis to identify possible reasons for differences among student performances; and review course content / delivery. LI 500 journals were analyzed in terms of timing, source of inspiration, and insights/outcomes. LI 550 critical events were analyzed in terms of conflict/problem, source of support, and resolution. Demographic data were also captured.

LI 500 Findings. Over time, students tended to become more theoretical and action-oriented with respect to information. They tended to grow from a consumer-based, emotional response to information, relating it to personal experience, to a more objective and abstract construct with a greater impetus for pro-active change.

LI 550 Findings. Student choice of topic depended on current employment and courses activities, and “resonance” with other students’ submissions. Major management issues were: human relationships, resources, administration, technology. Source for help in solving the problem were ranked as follows: 1) administrators, 2) fellow teachers, 3) self, 4) policy, 5) library media specialist. In identifying what they learned from the incidents, students ranked concepts as follows: 1) effective communication, 2) principal support, 3) collaboration.

Implications. Narrative inquiry research method proved to be an effective way to garner thick, authentic datasets of information, and facilitated a seamless community of practice.

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## **Cost-Benefit Evaluation Instrument for Choosing Effective Learning Activities**

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### **Objectives:**

This presentation will encourage faculty to administer successful active learning in the classroom. It will show faculty how to apply a cost-benefit analysis in order to select effective activities and filter out “splashy, highly-charged sessions” with little learning value.

### **Intended Audience:**

Faculty and all interested in active learning, instructional design, and learning assessment.

### **Activities:**

The authors will interactively demonstrate the cost-benefit method on two classroom activities, one effective and one ineffective. The audience will experiment with both activities and will be engaged in discussion of the evaluation process. This session will assist faculty in selecting activities that truly serve the learning outcomes and engage students in the learning process. It will also help faculty filter out active learning that is implemented for its own sake rather than for its learning outcomes.

### **Abstract:**

Active learning studies provide ample evidence for the benefits of active learning versus traditional lecturing. Some of the advantages are better understanding of the material, better memorization (Bonwell and Sutherland, 1996), higher-order thinking skills (Bonwell and Eison, 1991; Beng, 2005; Campbell and Piccinin, 1999); increased motivation and attendance, reduced competition and better engagement (Campbell and Piccinin, 1999).

Despite these benefits, a number of barriers have slowed down or kept active learning out of college classrooms. As most authors agree, the major obstacle nowadays appears to be not the epistemological or institutional barriers but the cost barriers. The higher costs come in time, control, and reputation—costs paid primarily by faculty. Active learning requires extensive preparation and classroom time (Davis, 2003; Bonwell and Eison, 1991; Bonwell and Sutherland, 1996; Rozaitis, 2005). Faculty are not always able or willing to spend time on active learning (Davis, 2003; Bonwell and Sutherland, 1996; Rozaitis, 2005). If they do invest time, they must give up significant control to the students (Rozaitis, 2005; Bonwell and Eison, 1991; Bonwell and Sutherland, 1996). Finally, faculty must be willing to risk their reputations enough to



implement active learning since students do not always perceive active learning as valuable (Bonwell and Sutherland, 1996; Davis, 2003; Rozaitis, 2005). In addition, active learning relies primarily on anecdotal evidence while administrators value precise assessment measures (Garvin, 1991). These risks represent a particularly high cost to faculty seeking tenure and promotion (Bonwell and Sutherland, 1996).

Weighing the benefits and drawbacks, some authors point out that the major factor for effectiveness in using active learning is choosing the right activity for the right course (Bonwell and Sutherland, 1996; Smith and Doren, 2004; Beng, 2005). Smith and Doren (2004) suggest that the learning activity should be selected based on four principles: student learning, student's co-responsibility for learning, activity drawing on knowledge and skills beyond the classroom, and transferability of learning from the activity to outside the classroom. Bonwell and Sutherland (1996) state that the choice of learning activities should depend on course objectives, the teaching style of the instructor and the students' experience. As Beng concludes, "active learning should not be implemented for its own sake, but for its ability to engage students in the learning process." She further claims that active learning should not be a "splashy, highly-charged sessions with lots of group work." Rather, it should serve the learning outcomes of the course. Bonwell and Sutherland (1996) point out several criteria for choosing effective activities: course objectives, personal teaching style, which includes level of class control, perceived risk, perception of instructor's role and student experience.

This presentation builds upon benefits of and barriers to active learning discussed in pedagogical literature and experienced by the authors in various classes. Based on a cost-benefit analysis, the presentation offers a simple yet very useful and practical evaluation instrument for choosing successful active learning strategies. The cost-benefit method will be interactively demonstrated to the audience on two activities, one effective and one ineffective.

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## **Breaking the Language Barrier: Interaction in ESL Classrooms**

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### **Objectives:**

This session will help participants to:

Identify interactive techniques that will encourage students to speak spontaneously and informally in English;

Understand how best to utilise such techniques;

Create their own activities based on these techniques to be applied in their own classrooms.

### **Activities:**

Participants will;

Become aware of the effectiveness of active learning from the students' point of view by interacting in pairs and small groups to create dialogues and short plays based on targeted vocabulary/ phrases/idioms/cultural information;

Become aware of the effectiveness of students acting as teachers;

Discuss how they may create such activities in their own classes.

### **Abstract:**

“Much English language [teaching] in the world is not ESL based but occurs overseas in the EFL situation, mainly with teachers who are not native speakers of English themselves.” (Hinkle, Fotos, 2002, p.142). Instruction in such classes is usually formal and based on written exercises. Students from such a background, when arriving in ESL classes in English speaking countries often find oral communication difficult. Consequently, they lack confidence and are slow to contribute to classroom discussions in English, preferring to talk surreptitiously to fellow students in their native language. Such “students need to be provided with authentic opportunities where they must use that [English] language, and preferably in a friendly and relaxed atmosphere.” (Brisk and Harrington, 2000, p.106). Active learning is particularly effective in this respect in ESL classrooms; for example, this writer has found that fun activities incorporating movement or touching/placing various objects while learning terminology to be very successful as students relax and no longer worry about making mistakes. Further, as Sutherland and Bonwell suggest, “Students are simply more likely to internalize, understand, and remember material learned through active engagement in the learning process.” (Sutherland, Bonwell, 1996, p.3). Silberman also suggests that “when learning is active, students do most of the work. They use their brains for studying ideas, solving problems and applying what they learn” (Silberman, 1996, p. ix). This, as Alison King suggests, allows the instructor to act as ‘guide on the side’ handing over much of the responsibility for learning to the students (King, 1994, pp.30-35). Conducting classes in small groups will also as Meyers and Jones suggest “be a means of letting go of the typical classroom power structure” (Meyers and Jones, 1993, p.59). This, in this writer’s experience, is brought about in ESL classes by planning activities that will encourage students to ask questions as well as answer them. Other successful activities are those

that require students to give directions to other students to the point even of planning and conducting short lessons or creating short plays. Students can also learn to evaluate themselves and each other. Of course, this does not all happen at once. Sutherland and Bonham suggest creating “a conceptual framework focused on an active learning continuum that moves from simple tasks on one end to complex tasks on the other.” (Sutherland, Bonwell, 1996, p.5). Such a continuum will enable ESL students to gain confidence as they progress from simple activities accomplished in pairs to more advanced activities performed in groups. As Tubbs states, referring to Edward Fiske’s 1990 report of a Harvard University study, students who study in small groups learn more affectively than those who don’t. ( Tubbs, 2004, p. 9). Indeed Wilson remarks that working with a group “can be more fun and more satisfying than working as an individual. Interaction among members feeds many needs. Among these are the needs for stimulation, belonging and esteem.” (Wilson, 2002, p.14).

Participants in this session, acting as students, will be guided though the main activities described above.

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## **Cross Cultural Communication to Address Linguistic Diversity**

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### **Objectives:**

This session will:

- help participants understand the dynamic nature of language as words, symbols, and gestures understood by a considerable community, as well as the impact of social and cultural contexts in determining meaning, including dialectical differences associated with geographic regions and cultural variations in verbal and nonverbal communications;
- teach cultural linguistic concepts and related pedagogical applications;
- help participants understand how contextual parameters have implications for teaching and communicating effectively with students from diverse cultures, socio-economic backgrounds, and geographical regions;
- increase understanding of regional dialects and subcultural use of words and phrases;
- provide interactive language and non-verbal cues learning experiences;

### **Intended Audience:**

Educators (college professors and teachers) and administrators

### **Activities:**

1. “The Chitl’n Test: a fun icebreaker given as a 10 item multiple choice test that demonstrates diverse use of words and meanings attached to phrases and their impacts on communication (10 minutes).

2. Basic presentation to clarify cultural linguistic concepts and pedagogical strategies (10-15 minutes).
3. Small group interaction to allow participants the opportunity to implement/apply strategies from presentation (15 minutes).
4. Debriefing and reporting out. Presenters will also distribute handouts and reference materials.

#### Abstract:

Presenters will describe and illustrate culturally responsive pedagogy to assist participants in becoming more successful in their efforts to teach students from diverse linguistic and cultural backgrounds. Banks (1996) discussed how the US continues to receive large numbers of immigrants from third world countries, which some consider a language minority. This influx of immigrants is the reason why public schools and colleges must provide culturally responsive teaching strategies to address the needs of those who are language minority students.

Participants will receive web-based resources, and copies of the PowerPoint presentation that contains information on how cross-cultural verbal and nonverbal communications can impede as well as enhance the learning process. Thus, participants will learn strategies that enhance their abilities to reach and teach all students with linguistically diverse backgrounds, as well as to apply pedagogies to overcome barriers created by linguistic differences. Participants will role-play and interact with intercultural verbal and non-verbal communicative materials designed to increase learning achievement.

Presenters will have participants assess a case study, as well as evaluate examples of subcultural words and phrases, and co-cultural verbal and non-verbal cues materials for improving their knowledge-base.

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## **Instructional Feedback: Fostering Teacher Candidate's Teaching-efficacy**

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### **Objectives:**

By participating in this presentation, the audience should acquire the following:

- A definition of instructional feedback;
- A social cognitive theoretical rationale in developing teaching-efficacy;
- Methods for providing teacher candidates with appropriate instructional feedback;
- Understanding of how evaluation methods impact teacher candidates' learning and development in becoming effective teachers.
- Understanding of how instructional feedback is related to accountability measures in teacher preparation programs
- Use of instructional feedback to provide teacher candidates with authentic evaluations.

### **Intended Audience:**

Faculty and administrators from teacher-preparation colleges

### **Activities:**

The presentation will start with the authors providing related background information. The audience will then be involved in an activity analyzing teacher candidates' assignment artifacts and providing instructional feedback. The activity will be followed with a discussion.

### **Abstract:**

Educators of teacher candidates need to provide instructional feedback that fosters knowledge acquisition in teaching effectiveness. Instructional feedback that accurately communicates strengths and weaknesses to teacher candidates will better engage candidates in self-reflection that fosters professional growth.

The focus should be on fostering teaching-efficacy rather than self-esteem. Bandura (1997) defined teaching-efficacy as the extent to which teachers believe in their ability to impact student learning (Guskey & Passaro, 1994; Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998). Teaching-efficacy is constructed from past professional experiences of success and failures. Successful experiences provide information on what actions were effective while the failure experiences provide information on what actions were ineffective. As novices, teacher candidates do not have enough experience to develop reflection skills that effectively serve as accurate measures of



teaching ability. Therefore, they must receive accurate feedback on their teaching abilities from faculty teaching educational foundation courses. Increasing candidates' sense of efficacy will result in their ability to successfully impact student achievement (Ashton & Webb, 1986; Ross, Cousins, & Gadalla, 1996; Tonelson, 1981) and increase students' motivation (Midgley, Feldlaufer, & Eccles, 1989). In addition, knowledge of teaching-efficacy improves classroom management practices (Woolfolk & Hoy, 1990) and decreases stress and burnout (Brissie, Hoover-Dempsey, & Bassler, 1988 and Brouwers, Evers, & Tomic, 1999).

Consider the following segment from a teacher candidate's reflection:

"As I conclude my learning experience, I reflect on what I have learned and how I have matured from a student to a teacher. My learning experience truly was a learning experience for me. It awakened me to the reality of teaching. Like many other young teachers, I was idealistic and naive. I felt that I would instantly be awarded Teacher Of The Year, due to the admiration that my students and colleagues will have of me. I believed that I would become very popular and well liked by my students because I would come to class every day with an exciting lesson that every student will enjoy and learn from. However, teaching is not a fairy tale, there will be rough times, setbacks and perhaps even some failures. As a young teacher, any setback I encountered was very disheartening to me." (Teacher Candidate, 2005)

The candidate became aware, after student-teaching, that teaching is more than creating an entertaining classroom. However, this realization was initiated late in his education. This reflection generates a pertinent question: Why wasn't the candidate provided continual instructional feedback of actual abilities of his knowledge, skills, and dispositions earlier during the foundational courses?

We hypothesize that teacher candidates will be better judges of their ability to impact students' learning before student teaching if they are provided with instructional feedback earlier in their studies. Teacher candidates need develop stronger teaching-efficacy through more accurate assessment of their abilities. Many faculties, however, fear that constructive criticism may be perceived as negative and result in lowering candidates' self-esteem.

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## **You Are Here: Helping Students Find Their Place in the Academic Discourse**

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### Objectives:

- Identify the variety of information sources created in each discipline and visually organize these sources.
- Compare the information sources in their discipline to other disciplines to identify commonalities and highlight differences.
- Discuss the use of information sources by undergraduate and graduate students as well as the students' role in creating information in their discipline.

### Intended Audience:

Faculty and administrators

### Activities:

- Creating a map of information in each attendee's discipline.
- Comparing maps to other examples.
- Discussing the relationship between the organization of information sources and teaching students to effectively use and create information.

### Abstract:

How do we prepare students for their role in the use and production of information for their area of study? Each discipline produces information formats that are specialized and serve unique roles in the communication of scholarly ideas. As students progress in their academic career they are expected to use the formats with increased frequency and may even start publishing their own content. The scholarly publication cycle is one way to provide context and teach about the wide variety of sources available for academic research (Bichel & Cheney, 2004). Understanding when information is produced, and in what format, makes it easier for students to locate appropriate information.

As we teach students about their role in the academic discourse, we must be acutely aware that the nature of scholarly publishing is rapidly changing (ACRL Scholarly Communications Toolkit, 2003). From open access journals to institutional repositories, there are ever-increasing opportunities for publishing research. Mapping these new information sources for our discipline with traditional sources allows us to see the timeline at which information is created, the relationship between sources, and the connection across fields of study. By communicating the knowledge map to our students through assignments and discussions, we enable them to be critical consumers of information and prepare them for using sources effectively in their research (ACRL Information Literacy Competency Standards for Higher Education, 2000).

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## **Tolerating the Intolerable. Is It Respect We Really Need?**

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### **Objectives:**

The objectives of this session are to introduce a different way of framing the concept of “tolerance” and promote discussion about tolerance and respect. To accomplish this, activities will be used with the participants to engage them in thinking in possibly a different way about controversial issues.

- Participants will be able to determine commonalities in their class.
- Participants will list one behavior or belief they won’t tolerate.
- Participants will discuss how they develop a criteria for what they tolerate or won’t tolerate.
- Participants will recognize the difference between tolerance and respect.

### **Intended Audience:**

This presentation is appropriate for professors, administrators, supervisors and any other professionals who work with people with whom they might have a difference of opinion. In fact, this session is appropriate for anyone who interacts with other people.

### **Activities:**

There will be four activities for this presentation. The group will begin by developing ground rules for how we will interact with one another during the time we’re together. The group will then discover what we have in common. This might be around music, pets, hobbies, interests or families.

The third activity for the group will be to identify a behavior, activity or belief they will not tolerate. Each person will be encouraged to think individually what he or she can’t abide. If some participants would like to volunteer their answer, they will be welcome to do so but it is recognized that this might be a personal issue.

The last activity will involve the participants in discussing how one might determine what they like or dislike. I’ll use the neutral topic of food preferences to promote this discussion.

### **Abstract:**

This presentation will address a serious and sensitive topic in a way that is designed to be non-threatening. As teachers, we are often faced with conflicts in our professional lives and in the arena that is the classroom. How we deal with the conflict can either enhance or detract from the relationships we have with others, including colleagues and students. We can model for others how to be respectful of someone’s opinion, behaviors or beliefs which differ from our own without tolerating the intolerable, as it were.

During the presentation, participants will be engaged in different activities to demonstrate an approach to being respectful but maintaining one's belief system. The activity to establish ground rules will highlight the fact that sometimes we need to set mutually agreed upon boundaries for how we'll interact. Setting these boundaries ahead of time provides some protection and asking all parties to participate encourages buy in.

The group will then be led in an activity to discover areas of commonalities with other participants. The purpose of the activity is to establish a common ground with others in the group. I want participants to see that we often have more in common than we might think. This also helps the group begin to develop a sense of community.

When participants identify a behavior, activity or belief they will not tolerate, it will highlight the fact that almost everyone has something with which they won't agree. In discussing how we determine our likes and dislikes, the group will consider or reaffirm the idea that we frequently engage in making judgments. The ability to make sound judgments is a valuable skill.

The activities used in this presentation are done to engage the audience in a method they can use with their class and in other situations to establish a respectful atmosphere, even if they do disagree. The issue at hand is more about respect than tolerance.

For some, the terms "tolerance" and "respect" have the same meaning. According to Tolerance.org (n.d.) "Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. Tolerance is harmony in difference." Sara Lawrence-Lightfoot (2000) writes that respect "is derived from equality, empathy and a sense of connection in all kinds of relationships".

This presentation will attempt to demonstrate that it isn't that we need to be more tolerant of those who are different from us but respectful of the person. With that respect comes the freedom to be who you are, a measure of self-respect (Lawrence-Lightfoot, 2000).

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## **Taking a Look at Disabilities through Film, Public Images, and Personal Experiences**

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### Objectives:

#### Session objectives

1. Explain the different pieces of the portfolio.
2. Discuss the disability studies approach to the course.
3. Share the information related to views of people with disabilities.

### Learner outcomes

#### Learners will:

1. be able to implement the different pieces of the portfolio in their courses.
2. be able to discuss views of people with disabilities throughout history.
3. be able to use LiveText or another format for creating portfolios in their own courses.

### Intended Audience:

This presentation would be appropriate for professors teaching courses to students in regular education.

### Activities:

The audience will look at pictures of people with disabilities available from public media sources (magazines, TV, movies, advertisements, etc.) and reflect on the overt and subtle messages. This discussion will be facilitated by a sharing of how people with disabilities have been viewed throughout history. Participants will also discuss the different pieces of the portfolio and how they can be incorporated into their courses.

### Abstract:

An introductory course to special education is a part in every College of Education and is often the only course students who are going to teach in general education take. In a semester long course, it is difficult to share all the accommodations available to help students with disabilities, as well as students with different learning styles. However, one approach to this course is to not focus on the impossible, basically teaching someone how to be a special educator in one course. Instead, the focus can be on introducing and possibly reinforcing a perspective of inclusion.

Radford University teaches their introductory course with a disability studies theme to address the students' views of people with disabilities and how our culture portrays people with disabilities. In this course, a online portfolio is used to create a project where students can examine images of people with disabilities which appear in advertisements, films, newspaper and magazine articles, television, and literature. Students also reflect on personal interactions with people with disabilities. These experiences can be through work, school or a casual interaction.

Another reflection is completed by the students in which they discuss a family member with a disability and how that member is viewed and treated.

An introductory course is common to teach general education teachers about students with disabilities. One means of helping the future teachers learn about the students they will encounter who have disabilities is to use visuals. These might include movies, books or pictures. Knowledge of people with disabilities is not the only goal, though. With a disability study approach, the introductory course can also encourage a change in attitude about people with disabilities. This change in attitude might help future teachers be more positive about inclusion (Cook, 2002; Shippen, Crites, Houchins, Ramsey, & Simon, 2005).

In a survey by Weiner, he found that “teacher’s attitude towards students was the first or second most important condition needed for successful inclusion.” (Weiner, 2003). Shade and Stewart (2001) demonstrated in their study that “attitude of pre-service teachers can be positively influenced by a course.”

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## **Using Imaginative Writing to Explore Abstract Concepts**

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### **Objectives:**

The objectives of the workshop are to:

1. Illustrate an instructional strategy which has students do imaginative writing (such as dialogue and analogy) to explore abstract concepts (such as truth and justice);
2. Provide several examples of how imaginative writing can be used in the classroom, as well as examples of student work;
3. Give participants a chance to
  - a) experience imaginative writing;
  - b) ask questions, make observations and brainstorm ideas about how to utilize imaginative writing in the classroom.

### **Intended Audience:**

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

### **Activities:**

1. The workshop will begin with a writing activity.
2. The facilitators will provide an explanation of various types of imaginative writing and several practical examples which illustrate how imaginative writing can be used in college courses, especially to explore abstract concepts.
3. In open discussion participants will discuss ways in which imaginative writing can be used in different course settings.

### **Abstract:**

The presenters team-teach two sequential learning community courses integrating philosophy and English composition. One premise of our teaching philosophy is that education is not primarily the study of other people's ideas but is, instead, the attempt to think about issues for oneself in a clear way. Education should be the doing of philosophy or writing, not just learning about how someone else has done it. We attempt to make our students active participants in the learning process, rather than passive spectators, by having them construct knowledge through creative writing exercises that open up their own ideas and beliefs.

A second premise of our teaching philosophy is that imagination enhances rather than impedes the pursuit of knowledge. A rationalist epistemology sees reason as logical, evidential and detached, and as distinct from intuition and imagination. A holistic epistemology, by contrast, asserts that thinking, feeling and imagining interact in complex ways in the process of constructing knowledge. Research in neuropsychology suggests that imagination draws out insights in ways that analytic reason cannot. The left hemisphere of the brain processes information verbally and logically, while the right hemisphere is metaphorical and imaginative. Non-linear thinking contributes a crucial type of insight, especially about abstract concepts.

A third premise of our teaching philosophy is that writing is more than recording pre-existent thoughts, but is a process in which we learn what we believe. Flannery O'Connor said, "I have to write to discover what I'm doing. I don't know so well what to think until I see what I say." Imaginative writing opens up new ways of seeing the world, helping us to know things that we were not aware of before we started to write. Written reflection brings clearer understanding by slowing us down and enabling us to explore abstract concepts and personal attitudes. Imaginative writing can unblock thoughts and emotions, helping us to notice things otherwise remain hidden. We have our students describe abstractions in concrete terms (such as what the face of evil looks like), write analogies of philosophical concepts (like justice or truth), create dialogues between characters holding opposing points of view and compose self-reflective memoirs on moral choices they have made.

In this workshop we discuss both why imaginative writing is an important tool for exploring abstract concepts, and we provide examples of how such writing can be used in college classrooms.

## **Opportunity Recognition Scorecard: An Experiential Entrepreneurial Exercise**

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### **Objectives:**

This approach can be adapted to the classroom setting in a creativity, inventiveness or innovation course[s]. The approach has value at the undergraduate, graduate and in the applied sciences and technology disciplines. Whether in a commercial or social entrepreneurship environment this workshop will show faculty how to:

1. Assess an opportunity that has value and sustainability
2. Determine the seven dimensions and recognize and avoid the common pitfalls in creating a new venture
3. Use the proven Innovators Scorecard (c) to analyze potential opportunities

### **Intended Audience:**

The McKnight model can be replicated by educators, college professors, and new venture business developers.

Participants walk away with:

1. An Innovators Scorecard (c)
2. A PowerPoint presentation illustrating each of the 7 dimensions and 45 crucial factors
3. Two sample new ventures assessed and scored, applying the Innovator's Scorecard (C) technique for replication in the participant home setting.

### **Activities:**

The 7 dimensions and 45 crucial factors have illustrations and examples to drive home key concepts. References are provided to conceptual and textbook materials. Two new venture case studies, start-up ventures launched by undergraduate non-business majors, are used to illustrate the techniques and learning principles. Participants will take ideas and sample handouts home so they can easily replicate the McKnight model at their college or university. Just like business angels and investors, faculty will be equipped to teach others to screen and rate new venture ideas.

### **Abstract:**

Opportunity recognition has been identified as an essential capability of entrepreneurs and has become an important element of the entrepreneurship education scholarship (Ardichvili, Cardozo, & Ray, 2003; Bhav, 1994; Gaglio & Katz, 2001; Shane & Venkataraman, 2000). Ardichvili et al. (2003) states that identifying opportunities for new venture is one of the most important abilities of successful entrepreneurs. Bhav (1994) asserts that finding a good idea is the first stage in the entrepreneurial process, however for a good idea to succeed there must be a need for the product or service and a market who is willing to use/purchase it. Gaglio and Katz content that "understanding the opportunity identification process represents one of the core

intellectual questions for the domain of entrepreneurship" (2001: 95). Shane and Venkataraman claim that one of the fundamental entrepreneurship research questions is "why, when and how some people, and not others, discover and exploit opportunities" (2000: 218).

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## **A Self-Directed Consultation Learning Model: Undergraduate Student Consultants Build Classroom Teams**

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### **Objectives:**

1. To hear key information about the Star Team Consultant Program learning model in practice;
2. To experience receiving developmental stage one team consultant feedback;
3. To review alternatives for applying the STC Program at other universities.

### **Intended Audience:**

This workshop is designed for higher education faculty and administrators from all disciplines who are interested in using student learning teams and undergraduate student consultants as a course management strategy.

### **Activities:**

Star Team Consultants and the STCP Learning Manager (faculty Director of the STCProgram) will be present a brief PowerPoint lecture followed by an experiential exercise where participating faculty will receive actual STConsultant stage one level feedback. A discussion will follow offering suggestions for utilizing student consultants in the classroom organization of the academic workplace.

### **Abstract:**

The Star Team Consultant Program in the School of Business at Quinnipiac University uses a self-directed learning model that empowers undergraduate students from all business majors to serve as consultants - learning leaders who develop and facilitate learning teams and teamwork in the academic workplace of business school classroom organizations (Halliday, Natusch and Stacey, 2006). An innovative experiential/conceptual learning technology and utilization of a self-directed team learning contract integrate the work of the Star Team Consultants and their assigned student team clients to enhance business course learning outcomes (Kolb, 1984; Deming, 1986; Hill, 1992).

Star Team Consultants are learning leaders in the academic workplace, empowering themselves, fellow consultants and student learning team clients to assume increasing responsibility and intrinsic, self-directed leadership (McGregor, 1960; Block, 1981, 1987; Bennis and Thomas, 2002; Goleman, Boyatzis and McKee, 2002). The STC job description requires on-going



observation and documentation of team behavior in an assigned student learning team within classroom and out of class meetings (which are all video taped for later review). Descriptive feedback and team development commentary are offered periodically to the student team. Specific theoretical concepts are rigorously applied by the consultants throughout their work with the student teams (Dyer, 1995; Wheelan, 1994, 1999).

The Star Team Consultant monitors and challenges the student learning team to use their team learning contract to self manage the team's semester work (Halliday, Natusch and Stacey, 2006; Egan, 1976; Bloom, 1956). Mid semester and end of semester team development reports are provided to the student learning teams. A formal presentation of the Star Team Consultant's findings details the student team's growth and offers theory based recommendations for team improvements (Wheelan, 1994; Dyer, 1995; Gibb, 1978). PowerPoint presentations of important high performance team growth concepts are provided by the consultants to the courses and their student learning teams. Timely team development interventions are conducted during the course to challenge each learning team (Schein, 1987, 1988; Argyris, 2000).

A three semester research study investigated the impact of the Star Team Consultant process on the learning outcomes of students in the study and control course sections. The quantitative and anecdotal results clearly indicate that the Star Team Consultant Program had a tremendous impact on learning outcomes such as knowledge about teams, teamwork skills, skills of learning, and attitudes toward working in teams.

The STCP Learning Manager (faculty program Director) and representative Star Team Consultants will be present at the ISETL Conference to offer key information on utilizing a student consultant learning process to develop undergraduate student classroom teams. The STCP workshop will provide an actual "team consulting exercise" for participating faculty. The faculty will be organized into "faculty learning teams," conduct a team task assignment while being observed by a Star Team Consultant, and receive feedback from the consultant on each faculty team's developmental stage one behaviors and team issues. A discussion among the faculty and Star Team Consultants will conclude the workshop. Opportunities and challenges will be addressed for starting a student consultant learning process at their university (Schein, 1999).

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## **Contexts, Collaboration, and Constructivism: Promoting Successful Intelligence Using Classroom Learning Groups**

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### **Objectives:**

- Brainstorm about positive and negative aspects of learning groups for participants' classroom goals
- Reflect and brainstorm possibilities of group activities for own classroom contexts
- Engage in critical thinking and problem-solving with colleagues
- Engage in group activities illustrating content of presentation
- Apply concepts to own practices
- Share reflections with colleagues

### **Intended Audience:**

Higher Education Faculty

### **Activities:**

- Brainstorm and think-pair-share about positive and negative factors of group work in own classrooms
- Engage in jigsaw group activity to read, discuss, and share information about grouping (research findings, supporting student learning, group configurations, assessment)
- Share thinking and learning processes with whole group
- Construct/identify a group activity that participants can use/have used successfully to support student learning

### **Abstract:**

This presentation will focus on benefits of using student learning groups in higher education classes across content areas. Topics addressed will be grouping practices that encourage student development as identified by research findings, Learner-Centered Principles, and grouping configurations. Participants will engage in several group activities to provide them with opportunities to collaborate with colleagues in representative group activities covered in the presentation.

The classroom context is an important factor in student learning--academically, personally, and socially. Sinnott (1989) has pointed out that "The individual human living system is connected to other living systems, and these are interconnected into a social system" (p. 59). Furthermore, current focus on the classroom context as a community of learners includes recommendations to provide students with a variety of learning opportunities: (a) discourse leading to reflection and knowledge construction (Brunning, Schraw, & Ronnig, 1991); (b) transfer to collaborative settings in the workplace (Bransford, Brown, & Cocking, 2000); and (c) support for students' social and emotional development (Zeidner & Matthew, G. (2002).

Research findings highlight positive results from effective grouping practices, both academically and socially, for learners. Although much cooperative learning research has focused on K-12 contexts, current research includes learners in higher education settings. For example, grouping practices have demonstrated benefits in authentic contexts: content area learning (e.g., Duncan & Dick, 2000); "at risk" students (Sudzina & Shugarman, 1993); special education preservice teachers (Halmhuber, 1995); interpersonal conduct (Hurley, 1996); and learning communities (Jaffee, 2004).

In addition, carefully structured group activities provide opportunities for collaborative learning in areas of The Learner-Centered Psychological Principles: Cognitive and Megacognitive Factors (meaning and knowledge construction, strategic thinking, and understanding of learning contexts); Motivational and Affective Factors (intrinsic motivation, effort); Developmental and Social (collaboration); and Individual Differences (diversity and perspective taking).

Clearly, grouping practices have the potential to support learners' knowledge construction in collaborative contexts. Cognitive and social processes evoked by carefully planned group activities include perspective-taking, critical thinking, problem-solving, knowledge construction, social development, and active engagement of participants. In addition, the above points highlight the importance of classroom contexts in student learning and even the development of learners' "successful intelligence, or the ability to adapt to, shape, and select environments to accomplish one's goals and those of one's society and culture" (Sternberg & Kaufman, 1994, p. 494). Our classrooms would seem like the logical beginning for our learners to collaborate and construct knowledge in developing successful intelligence.

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**Virtual Faculty Resource Center:  
An Innovative Adaptation of Blackboard for Faculty Recruitment,  
Development, and Retention**

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**Objectives:**

Attendees will be able to:

- Discuss the benefits of developing a faculty resource center relating to recruitment, development and retention
- Discuss factors involved in developing and sustaining a virtual faculty resource center
- Discuss timeline and organizational resource considerations when developing media assets and other materials for a virtual faculty

**Intended Audience:**

Faculty and Administration, Instructional Technologists

**Activities:**

Demonstration of the Faculty Resource Center including video tutorials and opportunity for hands-on computer learning.

**Abstract:**

Our nation is facing a critical nursing shortage. According to the latest projection from the US bureau of labor statistics more than one million new and replacement nurses will be needed by 2012. Today 75% of all hospital vacancies are for nurses. [www.aacn.nche.edu](http://www.aacn.nche.edu) According to Dr. Buerhouse the number of young RN's has decreased so dramatically over the past two decades that enrollments of young people in nursing programs would have to increase at least 40% annually to replace those expected to leave the workforce through retirement ([www.healthaffairs.org](http://www.healthaffairs.org)). This shortage has lead to increasing interest in nursing as a career option among young people as well as adults seeking a second career option with job security. Nursing schools are seeing a dramatic increase in enrollment applications. This has increase demand for nursing faculty.

A shortage of nursing school faculty is restricting nursing program enrollment. According to AACN's report on 2003-2004 enrollment and graduation in Baccalaureate and Graduate

programs in nursing, U.S. nursing schools turned away 15,944 qualified applicants to entry level baccalaureate nursing programs in 2003 due to insufficient numbers of faculty. Almost two-thirds (64.8%) of nursing schools responding to the 2003 survey pointed to faculty shortages as a reason for not accepting all qualified applicants into entry-level baccalaureate programs. [www.aacn.nche.edu](http://www.aacn.nche.edu) Unfilled faculty positions, resignations, projected retirements, and the shortage of students being prepared for the faculty role poses a threat to the nursing education workforce in the next five years. ([www.sreb.org](http://www.sreb.org))

Drexel University, College of Nursing and Health Profession, in response to the nursing shortage, started the Accelerated Career entry (ACE) program in 2001. The ACE program, now in its sixth year, is ideal for college graduates who want to change careers. ACE is an eleven-month intensive full-time program for people holding bachelors or master's degrees in other areas who want to become registered nurses (RNs). This program has been very successful and enrollment has increased by 700%. In addition, to accommodate this growth in student enrollment, we have been fortunate in our ability to recruited 151 adjunct faculty.

The ACE program is very rigorous both in content as well as time commitment. Each quarter, students are enrolled in three clinical courses. Students are in class two full days each week and are then dispersed throughout the Greater Metropolitan area for their clinical experience for remaining three days. This has presented administration and faculty with a dilemma. How can we provide vital course and program resources to a growing and widely dispersed faculty? How can important information be conveyed quickly and reliably to adjunct clinical faculty? How can we facilitate the integration of classroom content (both structured and ad hoc) with clinical practice? How can we ensure that there is continuity across clinical groups to achieve outcome standards? How can we utilize available technology to provide information and resources that make the most of the 'teachable moment' that occurs in clinical? Furthermore, given the growing faculty shortage, how can we better recruit and retain skilled clinical faculty? What measures can be put into place to help new faculty quickly 'get up to speed' while feeling both connected and supported in widely dispersed clinical settings? The large numbers of adjunct faculty and the fact that they were widely dispersed and had conflicting schedules added yet another layer of complexity to this dilemma. Clearly, we needed to have a resource that could be available at any time so faculty could access documents, get their questions answered when the questions arose. We looked to available technologies within the college for a solution.

Our solution was to utilize Blackboard, a course delivery tool currently utilized by the College in the online academic program. Blackboard is a tool that is flexible enough to be easily modifiable for this specific use. The Clinical Communication Center, Student Technology Resource Center and Faculty Resource Center are examples of innovative adaptations of the Blackboard courseware for the purpose of enhancing communication between course coordinators, clinical faculty and students, providing clinical faculty and students 24/7 access to important course/program information, structured learning activities and resources that support achieving program outcomes, maintaining continuity across the program and increasing faculty retention. This innovative use of the Blackboard Learning Environment has provided our program with a means to enhance clinical learning. Its flexibility and ease of use have contributed to our ability to quickly modify and make additions.



While the Clinical Communication Center and Student Technology Resource are significant components in virtual resources available to our faculty, this presentation will focus on the Faculty Resource Center. The discussion will encompass the process of design and development of virtual media assets, resources and tutorials for faculty, as well as the outcomes/results of this innovative approach. A demonstration of the Faculty Resource Center will also be included in this presentation which will highlight how the CNHP has used this technology to provide faculty with essential resources in a user friendly and organized manner.

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**To Belch or Not to Belch:  
An Insider's Guide to Enhancing Students' Behavioral and Communicative Skills  
in International Environments**

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**Objectives:**

The session seeks to:

- Enhance understanding of the role of collaborative learning in building students' awareness of cultural differences;
- Illustrate means of employing collaborative learning through scenarios dealing with international communication;
- Discuss how such collaborative learning strategies can be effective in courses across the curriculum.

**Intended Audience:**

This session will interest any faculty member who teaches international communication and contexts, as well as those who plan international research in the future.

**Activities:**

Session participants will:

- Engage in collaborative research on appropriate and inappropriate behaviors in international environments;
- Discuss how the activity affects their capacity to understand international communication and behaviors;
- Discuss ways in which they might employ similar methods in their own courses.

#### Abstract:

With increasing globalization, recognition of differences among cultures and methods to bridge those differences is becoming more and more critically important. This is true in academic environments, but especially in business: “Moving forward, employees will be involved increasingly with international business travel or on short- and long-term assignments, and understanding when ‘yes’ means ‘no’ or vice versa, while competently communicating genuine respect will reduce misunderstandings and conflict . . . ” (Carobolante). To put this more succinctly, “In today’s global market, you have to communicate with people everywhere” (Houp 104).

In Professional and Technical Writing (ENGL 3900) at Clayton State University, we employ collaborative learning strategies to help students recognize cultural differences and appropriate behaviors vis-à-vis those differences when communicating with international colleagues. This session will focus on scenarios that we provide for our students in collaborative pairs or small groups; they then go to specific sites to find potential points of misunderstanding and possible solutions for each of these scenarios. These sites include behaviors and communicative patterns that are appropriate in other cultures and not in our own ñ and vice versa ñ and some are amusing to students; some, however, expose the potential for serious offense. Our students find this learning valuable in later years, as anecdotal evidence suggests.

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## **Breaking Down Conceptual Barriers: Using Lateral Thinking to Enhance Problem-Solving Skills**

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### **Objectives:**

The session seeks to:

- Enhance understanding of the importance of creative problem solving as a form of active learning in education and in personal growth and development;
- Illustrate means of employing lateral thinking as a collaborative learning to help break down barriers to creative problem solving;
- Identify uses for lateral thinking to enhance problem-solving skills in other courses across the curriculum.

### **Intended Audience:**

The audience for this session should be faculty members who want to adopt innovative strategies in order to help students break down barriers and improve their problem solving skills in any course.

### **Activities:**

Session participants will:

- Participate in initial hands-on activities intended to introduce relevant knowledge and understanding;
- Discuss how the activity affected their understanding of the importance of using lateral thinking to break down barriers to creative problem solving;
- Discuss ways in which they might employ similar activities in their own courses.

### **Abstract:**

“Despite the importance of creative thinking to so many facets of our lives, human beings are prone to mental ruts” which are caused by “conceptual blocks” (Williams). Psychologist Scott Williams identifies these blocks as the following:

- Constancy: once we find a solution to a problem, we tend to try to apply that solution to other similar problems;

- Commitment: we tend to generalize things and stay committed to those stereotypical generalizations;
- Compression: we tend to “compress” the amount of information in problem solving without considering all factors;
- Complacency: we tend not to try to solve problems when we do not reach solutions rapidly. (Williams)

British business executive Edward de Bono has coined the term “lateral thinking” to describe problem solving that involves looking at a problem from several, and even unconventional, angles: “With logic you start out with certain ingredients just as in playing chess you start out with given pieces. But what are those pieces? In most real life situations the pieces are not given, we just assume they are there. We assume certain perceptions, certain concepts and certain boundaries. Lateral thinking is concerned not with playing with the existing pieces but with seeking to change those very pieces. Lateral thinking is concerned with the perception part of thinking. This is where we organise the external world into the pieces we can then 'process'.”

This method of “changing the pieces” is an excellent way to help students break down the conceptual barriers that limit their creative problem-solving skills, especially since the method engages students actively. Bonwell and Eison (1991) define active learning as “instructional activities involving students in doing things and thinking about what they are doing.” Piaget asserts that “children do not receive knowledge passively but rather discover and construct knowledge through activities” (Meyers, 1986), and such is the case with students in higher education as well. This session seeks to share some lateral thinking puzzles in collaborative learning exercises and to recognize their uses as active learning strategies to promote creative problem solving across the curriculum.

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## **Cross-Cultural Pedagogy: Strategies for Engaging Heterogeneous Learning Communities**

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### Objectives:

- 1) To share my research and experience discussing social/cultural differences in a heterogeneous classroom.
- 2) To suggest concrete ways in which to guide students in the use of personal experience as a mode of critical thinking and analysis of social and cultural differences.

### Intended Audience:

Instructors in the Humanities and Social Sciences, particularly from institutions with heterogeneous student populations.

### Activities:

- 1) Brief presentation in which I share my own research and experience discussing social/cultural differences in a heterogeneous classroom.
- 2) Writing exercise designed to stimulate critical thinking on the assumptions about group and individual cultural identities.
- 3) Discussion of writing exercise.

### Abstract:

Educators typically cite "diversity" as a valuable aspect of learning; however, it too often remains only vaguely understood by both students and teachers and varies widely in its application. Although it usually refers to race and gender, today's students are just as likely to be diverse in socioeconomic class, family background, age, and experience. Thus, it becomes increasingly difficult to predict, generalize, or make assumptions about them and their overlapping intellectual concerns. Given this diversity of the self, it behooves us to focus as well on the particularity of the self and hence the role of personal experience. In addressing these issues, I'll be revisiting and attempting to go beyond extremely useful yet well-worn concepts such as "imagined communities" (Anderson 1984) and the "contact zone" (Pratt 1991).

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## **Factors Impacting Sustainable Course Innovations: Profitability, compatibility, or others?**

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### **Objectives:**

This presentation will present the theoretical framework for both organizational innovations and teaching and learning innovations. It will then explain how the proposed model can account for the variance of faculty's sustaining of course innovations given by profitability, compatibility, and background factors. Finally, an open discussion will follow to engage the audience to reflect upon their own experience and hopefully provide some guidelines about factors may facilitate or hinder their sustaining of course innovations.

### **Intended Audience:**

This presentation is intended for administrators, faculty, faculty developers, and a general ISETL audience who may be interested in the sustainability of teaching and learning innovations in higher education.

### **Activities:**

We will first conduct a brief survey about the audience's experience of implementing a teaching and learning innovation in their working environment. Second, a follow-up discussion will be used to elicit the audience's response on which factors (proposed in the study) matter most to them when considering continuing their innovation. Finally, the results will be discussed and related to the study findings as well as the findings from organizational innovations.

### **Abstract:**

A brief review of innovation articles leads to one general impression: there are more studies about what happened before and during the adoption of an innovation than about what happened after the innovation was in place. Innovation studies probably have addressed the first two stages because prior-adoption and during-adoption stages usually occur in a shorter timeline and are easier to observe (Rogers, 2003) than the post-adoption stage. Thus, one major goal of the

current study was to add to the research on post-adoption of innovations, in order to help us better understand this phenomenon.

Levine (1980) indicated that profitability and compatibility were two important factors during the post-adoption stage of innovation. In Rogers and Shoemaker's (1971) and Levine's (1980) studies, profitability seemed to be more crucial than compatibility in terms of sustaining organizational innovation. Lane (2001) proposed specific factors that impact faculty's sustainability in teaching and learning innovations from faculty participants: promotion and tenure, support and collegiality, and reward, incentive and recognition, teaching philosophy, student needs, and general education. The factors described in Davis et al. (1982), Hannan & Silver (2000), and Lane's (2001) study on teaching and learning innovations seem to parallel Rogers and Shoemaker (1971) and Levine's (1980) organization innovation models. However, in the context of teaching and learning innovation, no literature has clearly indicated whether profitability is more crucial than compatibility or vice versa in sustaining innovation.

This study investigated the degree to which profitability factors (organizational support, collegiality, and promotion & tenure), compatibility factors (institutional culture, teaching philosophy, and teaching motivation), and background factors (reasons to initiate course changes, academic rank, and years of teaching experience) can predict faculty's sustained use of course innovation. Since no known measurement instrument existed that matched the variables under investigation, a researcher-developed measurement was used to measure the variance within faculty's post-adoption behaviors (i.e., sustaining). The survey consisted of 42 questions related to the three factors investigated. 165 faculty innovators completed the online survey during a two-month period. Factor analysis and item analysis were used to provide evidence that the survey items were valid and reliable.

The purpose of this presentation is to present the data collected for testing the predictive model and to discuss findings from the study. It is hoped that this study will shed more light on a faculty's decision-making process for post-adoption. It is assumed that this session will be beneficial to administrators and faculty teaching center support personnel who are interested in helping faculty succeed with course innovations. It is also important for the course or curriculum consultants in the teaching and learning units at universities in order to determine whether the timing or the conditions for initiating course changes are appropriate or not.

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## **How problem solving tasks and learner goals affect the use of stories within a case library**

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### **Objectives:**

The presentation show the effects that students use stories with pre-generated story indexes in analogical problem solving when they develop new food products. It will also demonstrate the analogical problem-solving process by engaging the subjects to talk aloud how they solved such type of problems. Design guidelines concerning building and indexing case libraries will also be provided.

### **Intended Audience:**

This presentation is intended for faculty, instructional designers, and others interested in case-based reasoning (CBR), story telling, and learning related to problem solving.

### **Activities:**

A demonstration of different problem solving stages from the results of this study is provided. The audience will have a chance to look at a case of food product development and see how different pieces of related stories are used in different functions.

### **Abstract:**

Case-based reasoning suggests that learners build their own experiences through working with expert experiences in the form of stories or cases (Kolodner, 1997). However, many students require support when transferring knowledge learned through stories to novel problem solving situations (Bransford ed al., 1987). Such support can come from annotating, or indexing, stories with explicit hints that suggest their use in future problem solving.

The purpose of this study is to investigate the effects and process of using different story-indexing strategies of no index, surface-indexing, and thematic indexing strategies within a case library to support college students' abilities to solve ill-structured problems and make analogies.

A mixed-method design was conducted to collect data. Eighty-nine students participated in the experimental design and six subjects (3 freshmen and 3 seniors) participated in the qualitative design.

There are no differences across all three conditions in the quantitative results. Closer analyses of the qualitative data indicated that students did not use the story indexes provided, and they tended to look for stories that helped them achieve their problem-solving goals. Students looked at stories in multiple ways depending on the complexity of problem-solving tasks they received. That is, if they had to summarize problem issues, they looked for surface-level features in stories. If they had to engage in higher-order thinking such as justifying a decision, they looked deeper within the case library to pull out relevant stories. This suggests that pre-generated story indices need to account for more than the content of a story: They must also suggest ways that cases can be used to solve problems by analogy. Since problem solving takes on many forms, the indices may need to also describe the ways that cases can be used to make different types of analogies.

Therefore, case libraries must allow students to ask questions that serve as multiple indexes and help them browse related stories when they solve problems.

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## **Integrating and Applying Learning: It's Not Just for the Capstone Anymore**

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### **Objectives:**

- Define the concepts of integration and application of knowledge
- Share resources to improve teaching, learning, and assessment related to integration and application of knowledge
- Identify powerful pedagogies that can be used to integrate and apply knowledge at all class levels in higher education
- Discuss faculty development interventions aimed at improving integration and application of knowledge

### **Intended Audience:**

Learning communities and course blocks, threshold and gateway courses, experiential learning, and capstone experiences are among the types of courses for which integration and application of knowledge is a central teaching and learning component. Thus, this presentation is geared toward faculty who teach courses ñ at all levels ñ that seek to help students integrate and apply knowledge. Administrators, faculty development leaders, assessment specialists, and student affairs professionals may also find this presentation useful.

### **Activities:**

Presentation, guided discussion, and sharing of lessons learned, best practices, resources, and pitfalls-to-avoid.

### **Abstract:**

As educators, we want our students to integrate concepts and information across courses and disciplines, applying knowledge learned in one course to material in other courses, and applying academic learning to situations outside the formal classroom. Many of the new pedagogies that have gained attention in recent decades – learning communities, problem-based learning, and

service learning, for example – aim to foster students’ abilities to perform these higher-order intellectual tasks. But too often, we expect students to carry out these tasks with little support. The result is that many students experience college education as a fragmented series of courses and requirements that fail to add up to any coherent body of knowledge. This fragmentation is exacerbated when students attend college part-time or attend several institutions over their college careers, patterns that are increasingly common (Huber, Hutchings, & Gale, 2005).

At the same time, society’s need for “integrative thinkers who can see connections in seemingly disparate information and draw on a wide range of knowledge to make decisions” has never been greater (AAC&U, 2002). AAC&U’s Greater Expectations report argues that universities have a responsibility to help students become integrative thinkers who can “adapt the skills learned in one situation to problems encountered in another” (2002). Another recent study of mathematical and verbal literacy found that levels of these literacies were significantly higher among students who said that their coursework emphasized applying theories or concepts to practical problems (American Institutes for Research, 2006).

At IUPUI, “Integration and Application of Knowledge” is one of six Principles of Undergraduate Learning adopted by the faculty to define the abilities, skills, and dispositions that all bachelor’s degree recipients should master. Over the past three years, a faculty “community of practice” has studied approaches to teaching and learning Integration and Application of Knowledge. Using theories of intellectual development in college like Bloom’s Taxonomy (Bloom, 1956), the group has conceived of these skills as developing over time and practice, and has identified a set of rubrics that define “introductory” and “intermediate” proficiency in them. It has also created sample assignments and activities that allow students to practice and faculty to assess these abilities.

In this session, presenters and participants will discuss what we mean by “Integration and Application of Knowledge.” The presenters will provide a perspective on national work and studies of these abilities and show participants the model developed by the community of practice. The last portion of the session will be devoted to exchanging information about pedagogical approaches that have proven helpful to students in mastering these key skills and faculty development programs that can support faculty wishing to master these approaches.

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## **Promoting Creativity in the Classroom and Beyond**

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### **Objectives:**

The session seeks to:

- Enhance understanding of the importance of creativity in significantly aiding our students' success;
- Illustrate means of employing creative exercises to enhance in their approaches to problem-solving;
- Identify means of assessing students creativity; and
- Recognize the importance of students' creativity development across the curriculum.

### **Intended Audience:**

Faculty members across disciplines who wish to encourage creativity among their students

### **Activities:**

Session participants will:

- Participate in initial hands-on activities intended to introduce techniques to recognize and develop creativity;
- Discuss how the activity affected their understanding of the importance of students developing creativity
- Discuss ways in which they might employ similar activities in their own courses.

### **Abstract:**

“‘When you consider the role of ideas in human history, you realize that creativity is a stronger force than any army in shaping people’s lives,’ says [Mays Business School finance professor John] Groth. ‘And today, with a broader definition of creativity, increasing human capital demands that we do a better job of releasing and using mind capital. Success in accessing, nurturing and harvesting from the creative talents of individuals also will have profound effects on the returns on financial and tangible capital.’” (White)

If creativity is so important for the success of our students, how can we, in higher education, best engage students in the creative process? This session seeks to explore means which students can be engaged in such a process.

The content of this session will include, but not be limited to – lest participants themselves feel their creativity stifled – the exploration of the impact of encouraging students to be creative, exercises to encourage them to examine problems and situations that require creative energies and methods to solve, and the assessment of the resulting creativity. Hopefully, participants will leave this session with ideas about encouraging, developing, and assessing creativity among their

students in their courses across their curriculum, and students, in turn, will apply their recognized creativity in their lives beyond academia.

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## **Developing faculty by asking students about their learning**

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### **Objectives:**

Participants in this session will

- be able to describe these formative assessment strategies for questioning students about their learning.
- experience these questions as learners
- develop their own questions, linking them to their own teaching goals
- take the materials home to develop a systematic project to use these techniques in their own teaching.

### **Intended Audience:**

Faculty interested in improving teaching.

Faculty developers

Those interested in formative assessment methods.

### **Activities:**

This presentation will include brief PowerPoint presentations integrated with writing exercises, paired exercises, and group discussion.

### **Abstract:**

“Any questions?” “Is everything clear?” In higher education we sometimes pause at the end of a lecture and ask students these questions. Usually there are no responses, and as students leave we are satisfied that they must have understood. Right? But how do we really know what students are actually learning when they are in the process of learning something new for the first time? As faculty we are not mind readers. We need to check in with our students to find out what they are learning and what they don’t fully understand.

Faculty who care about what students are actually learning have often found informal ways to ask students what they have learned. However, by systematically and thoughtfully asking students about their learning as a normal integrated part of a lecture, we can gain valuable feedback about any gaps in their understanding of a particular topic. The goal for faculty is to gain an understanding of what students know (and don’t know) in order to make responsive changes in teaching and learning (Boston, 2002).

By asking students what they are learning, faculty learn whether or not the teaching and learning strategies are actually helping students to learn. This often stimulates greater creativity in teaching and greater responsiveness to learners as faculty seek to find new ways to help students understand particularly challenging concepts.

These strategies to check on student learning have been called “Classroom Assessment Techniques” (CATs) (Cross & Angelo, 1988; 1993). Classroom Assessment Techniques (CATs) are used at a very early stage in the learning process, when students are first learning about a new topic. The CATs are anonymous and non-graded, and mainly aimed at gathering feedback from a group of students about what they have learned and what they find confusing about a new topic.

The origins of “Classroom Assessment Techniques” were in the late 1980s in two well-respected American universities: Harvard University (Mosteller, 1989; Light, 1990; Roueche, S. (ed.) 1993) and University of California at Berkeley (Cross, 1987; Cross and Angelo, 1988; 1993a; Cross and Steadman, 1996; Davis, 1999). Since the beginning, “Classroom Research” has been done in the way that K. Patricia Cross originally envisioned (1987): faculty use “Classroom Assessment Techniques” to systematically find out what and how well their students are learning and then use the results to improve their teaching practice. This fits with “The Scholarship of Teaching” (Boyer 1990) in encouraging faculty in higher education to research the teaching and learning of their subjects.

Interestingly, the use of CATs has also had a strong positive impact on the professional development of faculty as teachers (Kelly 1991; 1993). There is no question that Classroom Assessment has helped many faculty to re-think how they teach their classes (Cross and Steadman, 1996; Kelly, 1991; 1993; College of Marin, 1990). This can result in rejuvenation among long-term faculty and more confidence among new faculty.

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## **Instructional Design in On-Line Learning: Components of Quality**

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### **Objectives:**

- 1) Participants will be given 24-hour “guest” status in the course to allow further exploration.
- 2) Participants will brainstorm and evaluate various instructional strategies intended to build a community of learners, as well as promote student interaction and critical thinking.
- 3) Participants will compare/contrast face-to-face versus on-line learning with respect to principles of learning and instructional design.
- 4) Participants will review data from students enrolled in the course.

### **Intended Audience:**

This presentation is appropriate for faculty, instructional technologists, administrators and anyone who is interested in the development and evaluation of on-line courses.

### **Activities:**

- (10 min) Presenters will give a brief introduction and overview of the course.
- (10 min) Participants will share ideas about how community of learners, critical thinking, clear expectations and other principles of learning are implemented in on-line learning environments.
- (15 min) Participants will be invited to critique the course, based on the ideas generated in discussion.
- (10 min) Presenters will share data from students enrolled in the course, comparing participants’ critique with students’ critique.
- (5 min) Presenters will wrap-up, summarizing what has been learned and noting on-going challenges.

### **Abstract:**

Although principles of learning apply to both face-to-face and on-line instruction, a different delivery mode requires different applications (Draves, 1999). Mien, Oust, Bui, Ramp and Smith (2002) recommend that on-line instructors give even more attention to sound instructional principles than to the capabilities of technology. This presentation will share how a subject matter expert and instructional designer worked together to infuse three principles of learning: (a) community of learners, (b) critical thinking, and (c) clear expectations into an on-line course.

A community of learners is a positive, student centered learning climate. It requires that students view themselves as sharing responsibility for both their own learning and that of their peers. Frequent and varied interactions through whole-group discussion boards, small-group discussion boards and e-mails promote this sense of community. Logical course structure, with easy navigation helps students to be responsible for their own learning (Chih-Hsiung & Corry, 2003). Positive language, in encouraging students and in discussing the course topics, will promote the feeling of community among students (Kiekel, 2006). Surveying students at the outset of the course about their experience with on-line learning, their comfort with technology, and their concerns and then providing assistance - will communicate empathy and build student confidence. Quitadamo and Brown (2001) deemed the determiner of online learning success to be the quality of the human interaction.

Promoting critical thinking requires thought-provoking questions on the discussion boards, with the instructor posing questions throughout the discussion to both probe deeper and address possible misconceptions ((Kiekel, 2006). At the same time, the timing and amount of instructor interaction on the discussion board must be balanced with the need to allow sufficient time for students to engage in thinking and challenging of one another's ideas (Chih-Hsiung & Corry, 2003). Discussion boards should reinforce each module's learning objectives, and relate content to current events/issues (Bardzell, Bardzell, So & Lee, 2004). Critical thinking is not limited to discussion of texts. On-line learners vary in their learning styles as much as face-to-face learners. Thoughtful use of graphics, animation, audio and video can balance the heavy reliance on written communication (Cyr, 1999). Relating concepts presented through non-textual formats with the concepts presented in readings can visual and kinesthetic learners to bring their critical thinking into the discourse.

Expectations communicated through rubrics and/or scoring guides that are carefully constructed and available to students from the outset will improve clarity (Popham, 2005). Discussion rubrics should focus on the content of the course, as opposed to the quantity of postings (Chih-Hsiung & Corry, 2003). Extensive directions for assignments not only help students, but may save the instructor from a deluge of e-mails (Miller, 2005). Logical course structure and ease of navigation also contribute to students perceptions that expectations are clear (Mien et al. 2002).

Focusing on implementing these three principles of learning have, hopefully, resulted in better learning for students. Course evaluation data will be determine the degree to which students perceived themselves as part of a community of learners, engaged in critical thinking, and understood the course expectations.

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## **Creating Conflict to Improve Decision Making in Culturally Diverse Settings: Cognitive and Affective Implications**

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### **Objectives:**

- 1) Increase knowledge of theory about conflict.
- 2) Understand own approaches to handling conflict.
- 3) Increase understanding of the effect of classroom conflict on learning.
- 4) Effect attitudes about the use of conflict in the classroom
- 5) Increase knowledge of the ways in which diverse students respond to conflict.
- 6) Introduce a variety of techniques to teach through stimulating conflict, including problem-based learning.

### **Intended Audience:**

Faculty and those interested in problem-based teaching and learning.

### **Activities:**

- 1) The participants will complete an instrument that will identify their preferred approach to handling conflict (objective 2).
- 2) The participants will do a brief problem-based exercise that will require them to raise conflicting approaches in small groups to solving the problem. The exercise has been classroom tested by the presenters. This activity addresses objectives 2 and 7.
- 3) The presenters will lead a debriefing of the exercise. This will involve the participants in a guided discussion. Topics that will be included are: the link between their behavior during the exercise and their scores on the instrument (objective 2); whether the exercise helped them to learn the material covered (objective 3); reflection on the affective dimensions of engaging in conflict during the exercise (objective 3); if and how the diversity present among the participants effected their ways of dealing with conflict (objective 5); a consideration as to whether or not they would wish to use such techniques in their own classes (objective 6).
- 4) The presenters will give a brief lecture on the ways in which students deal with conflict as they pass through the stages of college student development (objective 4).
- 5) The presenters will give a brief lecture on the ways in which diverse cultures approach conflict, including ethnic and gender based groups (objective 5).
- 6) The presenters will distribute and discuss a variety of in-class exercises they have used to engage students in classroom conflicts (objective 7).

Abstract:

Stimulating intellectual conflict in the classroom is considered to be desirable by most professors. Students are encouraged to adopt opposing viewpoints, marshal evidence, and present it logically. Pedagogical techniques such as the classic “compare and contrast” or “persuasion” essays taught in introductory writing courses are based on the premise that: “The purpose of argumentation within a free society or within a research field is to reach the best conclusion possible at the time” (Hacker, 492). Works on pedagogy advise the use of discussion, role-plays, debates, and the cooperative controversy as means of stimulating student engagement and learning (Marcic, Seltzer and Vaill, 2005; Johnson and Johnson, 1998). As Lynch, George and Cooper present this viewpoint: “. . . through disagreeing, people cooperate to make connections in the construction of ‘sharable truths’” (Moments of Argument, 64).

Western culture has championed the idea that the vigorous presentation and defense of conflicting viewpoints will lead to the discovery of truth, as found in the work of philosophers from Plato to Hegel (Stone, 1989). The organizational behavior literature asserts that people working together will inevitably conflict, and that this leads to positive outcomes:

“ . . . people are stimulated to search for improved approaches that lead to better results. It energizes them to be more creative and to experiment with new ideas... once-hidden problems are brought to the surface, where they may be confronted and solved . . . a certain amount of ferment can create deeper understanding... (Newstrom, 257)

However, individuals and cultures vary in their preferred approaches to handling conflict. Members of collectivist cultures (Hofstede and Hofstede, 2004; Trompenaars and Hampden-Turner, 1998), such as those in Asia, the Middle East and Latin America, prefer to repress conflict, as described by Varner and Beamer: “when conflict is out in the open, it is almost always destructive in collectivist cultures” (259). Within the United States, minority groups are often negatively stereotyped due to their divergent approaches to dealing with conflict. African Americans show a “preference for using direct confrontation to resolve a conflict” (Carr-Ruffino, 218) which leads to a perception that they are prone to violence, while Asian-Americans try “avoiding personal confrontations, as well as not saying no,” (Carr-Ruffino, 359) which results in the perception that they are too passive and polite for leadership positions. Women are also often seen as preferring non-confrontational approaches to conflict resolution, as proposed by Deborah Tannen: “To most women, conflict is a threat to connection, to be avoided at all costs” (Tannen, 150). Students also vary in their responses to conflict, depending on their developmental status. Cognitive and affective development is posited as moving through discrete stages during the college years (Perry, 1970; Chickering and Reisser, 1993) in which the students’ abilities to move from dualistic approaches to integrative ones increase, changing their responses to the use of agonistic pedagogies.

We will address the cultural biases that underlie the use of such pedagogies and consider the impact of they have on women and minorities, as well as students on a variety of developmental levels.



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**You are not lecturing, but I am learning:  
Relevance and authenticity in the constructivist classroom**

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Objectives:  
Participants in this session will:

Learn about one approach to creating student centered learning in an introductory course  
Engage in discussion about what works and does not work in a constructivist classroom  
Participate in mini-activities that were used in the actual course

Intended Audience:  
This presentation is appropriate for faculty members looking to use discussion-based approaches and/or group work in their courses.

Activities:  
This session will include discussion and engage participants in some of the actual course activities

Abstract:  
Lecturing has never been something that I am fond of doing. So when I was asked to teach an introductory instructional design course I cringed at the thought of 15 weeks of telling students all they needed to know to become designers. I admit it, I am a constructivist at heart, and since my job involves helping faculty transform Penn State courses into student-centered learning environments, I decided it was time to practice what I had been preaching. The result was a rewarding experience for me and, believe it or not, for my students.

In their careers, instructional designers usually work collaboratively in teams and produce instruction that satisfies the goals and needs of the client. My goal was to develop a course that helped students learn about and experience design. This meant that group work (Savery & Duffy, 1995) was a key component and assignments would have to be relevant, helping students understand design in the real world (Reeves et.al., 2002). The course web space served as a guided syllabus for the course (Diamond, 1998) and contained the weekly assignments, self-assessments, a group space for the teams to share information, and access to online office hours. Each week students completed a self-assessment on the required readings. The self-assessments were low-stakes and students were given unlimited attempts to take them. The first half of each class period was devoted to discussions of the readings and the completion of a real-world case from the ID Casebook (Ertmer & Quinn, 2003). Each case gave students the opportunity to apply previous material and the current concepts and skills. The second half of each class was devoted to group project work where students designed and developed an instructional project for a client at Penn State. The students in the course knew that their designs would eventually be put to use

so the projects were a learning experience with a purpose. Further, I felt that it was necessary to give the students the opportunity to work in class since it provided me with the opportunity to facilitate and ask them guiding questions if necessary (Bonstetter, 1998).

Results from course evaluations and student ratings were extremely positive. On the mid-semester survey, students rated the overall way the course was taught with a mean score of 4.17 (SD = 0.39) on a scale of 1 to 5. On the end of semester survey, this mean increased to 4.73 (SD = 0.47). These survey results were consistent with the Student Ratings of Teacher Effectiveness given on the last day of class where students rated the overall course a 6.73 out of 7 and the overall quality of the instructor a 6.89 out of 7.

In summary, this presentation will give attendees the opportunity to learn tips and techniques for successful non-lecture environments. By sharing my experience and the overall results, I hope to help others find ways to make the learning experience rewarding for both them and their students.

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## **Learning Impact of Using Objects for Classroom Lectures/Activities, esp. "REAL" Money**

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### Objectives:

#### Learning Outcome/Purpose:

These are fun, interesting, and useful activities that students can easily identify with and will find helpful in their business education. Object lessons of all kinds, it seems, engage diverse students more than any other ONE educational technique and using "real" money really gets everyone's attention and increases their participation/retention.

### Intended Audience:

College instructors who teach business and economics classes at the freshman and sophomore levels.

### Activities:

Various activities and demonstrations will illustrate the idea that money is not only the "root of all evil" but the BEST attention getter. It enables the teacher to demonstrate complex ideas and for students to grasp these concepts quickly and remember them longer.

### Abstract:

Teachers are often searching for that "magic" that makes lectures and class activities memorable. I have found that using real money to demonstrate business and economics concepts does just that. Students of all ages, races, and cultures engage equally well. Money seems to be a common denominator that all students can identify with. However, it is interesting that these same students and most people don't know much about money when asked to perform from memory a few simple tasks. This lesson about U.S. currency and coins can be both entertaining and valuable for future business owners/ managers. In fact, everyone should be able to detect "fake" money from the real "stuff."

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## **Walk a Mile in My Shoes, Then Decide How to Teach Me**

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### **Objectives:**

After attending and participating in this presentation, learners will:

1. describe the advantages of personally experiencing simulations when determining teaching strategies for people with motor or sensory deficits.
2. perform everyday activities while wearing props that simulate motor and sensory deficits.
3. self-reflect about attitudes toward people with motor or sensory deficits.
4. determine alternative teaching strategies for people with motor or sensory deficits.

### **Intended Audience:**

This presentation is appropriate for faculty from all disciplines. At any given time and in many settings learners have motor or sensory deficits that warrant a change in teaching strategies. Experiencing the deficits through simulation provides teachers with specific knowledge of how deficits affect learning so that educational programs are appropriately modified. In addition to helping faculty modify teaching strategies, this activity prepares students for roles where they will interact with people who have varied deficits.

Simulation raises student's awareness and understanding of situations and promotes effective interactions resulting in improved outcomes. This presentation also helps faculty who teach writing or acting as these students need to understand the characters they are portraying in word or action.

### **Activities:**

During the presentation, the authors will

1. deliver a brief presentation about simulation using interactive slides.
2. demonstrate the simulation exercises.
3. invite the audience to participate in the exercise by donning certain props and attempting to perform everyday activities.
4. seek feedback from the audience about new perspectives or insights gained.
5. assist the audience in identifying how similar exercises can be used in varied situations.

Abstract:

Tell me and I will forget.

Show me and I will remember.

Involve me and I will understand. (Confucius)

Teachers want students to understand and remember everything that is taught. Yet, too often, teachers rely on a single method of instruction, generally the “tell me” part of Confucius’s advice. In his Theory of Multiple Intelligences, Howard Gardner (1983) recommends that teachers activate multiple types of intelligences to reinforce subject material in a variety of ways and to provide learners with a deeper understanding of the material. Ideally, according to Gardner and Hatch (1989), teachers would value all of the different intelligences equally and structure lessons so that most if not all of the intelligences are activated. Drawing on multiple intelligences is particularly beneficial for learners with motor or sensory deficits. When one or more intelligences are impaired by motor or sensory losses, learners often supplement with other intelligences. People with intact motor and sensory functions cannot fully appreciate the pervasive impact that these deficits have on learning and may not select appropriate teaching strategies.

Simulation exercises are not a new phenomenon. Soldiers in the Roman Empire used wooden figures to simulate enemy soldiers during military training, the game of chess probably represented an early attempt at war-gaming, and the medical and aviation industries have developed a variety of simulators to improve technical skills in a safe venue (Bradley, 2006). For example, in 1994 the University of Minnesota Medical School developed the Aging Game, an exercise that simulates physical, sensory and cognitive deficits associated with chronic diseases (Pacala, Boulton & Hepburn, 2006). The goals of the Aging Game are to raise awareness, enhance understanding, and create a lasting effect on the medical students’ view of geriatrics. A 10-year retrospective report convincingly suggests that all three goals have been achieved. Also, when the educational success was measured against the not insignificant resources needed to implement the program (more than \$1,000 start-up plus more than \$500 per offering in costs and eight facilitators and a half-day in time), the program was still deemed a success and is being continued for future classes.

Faculty at the Johns Hopkins University School of Nursing realized that nursing students were selecting unrealistic interventions for patients with motor and sensory deficits. Students could readily reiterate facts about hearing loss, but continued to speak softly to hearing-impaired patients causing frustration among all participants. Existing simulation packages were expensive, did not include all of the necessary components to address these issues and often included components that were not needed. Faculty developed “Walk a Mile in My Shoes”, an inexpensive simulation exercise tailored to our target population, but easily adapted to other populations. Students accumulate props (everyday objects) that simulate sensory losses in sight, hearing, taste, smell and touch and motor losses in mobility, balance and range of motion. After participating in “Walk a Mile in My Shoes,” students not only verbalized their empathy and increased understanding of the impact of deficits, but also chose interventions that were more realistic for the patients. Students, faculty and patients were pleased with the positive outcomes.



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## **Thinking through the Arts: Critical Thinking with an Aesthetic Touch**

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### **Objectives:**

This session seeks to:

1. Enhance understanding of the impact the arts can have on critical thinking skills.
2. Illustrate how students through “aesthetic experiences” can employ critical thinking skills.
3. Demonstrate the applicability of Induction and Deduction to analyzing the arts.
4. Discuss the applicability of these experiences across the curriculum.

### **Intended Audience:**

This is suitable for faculty across disciplines in higher education.

### **Activities:**

#### **Activity One –**

Window-on-the-world: An interactive activity that combines inductive/deductive theory to the greater world around us. As students navigate through life they make a continual series of observations, analysis, decisions and categorizations about everything around them. This exercise helps them understand the fundamental elements of induction and deduction that forms the tools or techniques of their cognitive activity.

#### **Activity Two –**

The second activity will show how critical thinking and Inductive/deductive reasoning may be used in analyzing art works. Whether starting with patterns of evidence and then developing an over-all conclusion, or starting with a general premise and looking for the evidence supporting this, critical thinking can be instrumental in analyzing and understanding many works of art. Using audience involvement, we will analyze several art works, from various periods of time, showing how critical thinking can be effectively employed within a humanities class room.

#### **Activity Three –**

The third activity includes a guided question and answer session based on Hopper’s Night Hawks painting. Participants will be asked to think about what they are seeing and develop a series of questions that prompt critical thinking. They will assume the role of both teacher and student in an effort to encourage their students to become critical thinkers. The second part of this activity will offer a similar experience by listening to Smetana’s Moldau.

#### Abstract:

Students often wonder what the value of the arts is in their lives. Sometimes as artists it is difficult for us to articulate just what it is we do, because there is no simple answer. What we do know is that life would be boring without the arts because the arts is what makes us human and represents the difference between existing and living. They give us a broader perspective on life and they enrich our lives by bringing to it their special meanings. They can add another dimension to our lives. It is this “aesthetic world” that has to do primarily with thinking and experiencing that provides an avenue of expression and allows us to open up and embrace our creative and passionate sides. Maxine Greene quotes the philosopher John Dewey, who emphasized the dangers of “recurrence, complete uniformity,” “the routine and mechanical which he referred to as the ‘anesthetic’ in experience – that which numbs people and prevents them from reaching out, from launching inquiries.”

Much in the same way critical thinking is driven by questions, we should afford our students a complete education replete with opportunities for them to grow in their thinking in multiple ways, in ways that are meaningful and personal, generating ownership and fostering growth. (Wiggins 2002) Whether that is musical thinking or artistic thinking, any one of these opportunities would promote behaviors that demonstrate characteristics that promote critical thinking. Sumner (1940) said it so well and so long ago:

Education is good just so far as it produces a well-developed critical faculty . . . A teacher of any subject who insists on accuracy and a rational control of all processes and methods, and who holds everything open to unlimited verification and revision, is cultivating that method as a habit in the pupils.

Critical thinking in the arts has been the focus of several significant studies, including the Visual Thinking Curriculum (VTC), a school-based program developed by the Museum of Modern Art (MOMA). The VTC seeks to “help students learn how to think by talking about art” while employing critical thinking. Among other findings, one was that such an approach contributes to a “statistically significant increase in the quality of the students’ evidential reasoning when they are forming interpretations about the meaning of a work of art.” As an added bonus, “this gain also appears to transfer to forming interpretations about the meaning of [non-art images] in the domain of science” (<http://www.pz.harvard.edu/Research/MoMA.htm>). Thus, employing critical thinking in an area of humanities such as art can have an impact beyond the arts and even into the sciences.

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## **Student Learning Outcomes: The intersection of competencies, service, and reflection**

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### **Objectives:**

Purpose: This is a highly interactive institute that will demonstrate the assessment possibilities for both discrete course competencies and real world student learning outcomes by using a community service activity and guided reflection.

### **Learning Objectives:**

Participants will be able to

- \* Structure a classroom lesson to strengthen a course competency.
- \* Use that competency in a meaningful community service activity.
- \* Assist students to integrate the lesson, the skill, and the activity through the use of guided reflection.
- \* Assess the product (student reflection) using a rubric developed by the University of Hawaii system service learning coordinators to test the outcomes of service learning.

### **Intended Audience:**

These activities are ideal for classroom educators. In addition, those who are involved in assessment will see how the service/reflection connection can assist in program and course evaluation.

### **Activities:**

1. The introduction will present a context for viewing course competencies and real world student learning outcomes (SLOs), connect the elements of the institute to the assessment of both competencies and SLOs, and outline the activities in which the participants will engage.
2. The moderator will present a lesson to develop/strengthen a particular writing competency.
3. Participants will engage in a meaningful community service activity (developed in cooperation with local community service agencies) that will develop/strengthen the competency focus of the lesson.
4. Participants will write guided reflections that will help them strengthen the competency and connect lesson, activity, and skills to their career goals.
5. Participants will use a reflection rubric to assess the depth and breadth of the connections made in the reflections.
6. Participants will develop summaries of the activities and lessons learned.
7. Participants will develop lessons plans to test at their home colleges.
8. Participants will evaluate the usefulness of service and reflection in reaching their competency and SLO assessment needs.

#### Abstract:

Frye defined assessment as our evaluation of our own performance and accountability as the evaluation of our performance by others. In education, both strands need to be demonstrated before our institutions can legitimately claim to produce students ably prepared to fulfill their career goals and the needs of the industries/businesses in which they plan to work. In short, we want to know how able we are to move students toward course competency, and how well we are preparing students for success after they leave our campuses (assessment). We are held accountable by students who want their academic studies to have relevance after graduation and by a community that wants the graduates to be fully prepared to work and live successfully in the community. That assessment/accountability connect is a tall order but essential! If we turn out students incapable of applying what they have been taught, then learning has not really occurred and knowledge has not really been acquired.

Having ways to test the effectiveness of our academic lessons is essential if we want to be accountable for the ability of our courses and programs to prepare students for lives as engaged and productive community members.

Service activities offer handy bridges between classroom discussion, competency development, and the application of that competency.

Reflection, a critical thinking/writing activity, is one method that can be used to assess the ability of our course competencies to prepare students to achieve positive student learning outcomes. Through reflection, we can view the connections made between separate ideas or events e.g. classroom instruction and actual application. We are also able to rate the sophistication of the integration and interpretation of those ideas and events.

In the current academic environment where both assessment and accountability have a sharpened focus, having demonstrable connects between the classroom and the world outside academia will be a useful part of the assessment process.

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## **Logic puzzles and Sudoku as pedagogical tools in statistics and research methods courses**

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### **Objectives:**

Demonstrate linkages between logic problem solving skills and statistical and research skills.  
Provide participants with teaching suggestions to reinforce students' knowledge of statistics and research methods.

### **Intended Audience:**

Faculty, particularly those who teach statistics, research methods, and advanced research seminar courses.

### **Activities:**

Presenter will lead participants through a series of sample lesson plans that utilize logic problems and puzzles.

Presenter will discuss the parallels between the necessary problem solving skills for logic problems and aspects of statistics and the scientific method.

Presenter will lead a discussion regarding strategies for the incorporation of logic problems into statistics and research method curricula.

### **Abstract:**

Students approach statistics and research methods courses with varying degrees of anxiety during their academic tenure. Fear of formulas and computations drives much of students' statistical dread; whereas the unfamiliar thought processes required to succeed in research methods present a challenge for many students. Rudimentary understanding of inductive and deductive reasoning does not enable students to apply their knowledge and execute the research process with competence. These limitations in learning and understanding are particularly evident at the advanced undergraduate and graduate level when students attempt to conduct an empirical research project. Statistical test selection and interpretation of data are expected pitfalls for student researchers; however, many students struggle to utilize a theory (or analyze their prior observations) to formulate hypotheses and fully define their variables of interest. These gaps in knowledge and lack of familiarity with the scientific method may be alleviated through the use of logic problems and Sudoku puzzles during the teaching and learning process. Solving these engaging puzzles requires many of the logic and critical thinking skills that facilitate the successful execution of an independent research study. Specifically, these puzzles provide students further insight into hypothesis formation and testing, operationalization of variables, and interpretation of and inferences about data. In addition, the alternative problem solving methods that evolve out of these puzzles also have direct application to students' research endeavors and help to strengthen logic and critical thinking skills.

## Curriculum Design with Outcomes in Mind

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### Objectives:

At the end of this session participants will

- Be able to create a lesson plan with an assignment within their area of study based on the template provided
- Be able to create and select real-life problem solving scenarios, metaphors and in-class activities to promote student engagement and elicit critical thinking (Sample activities, critically engaging methods to encourage participation will be provided reflecting a variety of disciplines.)
- Be able to demonstrate student learning based on instructional objectives and rubrics for their lesson plan and assignment
- Receive reference and resource information regarding how the brain learns, responds to real and perceived threat and, how to encourage and promote memory and transfer of knowledge from one area to another

### Intended Audience:

Faculty, Teaching Assistants

### Activities:

Groups of 4: brainstorm instructional objectives and process answers (newsprint & markers)

Pairs: progressive write

Group discussion

### Abstract:

a. Learner centered instructional objectives based on the needs of the student and needs of content (is this a stand alone course or does this course feed into a series of courses?)

REF: Boice, Hooks, Huba, Mager, Shor, Vella and Weimer

b. What is a measurable instructional objective?

REF: Angelo, Diamond, Mager.

c. What factors does one consider when planning on the methods of instruction and student practice? i.e. group vs individual work; hands-on vs theory, etc.

REF: Barkley, Caine, Gross-Davis, Gardner, Huba, Shor, Sylwester and Weimer

d. Why use the Teach, Practice and Evaluate model of instruction?

REF: Angelo, Barkley, Caine, Gardner, Huba, Sylwester, Vella and Weimer.

e. Rubrics are guides to student learning and success.

REF: Huba, Weimer

f. Students and teachers as humans - what factors influence the work of the classroom?

REF: Boice, Caine, Hooks, Shor, Sylwester and Vella.



## References and Annotated Bibliography

Angelo, T.A. & Cross, K.P. (1993) Classroom assessment techniques: A handbook for college faculty. San Francisco: Jossey-Bass.

Clear, concise methods to assess learning from very simple methods requiring very little time to more complex methods are presented in a user-friendly manner.

Barkley, E.F., Cross, K. P. & Major, C.H. (2005). Collaborative learning techniques: A handbook for college faculty. San Francisco, CA.: Jossey-Bass.

This clear, concise guide to actively engaging students in the work of the classroom via group work provides a step-by-step format from forming groups to assessing outcomes. Specific cooperative techniques are fully described. There are many helpful charts to clearly assist even the novice group facilitator to be successful.

Boice, R. (1996) First-order principles for college teachers: Ten basic ways to improve the teaching process. Bolton, MA: Anker.

Based on over a decade of analysis of “new” college teachers who have made successful versus difficult starts, Boice created the 10 “First-Order Principles.” These principles were designed to assist teachers in finding comfort and competence, setting the stage for mastering complex teaching skills and ensuring good beginnings. These positive/prosocial motivators minimize classroom incivilities.

Caine, R.N. & Caine, G. (1994) Making connections: Teaching and the human brain. Menlo Park, CA: Addison-Wesley.

Understanding how perceived threat and fear can impact learning can assist educators in approaching their students in ways that open them to the learning process. When a learner “perceives” a threat, they experience a narrowing of the perceptual field, a sense of helplessness, and a lack of self-efficacy called “downshifting.” “In addition, downshifting often accompanies fatigue. When we downshift, we revert to the tried and true and follow old beliefs and behaviors regardless of what information the road-signs provide.” (p.70)

Diamond, R.M. (1998) Designing & assessing courses & curricula: A practical guide. San Francisco: Jossey-Bass.

This truly is a practical and easy-to-follow guide to designing courses and ultimately entire curricula. Diagrams and flow charts lead the process from a mere idea to establishing solid goals and objectives followed by designing engaging and interactive instructional strategies. With an eye to outcomes, the assessment aspect of this guide is excellent.

Gardner, H. (1993). Frames of mind: The theory of multiple intelligences. 10th anniversary Ed. New York: Basic.

Anyone interested in learning styles will find this book of great interest. This 10th anniversary issue has a forward by Howard Gardner recaptures the spirit and enthusiasm of this project to find the ways that humans are intelligent free from the traditional paper and pencil tests.

Gross-Davis, B. (1993). *Tools for teaching*. San Francisco, CA.: Jossey-Bass.  
A true toolbox of how to “do” this job called teaching. Each chapter takes a no nonsense approach to the topic. A must for all aspiring educators.

Hooks, B. (1994) *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

“The pleasure of teaching is an act of resistance countering the overwhelming boredom, uninterest, and apathy that so often characterize the way professors and students feel about teaching and learning, about the classroom experience.” (p.10) Hooks provocatively discusses the issues of classroom reciprocity, freedom and transformative pedagogy.

Huba, M.E. & Freed, J.E. (2000) *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Boston: Allyn and Bacon.

This book is frequently referenced in discussions of accountability in higher education. Stressing outcomes assessment and a philosophy of constructivism, the authors present solid educational principles fostering the development of lifelong learning. Written in a reflective and engaging manner, the book contains excellent references to the seminal work in the field of education.

Mager, R.F. (1984) *Preparing instructional objectives*. Belmont, CA: Lake.

A hands-on, step-by-step, no nonsense guide to writing clear, concise and measurable objectives. If instructional objectives are written with mindful thought to what performance, what condition and what criterion are necessary, outcomes are more easily attained.

Shor, I. (1992) *Empowering education: Critical teaching for social change*. Chicago: The University of Chicago Press.

A fascinating and engaging discussion of student “endullment”, teacher “status quo-itis” and the political realities in American schools with excellent teaching tips and ideas for bringing critical issues up close and personal. This book has been used at the UA as the textbook for several higher education courses.

Sylwester, R. (1995) *A celebration of neurons: An educator’s guide to the human brain*. Alexandria, VA: Association for Supervision and Curriculum.

This book focuses on the educational applications of new developments in brain/stress theory and research. Combining the research in the areas of neuroscience, cognitive psychology, linguistics, physical anthropology, philosophy, and artificial intelligence this book assists the educator to better understand the actual physical changes that occur in the brain when learning has occurred.

Vella, J. (1994) *Learning to listen learning to teach: The power of dialogue in educating adults*. San Francisco: Jossey-Bass.

Presenting her 12 principles of adult learning, Vella takes us to her classrooms all over the world and gives real-life examples of how adults learn best.

Weimer, M. (2002). *Learner-centered teaching: five key changes to practice*. San Francisco: Jossey-Bass.

Weimer is an established and well-respected author and speaker in the higher education arena. Although the language of “learner-centeredness” may be new, the concepts are grounded in solid educational research and practice. Written in a reader-friendly, narrative style, the book stresses the reality of present day higher education and actively promotes increasing student engagement and ownership in the classroom.

## **Designing Learning Environments that Focus Students on Learning, Not Getting a Good Grade**

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### **Objectives:**

1. Explain student motivation in terms of achievement goals (mastery, performance-approach, performance-avoidance).
2. Understand the relationship between students' goals and their achievement behavior.
3. Understand the impact the design of learning environments have on students' adoption of achievement goals.
4. Think critically about students' achievement goals from the students' perspective.

### **Intended Audience:**

This presentation is appropriate for faculty, administrators, and anyone who is interested in student motivation.

### **Activities:**

The two types of activities that will be used in this presentation are small group work and whole group discussion. The small group work will be designed in such a way to demonstrate the impact learning environments can have on student motivation and behavior while at the same time allowing participants to think critically about motivation from a student's perspective. Participants will be asked to form groups. The presenter will assign each group one of two tasks. Task 1 will be the "mastery task." The mastery task will be designed to encourage participants to adopt mastery goals while engaged in the task. Task 2 will be the "performance task." The performance task will be designed to encourage participants to adopt performance goals while engaged in the task. Both tasks will use excerpts from actual college student interviews, conducted by the presenter, where the interviewees were asked about their achievement motivation.

The whole group discussion will be used to further highlight the impact of learning environments on achievement motivation and to discuss different achievement goals and their relationship to achievement behavior. We will begin by talking about the differences between Task 1 and Task 2 and how participants' thoughts, feelings, and behavior were influenced by the task design. The presenter will use participants' reactions to illustrate the different types of achievement goals. We will also discuss the interview excerpts and how they also illustrate different achievement goals. The presentation will conclude with a discussion of how participants' current and future learning environments are/can be designed to influence students' achievement goals.

#### Abstract:

The goals students hold provide an explanation of their academic motivation. Students' goal orientations help to reveal the reasons why they engage in a variety of achievement behavior (Pintrich & Schunk, 1996). If, for example, students ask questions about the required number of pages or what exact information will be on the exam we could assume that they want to demonstrate their ability through getting good grades. This type of goal is called a performance goal. For other students, getting good grades might come second to their desire to really develop their understanding of the material. This type of goal is called a mastery goal.

According to the Achievement Goal Theory, students adopt mastery and performance goals or a combination of both in part due to personal factors (e.g. personality, implicit theories of intelligence) and in part due to environmental factors (e.g., how academic tasks are designed, how students are recognized and evaluated in the classroom) (Ames, 1992; Dweck, 2000; Kaplan, Middleton, Urdan, & Midgley; 2002; Pintrich & Schunk, 1996). Some learning environments can encourage students to adopt mastery goals (goals that focus on developing one's ability) while other environments encourage students to adopt performance goals (goals that focus on maintaining a positive image of one's ability).

In turn, these particular goals can influence students' behaviors. For example, research has shown that mastery goals are related to a collection of adaptive learning behaviors (e.g., the use of sophisticated learning strategies, intrinsic motivation, engaging in challenges, persevering when confronted with failure, etc.) while performance goals in general are related to a collection of maladaptive learning behaviors (e.g., the use of superficial learning strategies, avoidance of help-seeking behavior, self-handicapping, test anxiety, and low academic achievement) (Ames, 1992; Ames & Archer, 1988; Elliot & Dweck, 1988; Linnenbrink, 2005, Midgley & Urdan, 1995). However, some researchers believe that when performance goals are categorized as being either performance-approach (demonstrating ability; e.g., a student wants to do well on an exam to show the professor how well she knows the material) or performance-avoidance (avoiding demonstrating a lack of ability; e.g., a student does not engage fully in a task for fear that she will fail and thus expose her inability) the learning behaviors associated with each goal varies. While performance-avoidance goals are related to maladaptive behaviors such as test anxiety and self-handicapping, some research suggests that performance-approach goals are related to more adaptive behaviors such as the use of sophisticated learning strategies and achieving high levels of academic achievement (Pintrich, 2000; Harackiewicz, Barron, Tauer, Carter, & Elliot, 2000; Wolters, Yu, & Pintrich, 1996).

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**The 2005 Distinguished Fellows Presentation Award Winner**  
**There's something about Mary:**  
**A Problem-based Learning Approach to Academic Motivation**

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**Objectives:**

- a) Participants will utilize and develop their problem-solving skills as they work together to identify Mary's motivational "problem."
- b) Participants will be able to explain Mary's motivation using theories of academic motivation.
- c) Participants and presenters will engage in a discussion of college students' academic motivation and the beliefs and behaviors associated with particular types of motivation.
- d) Participants will be able to explain how different dimensions of instruction could encourage certain types of motivation.

**Intended Audience:**

College professors/instructors from any discipline, especially those concerned with issues related to students' academic motivation.

**Activities:**

Phase 1: Participants will be introduced to a college instructor's dilemma concerning a Mary, a student in his class. The problem will be introduced by a short written description.

Phase 2: Participants will work in small groups to form questions they would like to ask the college instructor about the given situation.

Phase 3: Participants will ask the college instructor the questions they have formulated.

Phase 4: In small groups participants will discuss possible explanations for Mary's behavior.

Phase 5: Participants and presenters will engage in a whole group discussion about possible explanations.

Phase 6: Presenters will discuss participants' explanations in light of current research on and theoretical approaches to academic motivation, particularly achievement goal theory (Ames, 1992; Dweck & Leggett, 1988). Presenters will also facilitate a discussion on how certain dimensions of instruction/structures of the classroom can help promote certain types of motivation. The TARGET (Ames, 1992, Epstein, 1987) framework will be offered as an

instructional tool for educators to use when considering students' motivation.

Phase 7: Presenters and participants will discuss how this activity could be used in a variety of undergraduate courses and how it is an application of the TARGET framework. The discussion will include how the current problem-based learning activity can provide opportunities for students to find and evaluate sources. We will also discuss possible assessment techniques.

#### Abstract:

Our presentation has 3 main goals. Our first goal is to educate participants about a current theoretical approach to academic motivation. Our second goal is to illustrate how certain types of instructional activities could encourage certain types of motivation. Our third goal is to demonstrate the use of a problem-based learning activity.

College graduates will be asked to solve complex cross-disciplinary problems in whatever career they chose. As college instructors we should rethink the ways in which we teach undergraduates to ensure that we are engaging students in activities that promote the development of problem solving skills (Duch, Groh, & Allen, 2001). The problem-based learning activity used in this presentation illustrates instructional methods that can be used in a variety of college classrooms. The activity allows students to critically think and analyze a real-life complex problem while it provides the necessary scaffolding to do so effectively.

Through the use of problem-based learning we attempt to bridge together the current and relevant theories about students' academic motivation and the ways in which college professors can structure their courses to promote students' motivation. We discuss students' academic motivation in light of achievement goal theory (Ames, 1992; Dweck & Leggett, 1988).

Achievement goal theory posits that academic motivation can best be understood in terms of the goals students bring to academic situations. Numerous research studies have illustrated the relationship between different types of achievement goals (i.e., mastery and performance) and a collection of learning behaviors and outcomes. For instance, students who hold mastery goals (goals concerned with developing understanding and ability over time) are more likely to seek challenges, use effective learning strategies, including metacognitive strategies, report more positive attitudes towards school, and have a higher level of self-efficacy than students with performance goals (goals concerned with demonstrating ability to themselves and others) (Ames, 1992; Ames & Archer, 1988; Elliot & Dweck, 1988; Middleton & Midgley, 1997; Pintrich, 2000; Wolters, 2004). Students who hold performance goals are more likely to use superficial learning strategies (e.g. rote rehearsal) (Meece, Blumenfeld, & Hoyle, 1988; Nolen, 1988), engage in self-handicapping (Urdu, 2004), are less likely to persist in difficult academic situations (Elliot & Dweck, 1988; Wolters, 2004), and avoid asking for help (Karabenick, 2004).

Building on the work of Epstein (1988), Ames (1992) demonstrated how certain structures of the classroom could work together to encourage students to adopt one type of achievement goal over the other. The TARGET (Ames, 1992) framework is used to explain these structures and their influence on students' motivation. During our presentation we not only discuss these structures but we will also analyze the activity used in the presentation in terms of the TARGET framework.



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## **What Are JITS And How Do We Motivate Them?**

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### **Objectives:**

The objective of this presentation is to discover though audience interaction as many methods as possible that will create cognitive dissonance for students while motivating and supporting that dissonance throughout the learning process.

### **Intended Audience:**

Faculty, instructional technologists and those interested in problem-based teaching and learning.

### **Activities:**

The authors will lead the audience through a brief explanation of some basic principles of motivation theories and show how these ideas fit into the motivational parameters in classroom projects. Attendees then break into groups of three to four and each share two of their best motivational techniques placing these techniques into the motivational parameters described by the speakers on flip charts. These ideas are then shared with the group as a whole. The authors will demonstrate one of their motivational techniques by appealing to attendees' wish for instant gratification! A "helper" will enter collective vision of motivational tools for use in the college classroom into a matrix "live" and will immediately email the attendees with the results from the meeting.

### **Abstract:**

In business, Just-In-Time (JIT) inventory philosophy reduces stock inventories, but leaves no room for schedule error. For our purposes, JITS is an acronym for Just-In-Time-Students. JITS start projects and assignments at the last possible minute and often turn in substandard work. How do we as college professors motivate our students to make our classes a high priority?

Simply said, "Motivation is the willingness of a person to expend a certain amount of effort to achieve a particular goal under a particular set of circumstances." Research shows that being an enthusiastic teacher every day does more to motivate students than efforts to address motivation issues with particular assignments. However, most teachers acknowledge that a well-designed project or assignment is intrinsically motivating. By creating projects and assignments that motivate students on many levels; teachers can encourage greater effort from all types of students.

When projects and assignments are designed with motivational theories in mind, the cognitive dissonance felt by the student propels him or her to do better work. Additionally, projects and assignments designed with the Behavioral, Social Cognitive, Humanistic and other cognitive views as parameters are easier to grade. Students are behaviorally motivated with effective praise and by projects that are broken into manageable pieces. They are motivated on a social cognitive level by assignments that are personal in nature and pleasurable to perform. The level of safety that a student feels in embarking on the assignment is essential to motivation. The more appealing the project; the more likely a student will be to take risks and to learn.

This presentation will provide examples of assignments designed to motivate on many levels and will call upon attendees' expertise to augment the number and quality of these examples.

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## **Hearing Voices: Shared perspectives and decision making to teach critical thinking**

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### **Objectives:**

The primary objectives for the presentation are:

1. to describe a unique interdisciplinary, team-taught critical thinking course;
2. to describe and to provide the materials for a critical thinking course project that uses active learning techniques (especially, role play) to teach a variety of thinking skills;
3. to engage the audience in participating in the role play project to mimic the classroom practicing of the critical thinking skills;
4. to report how our students' mastery of critical thinking skills has been enhanced by inclusion of the role play project;
5. to lead a discussion of how faculty can develop active-learning exercises to teach complex critical thinking skills, across a variety of disciplines.

### **Intended Audience:**

Our presentation is designed to engage an audience of faculty and others interested in problem-based teaching and learning.

### **Activities:**

We will use the presentation to showcase a role play, peer learning assignment for an honors critical thinking course. The assignment uses a variety of active-learning pedagogical methods that are recognized as practices that enhance students' thinking skills. We will ask the audience to perform an abridged version of the role-play assignment during the presentation. By engaging in the assignment, it is expected that audience members will be able to reflect and learn how to craft active-learning assignments to foster critical thinking development in their own curriculum. The presenters will also lead a discussion of ideas for such curriculum development. Finally, the presenters will offer student reactions to the project. These self-reflections will be used to ask the audience to discuss how the reactions reveal the importance of cooperative learning techniques.

### **Abstract:**

We will begin by describing a very unique team-teaching opportunity that we have pioneered for our campus. As a social scientist (cognitive psychologist) and a natural scientist (biochemist), our training comes from very different disciplines. We share common ground in that, as faculty,

our primary objective is to teach our students to think critically. With a grant from the Howard Hughes Foundation for enhancing life science education, we created a Critical Thinking course for biology majors that we regularly team-teach. Although issues of science and medicine are often used as topics for discussion in the course, the learning objectives for the course are rooted in developing students' mastery of critical thinking skills (argument analysis, problem solving, etc.). Thus, students are expected to demonstrate the abilities of a critical thinker, including abilities to synthesize, draw connections and make reasonable conclusions based on the analysis of large amounts of source material, with a willingness to analyze their own assumptions and biases objectively in the process. Research has clearly shown that these complex skills must be fostered by opportunities for experiential learning that engage the students actively in the educational process (e.g., Johnson, Johnson, & Smith, 1998). Related research is identifying specific pedagogical practices that enhance undergraduate learning. For instance, Pascarella, Wolniak, Cruce, & Blaich (2004) highlight a set of effective teaching practices which includes cooperation among students (course-related interaction with peers), active learning/time on task (academic effort/involvement, instructor use of higher order questions in assignments), prompt feedback from the instructor, and high expectations (scholarly/intellectual emphasis of the course assignments). We have crafted an assignment for our critical thinking course that embraces all of these practices. The project asks students to explore an emotionally charged issue and to consider fairly a variety of perspectives, some of which differ from their own. Many critical thinking texts recognize willingness to find value in multiple perspectives as a foundational attitude toward becoming a critical thinker (e.g., Ruggiero, 2004). The emotional issue is explored through research from 'real-world' sources (e.g., newspaper, Internet) and by cooperative role play. Each student is assigned a unique "voice", taking on a persona that is very different from his/her own. They write a biography to bring that person to life and to develop an understanding of that person's perspective, particularly as that person would relate to the emotional issue. The students engage in a series of conversations during the role-play exercise. Then, the students work in larger groups to solve a problem or make a decision that respects the value learned from each perspective. And, the decisions, like real life ones, are complex and messy. Thus far, we have done this project in two iterations: one asked the students to make a decision about removing a person from life support, the other asked the students to write a national health care policy.

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## **Keys to the Kingdom: Faculty and Librarians Partnering to Enhance Student Information Literacy**

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Objectives:

Participants will:

1. gain a view of information literacy derived from undergraduate students' understanding of information and information use; and
2. learn specific strategies for promoting a more complex use of information by students.

Intended Audience:

The audience for this session would be any higher education faculty, and particularly those with an interest in promoting better information use, e.g., tired of receiving student papers that reference inappropriate sources or sources used that do not adequately support the paper's thesis, etc. Administrators with an interest in meaningful ways of incorporating information literacy into the curriculum should attend as well.

Activities:

Participants will be asked to develop "wish lists" of how they want their students to be able to use information and a guided discussion will be undertaken focusing on strategies for developing information literacy among students.

Abstract:

This session will relay to participants the current thinking about information literacy education while emphasizing a comprehensive model derived from research focusing on the undergraduate student experience. Based on this model, pedagogy for developing student information literacy will be put forward that extends beyond the current library-centered strategies. Development of students' information literacy will be framed as a shared responsibility between teaching faculty and academic librarians, with classroom faculty focusing on critical thinking to promote information use that supports learners' overall goal(s).

Information literacy has been greatly discussed in academic circles since the 1970s. Yet, this concept is still evolving, and an appropriate pedagogy for teaching it is still under development. Australian researcher, Christine Bruce (1997), developed a relational model revealing varying ways that information literacy is understood or experienced by individuals. The results of this research, along with research focused on how information literacy is experienced in a specific learning context, provides the foundation of a pedagogy for enhancing the information literacy of undergraduates (Limberg, 1999; Lupton, 2004).

This approach focuses on getting students to use information more complexly, e.g., to see information use as a way of meeting their overall goal(s) related to learning or real-world activities, etc., and beyond viewing information use as simply another step in the process of completing an assignment, etc. (Lupton, 2004, pp. 82-88). In order for this to happen, learning about information use must closely relate to course content and requires a continued emphasis during student interactions, including:

- reflection on how information has effected the development of the student's argument;
- reflection on how information has effected the development of the students' own viewpoints;
- evaluation of the bias of information sources located by students and how different biases effect student choices; and
- discussion of the relationship between the topic, the course, the field, the discipline and other disciplines. (p. 83)

At the beginning of the session, participants will be asked to create a "wish list" of the ways that they would like their students to be able to use information in their coursework. The presentation will introduce participants to the merits of using a relational approach to adding an information literacy focus into their course curriculum, and offer examples from the presenter's experiences. A guided discussion will be undertaken focusing on strategies for developing information literacy among students.

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## **Foxfire Goes to College: An Applied Approach to Teaching**

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### Objectives:

1. Introduce the Foxfire approach through interactive processes
2. Present the Core Practices
3. Connect the Core Practices to each participant's classroom
4. Provide practice in using the Core Practices

Participants will be encouraged to process the approach in the session and plan to use it after the session.

### Intended Audience:

Any teacher

### Activities:

The Foxfire approach provides a different perspective through which to consider your overall approach to instruction, including reflections on assumptions about students, learning, curricula, assessing achievement, etc. While that may be uncomfortable, Foxfire assumes that folks who already experience a measure of discomfort with their teaching may enjoy the kind of process that this approach offers. The Foxfire approach requires that it will be highly interactive, critical/supportive, and constructive.

### Abstract:

The Foxfire Core Practices – developed over time by distilling the practices of highly successful teachers – provide both a starting point for analysis and a life-long set of referents for improvement. Practitioners realize fulfillment of all the core practices for only fleeting moments, hence the title of Wigginton's book *Sometimes a Shining Moment*. Pursuing the approach tends to elicit creativity in instructional practices long missing from college teaching

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## **Transforming Graduate Programs to Improve Student Learning**

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### **Objectives:**

1. to demonstrate online modules that are problem-centered, incorporate action research, and case study analysis.
2. to provide criteria for evaluating online modules.

### **Intended Audience:**

This presentation is most appropriate for graduate faculty who teach online.

### **Activities:**

The audience will be divided into 4 groups and will select and participate in an online module. The audience will receive a CD containing all the modules.

### **Abstract:**

Distance education is defined as instruction delivered over a distance to one or more individuals in one or more venues (Phillips & Merisotis, 1999). Rapid changes in technology continue to alter the ways in which distance education is defined and is often applied to a multitude of programs, participants, and technology (Lewis, Levin, & Greene, 1999). The utilitarian nature and versatility of distance education has resulted in colleges' and universities' push for implementation on campuses. Distance education has allowed institutions to create and service a new market. In an effort to reduce program costs and increase enrollments of nontraditional students, distance education appears to be a viable solution (Sherron & Boettcher, 1997).

Distance education also benefits students. Many students who would otherwise not be able to obtain a degree because of geography, time, finances, job and family responsibilities have benefited from distance education. Most faculty who have integrated new technology into their programs are convinced that "it can enrich the course content, engage students, and promote interaction among them" (Altschuler & McClure, 2002, p. 16).

Distance education offerings at institutions have grown rapidly since the 1990s. the percentage of postsecondary institutions offering distance education courses increase from 33 to 44% between 1995 and 1998. The number of distance education offerings nearly doubled between 1994-1995 and 1997-1998. In a recent study that examined student participation in distance education, 10% of graduate students reported taking distance education courses. Although this number was relatively low, there appears to be a distinct pattern emerging among graduate students (Sikora & Carroll, 2002). In another study, 30% of master's students in education and 41% of master's students in business administration who participated in distance education classes reported that their entire program was available through distance education (U. S. Department of Education,

2002). Forty-three regionally accredited colleges and universities reported that they offer online graduate programs in education (“Colleges with Online Options for Teacher Education,” 2001).

Distance education is viewed by many not only as an opportunity to increase access to postsecondary education but also as an opportunity to revolutionize higher education by changing the overall appearance of postsecondary institutions. The traditional route to obtaining a postsecondary degree is fast becoming the exception and not the norm. Graduate programs that just a few short years ago had a small distance education component are moving toward integrating more technologically-supported distance education. Graduate students completing their degrees in educational administration often pursue their studies while serving in a leadership role. As a result, they are adult learners who are most likely to choose courses that reduce the number of on-campus meetings by utilizing distance education strategies. These adult learners want to be actively engaged in problem-based learning and demand to see the relevance of the coursework to their professional careers. Recognizing this need, the Department of Educational leadership at East Carolina University has developed online learning modules that are problem-centered, incorporate action research and case study analysis into the master of school administration program and the doctor of education in educational leadership program. This paper will describe the online learning modules and lessons learned from making this transformation of learning.

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## **Fear Factor: Facing Your Fear of Oral Presentations**

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### **Objectives:**

1. to acquire an understanding of speech anxiety
2. to identify the various symptoms of speech anxiety
3. to develop a strategy to combat anxiety
4. to illustrate with examples the varying degrees of speech anxiety
5. to involve the audience in exercises geared towards reducing speech anxiety

### **Intended Audience:**

All grade levels; all disciplines

### **Activities:**

Participants will engage in a variety of anxiety-reducing and symptom awareness exercises and games.

### **Abstract:**

Many students dread the prospect of oral presentations because of speech anxiety. But by recognizing the symptoms and acquiring the strategies to combat this often debilitating reaction, students can confidently deal with their anxiety and approach the process of oral presentation with a greater opportunity for success.

The presenters will first define speech anxiety as a normal state of anxiety occurring in anyone confronted with a speaking situation in which the performance is important and the outcome is uncertain. Then the presenters will provide an overview of the symptoms which include physiological symptoms, withdrawal, and negative self-evaluation. Next, the presenters will suggest pointers for overcoming anxiety including focusing on the task rather than on the self, using visualization, and setting appropriate goals. Finally, the presenters will conduct activities with the participants that they can use with their students to ease speech anxiety. Many of the theater activities to be conducted in this presentation were developed by Viola Spolin and presented in her book, *Improvisation for the Theater*. Along with the Spolin Theater Games, the presenters will engage participants in other well-tested exercises.

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## **Lessons from K-12: Increasing Achievement Outcomes in the College Classroom through Authentic Assessment**

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### **Objectives:**

1. To understand that learner-centered assessment and learner-centered teaching are not mutually exclusive but intertwined processes.
2. To realize the vital and necessary role of creativity in these processes.
3. To increase student responsibility for learning by internalizing the notion that the learning/assessment processes result in maximizing student achievement outcomes if, and only if, students and professors work to enhance their own individual creativity by collaboratively designing learning objectives, strategies and assessments.

### **Intended Audience:**

This presentation is appropriate for individuals from all areas of undergraduate higher education who realize that good teaching, assessment and accountability are not mutually exclusive and who are searching for ways to connect their learning objectives to assessment so as to maximize student achievement.

### **Activities:**

1. Brief overview of presentation
2. Warm-up "Welcome Game"
3. Small group "Carousel" brainstorming
4. Whole group discussion
5. Small group writing/planning session
6. Closure
7. Evaluation of workshop

### **Abstract:**

This presentation focuses on the challenge to educators of “being all things to all students.” It is a work-in-progress that will examine the dynamic relationship between learning/teaching and assessment/accountability. The integration of these two concepts will result in the collaborative creation of an authentic assessment that is aligned to particular course objectives.

The constructivist approach to assessment, as well as instruction, is necessary because of the increasingly diverse population of students in higher education. These “millennials” are diverse not only racially and ethnically but in their physical, developmental, and intellectual abilities as well as their native languages and sexual orientations. Colleges and universities must have learner-centered assessment systems to monitor student achievement and to inform their instructional planning and decision making in order to realize their academic goals and objectives (Ewell, 1991).

Such diversity calls for many different learning and assessment strategies. Many educators on the K-12 level are familiar with these strategies. However, many instructors and professors in higher education still rely on lecture as the primary mode of instruction and the written term paper, midterm and final examination as the assessments of choice, regardless of the diverse backgrounds and needs of their students.

Those individuals who are familiar with the impact that the NCLB legislation has had on the K-12 level immediately will see that this impact is now reaching colleges and universities. Because of increased student diversity and the growing perspective that a college education is a consumer product, there is a call from government (Arenson, 2006) and parents of college students (McClay, 2005) for more accountability for learning and assessment on the part of institutions of higher learning.

There is much to be learned by educators in higher education by looking at the research gathered on K-12 teaching and learning. This research has yielded much valuable data. Among these are: 1) authentic assessments have intrinsic value to the student and evaluate higher level critical thinking (Huba and Freed, 2000); 2) the use of lecture as the primary mode of instruction results in an average retention rate of 5% of what has been learned (Lowery, 2006); and 3) students' perception of their autonomy in the classroom affects their motivation and performance (Dacey and Lennon, 1998).

But there is research from two other areas that must be included in this endeavor; the fields of creativity and culturally responsive education. Developing assessments that integrate the research of these three areas will maximize student achievement outcomes in the college classroom.

All learning can be viewed as creativity (Walberg, 1989). Amabile has done extensive research on the intermediate social and environmental variables that affect creativity. Her research has shown that: 1) motivation is undermined by extrinsic rewards (Amabile, 1979, 1996); 2) task choice increases motivation and thereby increases creativity or learning (Amabile, 1983, 1996); and 3) external evaluation undermines creativity (Amabile, 1996). Yau (1991) has found that an increase in creativity is accompanied by an increase in self-esteem and motivation.

In the field of culturally responsive education, Villegas and Lucas (2002) have found that: 1) creating a classroom community of learners increases learning outcomes; 2) using varied assessments promotes learning and 3) helping students view the curriculum from many perspectives increases achievement.

One means of integrating some of the knowledge from these three areas of research involves a kind of "backward" process that occurs at the beginning of the course with the collaborative planning and design of a final assessment, possibly authentic, aligned with the course objectives. The student is actively engaged in the planning and design of an individualized assessment that is truly meaningful in the context of the student's life. This is done in collaboration with the teacher of the course. This process accomplishes several desirable goals: 1) the responsibility of learning and teaching is shared; 2) the classroom becomes learner-centered rather than teacher-centered; 3) the student's motivation, creativity, and learning are enhanced; and 4) student

achievement is maximized. In short, a community of learners is established in a climate of collaboration, mutual respect, and enjoyment.

This presentation will also discuss some pitfalls to this process. An educator who gives up some measure of traditional “control” or ownership in establishing a learner-centered classroom risks the possibility of losing credibility and facing frustration and disappointment. Students who are asked to take an active role in their education risk the possibility of confusion, uncertainty and ambiguity (Trimmer, 2006).

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**"Affords this art no greater miracle?"  
Technology as Vehicle for the Constructivist Classroom**

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**Objectives:**

This presentation seeks to

1. define various online methodologies which have been shown to provide opportunities to create rich environments for active learning in traditional face-to-face classrooms;
2. illustrate the ways in which these technologies support generative learning, anchored instruction, and collaborative learning, hallmarks of constructivist learning environments; and
3. provide anecdotal evidence of the success of these technological methodologies.

**Intended Audience:**

This presentation is intended for teaching faculty in all disciplines instructing students at the undergraduate level in Higher Education.

**Activities:**

1. Interactive lecture / discussion, with handouts
2. Exemplary representations of online methodologies
3. Q&A

**Abstract:**

In their backpacks our students carry a world full of information ñ some legitimate, some bogus ñ only a click away; data collection is second nature, relatively effortless. Weimer (2002), Frand (2000), Howe and Strauss (2000), and Tapscott (1999) note the immediate accessibility of "answers"; it is an unfortunate reality, therefore, that when they land in the workforce, our students will be presented with complex and ambiguous problems with which they must dynamically engage. Possessing a trove of answers will do them little benefit if they lack assimilation skills (Frand, 2000; Dunlap and Grabinger, 1996).

What, then, are we to do? How do we create rich environments for active learning where we stress student agency, responsibility, ownership? How can we provide generative, anchored, and cooperative learning opportunities foundational to constructivist learning environments (Dunlap and Grabinger, 1996) when simply addressing our institutional, programmatic, and curricular goals takes an entire semester? We haven't the time to dwell in questions and ambiguity; how can we manage those things that we recognize as being good for our students without skimping on our instructional goals?

Weimer (2002) suggests that we "use" our content, as opposed to "covering" it, as a means through which students come to possess basic foundational skills upon which they may construct their own meanings and interpretations. When approaching the content as a means rather than the

end, students are afforded the opportunity to engage in metacognitive reflection, an exercise critical for their intellectual growth and success in the assimilation and application of new skills (Sternberg, 1986).

Baxter Magolda (2004) asserts, "College is a time of learning that others have in fact composed what constitutes reality." To provide students with ample opportunity to participate in the composition of their own reality, to lead them toward self-authorship, to emphasize the value in their own experiences and those of their peers are high-priority goals for developing the habits and patterns of life-long learning.

Given the basic characteristics of the current undergraduate culture, which showcases a "ubiquitous connectivity" and a blurred line between the consumer/creator dichotomy (Frاند, 2000), digital discourse communities are a seemingly natural milieu in which to de-center traditional forms of knowledge authority and foster a strong sense of community and cooperative learning skills.

Technology presents us with opportunities to turn our content into building blocks without spending valuable face-to-face time addressing fundamental facts and skills. Made expressly simple now with the advent of podcasting, instant messaging and chats, blogging, and posting to wikis, academic encounters outside of class in the form of e-lectures and synchronous and asynchronous discussions, provides students with basic informational "tools." Once returned to the face-to-face environment, students employ these tools to question the value, usability, and functionality of the material on hand. What was once a space devoted to imparting information, the physical classroom has been transformed into an arena where questions and problems are generated, critical inquiry is encouraged, and active, engaged learning takes root ñ with time to spare.

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## **Assessing student learning on participatory research projects at a non-residential campus: What is the best approach?**

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### **Objectives:**

As a result of participating in this session, attendees will increase their knowledge regarding student-learning outcomes in applied and cooperative learning research projects.

As a result of participating in this session, attendees will gain experience participating in designing survey instruments to measure student outcomes.

### **Intended Audience:**

Audiences include faculty working with students in classroom and research environments. Audiences also include students working collaboratively with faculty and administrators interested in supporting student-faculty communication and collaboration.

### **Activities:**

Activities include a brief presentation on the significance and purpose of the session and an extended participatory workshop facilitated by the author. The workshop will involve an exercise in which participants will be asked to review and comment on survey measure items on a handout for the proposed study. The author will facilitate a discussion of the proposed feedback on various student-learning outcomes that might be addressed in this proposed study. The activities are directly linked to the proposed session objectives as they are designed to engage attendees in the design and discussion of student outcomes on applied health research activities.

### **Abstract:**

With increasing expectations for scholarly activities at historically teaching-oriented universities, faculty must find ways to integrate our teaching, research, and service activities. Studies also indicate that out of classroom communication between students and faculty (Jasmaa, 2001) and faculty-student collaboration on research projects improves student-learning outcomes (Arthur et al., 2004). While there are some resources available for faculty to design models for working with students on joint research activities (Lancy, 2003), there is very little evidence regarding the types of joint activities that are most productive for research and student learning outcomes. This study proposes to examine the important roles played by students in such projects. The study site is based at a university that serves minority populations on a primarily commuter, non-residential campus. Models for working in such environments are particularly scarce.

This project proposes to examine student-learning outcomes by comparing different models for student involvement with faculty on collaborative, health research activities. The models include implementing independent research activities (one-on-one interactions) and team-oriented

research projects on health-related topics under the supervision of the author. The team approach is based on cooperative learning models (Belenky et al., 1986, Cooper and Mueck, 1990). The primary outcome will be self-perceived confidence in community-based, participatory research skills. We will also measure changes in commitment level, retention in the program, and improvements in ancillary skills such as writing and oral presentation activities. A secondary purpose of the study is to explore fit between student capacity, strengths and tasks; barriers to student involvement (such as time constraints in students' schedules), and possible remedies to enhance student advancement and improve research outcomes. A screening tool will be utilized to assess fit with student capacity and research task activities. A pre/post-test survey will be administered to all students participating with the faculty member in research activities before and after each semester. The study is a longitudinal, quasi-experimental, non-randomized control group design. Students will self-select into independent work and cooperative learning, research team activities. Brief, informal interviews will be conducted with all student participants to further assess factors that support and hinder student learning and performance.

The primary research questions are:

1. How are different models (one-on-one versus cooperative learning) for student-faculty participation on collaborative, health research activities related to student outcomes?
2. What are the factors that impede and facilitate student involvement and learning as a result of their participation on independent, collaborative health research projects with faculty at primarily commuter, non-residential universities?

Results will be disseminated at scholarly conferences and in journals on teaching, learning, and scholarship.

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## **Putting the Pieces Together: Using the “Jigsaw” Collaborative Learning Technique**

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### Objectives:

1. To illustrate how students can move from a low expectation of pre-class preparation to a high expectation of pre-class preparation through the use of the “jigsaw” method of learning.
2. To demonstrate transition of students from observers and note takers to contributors and discussants of course content.
3. To demonstrate the results of a collaborative learning technique on unit exams and standardized exam scores.
4. To enhance understanding of how students can see themselves, their peers and learning groups as sources of knowledge and authority versus the teacher and the textbook as their sole source.

### Intended Audience:

Nursing faculty and faculty interested in Collaborative Learning strategies.

### Activities:

#### Participants will:

- Work in groups on pre-assigned tasks to reach expert status.
- Re-divide in subgroups to share “expert” knowledge with other participants.
- Discuss the applicability of this method across the disciplines.
- Discuss the pedagogy and striking results that support this method

### Abstract:

Researchers are finding out that effective teaching does not guarantee effective learning of content by students. Because of this, I decided to employ active, collaborative learning strategies such as the “jigsaw” in my classroom. This collaborative method of learning was used to enable students to acquire extensive knowledge about assessment and stabilization of the normal newborn, but it is applicable across all disciplines. In this technique, the student serves as both teacher and learner. To be able to teach the content, the student must acquire some expertise on the subject. Bransford, Brown, and Cockling (1999) have defined an expert as one who “has acquired a great deal of content knowledge on a discipline or an aspect of it . . . , organized the knowledge in ways that show deep understanding of the subject matter, . . . the knowledge affects what is noticed or how they organize, represent and interpret information.” (Pg. 18). This in turn affects the ability to reason, remember and solve problems.

In my class, I employed this pedagogy by using the “jigsaw” method. Reading assignments on the Normal Newborn were posted online a month in advance. Students were assigned to a primary group of five to six members, and each group was given a specific task related to the assigned reading. The assigned task was discussed and developed in the primary group until each member achieved “expert” status on the topic. The members of each primary group were given different colors. After primary group discussions were completed, all students with like colors formed subgroups of five to six members. The subgroups were comprised of experts on five to six different but related topics about the newborn. Each expert student in the subgroups had five to ten minutes to teach others about the expert topic which had been assigned and discussed in the primary groups. Faculty facilitated discussions in subgroups as needed.

Barkley, Cross and Major (2005) contend that engaging in activities where students are made to articulate subject content and obtain immediate feedback and clarification of misconceptions forces them to synthesize and mentally organize concepts in meaningful ways.

The “jigsaw” method provides time for students to share what they have learned on the assigned topics, and thus content is reinforced, synthesized, and clarified while immediate feedback is obtained from both faculty and peers. As faculty, I know the kind of difficulties that students are likely to face with the content; therefore, some of my class time was spent circulating to the primary and secondary groups, listening for cues, asking questions that tapped into what they already knew, and helping them form connections to make the new information meaningful. Immediate feedback has long been identified as important to student learning and retention. Students in these sessions obtained feedback from their peers in the primary group, the subgroup and the faculty.

Using the “jigsaw” learning strategy ensures that content is not memorized to be regurgitated on an exam and forgotten later. Rather, content is retained because students have to understand and make meaning out of it in order to teach it to their peers. Students are subtly coerced into making meaning out of the content in the process of learning and teaching it. In this environment, the student is cooperative rather than competitive, and each student has a role to play in the successful learning of others, versus relying on the faculty to “teach” them. Instead of lecturing, class time is used for evaluating learning, identifying content areas needing reinforcement, and providing additional feedback to students.

Transfer and retention of content in the course was evidenced by significantly higher scores on the class exams scores, as well as the standardized ERI exit exams for this course. Transfer of knowledge to everyday environments, the workplace or home is the ultimate purpose of learning. I believe that these nursing students will be able to transfer their acquired knowledge to pass the licensure NCLEX exam and to function effectively with newborns in a hospital, clinic or family setting.

Statistical graphs depicting exam scores with and without use of the “Jigsaw” strategy will be included in the presentation.

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## **Computer-Based Student Created Tutorials as a Learning Tool**

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### **Objectives:**

The objective of this study is to go beyond the traditional classroom instructional modes (e.g., lectures and class discussions) to develop and evaluate computer-supported pedagogical approaches.

### **Specific objectives were to:**

- extend access to computer-based educational tools such as the Oracle Management Console
- research product development and end use of technological applications
- make abstract concepts visible through technology
- select, implement and adapt technology to teaching methodologies and integrate a variety of software, applications, and learning tools
- assist learners in organizing and analyzing complex information
- amplify students' means of expression through the use of technology
- collaborate to enhance student, teacher capabilities and improve student learning
- enable students to develop polished products through technology

### **Intended Audience:**

All

### **Activities:**

Presentation

## Abstract:

### Introduction

The process of peer tutoring can be defined as one in which a person who is proficient in a subject matter comes to the aid of one who is less proficient (Gartner & Riessman, 1993; House & Wholt, 1990; Topping, 1996). Historically, the practice of tutorials was deemed a necessary and essential component of a student's learning and education process (Zartisky, 1989). However, this practice has received less emphasis in recent years.

Teaching is one of the best ways to increase the understanding of the instructor. In a recent article Naevdal (2003) describes how as a graduate student his understanding of Optimal Control (OC) techniques was enhanced by developing a spreadsheet algorithm to solve OC problems. He also describes how showing the solution to other students increased their grasp of the concept. The present study was an attempt to give undergraduates at Keystone College that same experience by constructing a student created tutorial and using that tutorial to teach the subject matter to other students. The exercise gave the students the opportunity to review and understand the theoretical relationships underlying Oracle Database Management. In addition, the exercise required a review of SQL, involved the development of facilities with Forms Builder, provided a connection between hard coding and graphical models and explained the theory and application of database management. This study sought to address the perceptions of college level students who designed and developed a computer-based tutorial and taught the subject matter contained in the tutorial to their peers.

### Purpose of the Study

The purpose of this study was to explore a teaching exercise conducted with 58 second-year undergraduate students taking Oracle Database Management during the spring semester 2006 at Keystone College, examine students' feedback of how the tutorial design process impacted their academic experience and academic achievement, and propose some guidelines for further exploration of the method. The objective of this study was to go beyond the traditional classroom instructional modes (e.g., lectures and class discussions) to develop and evaluate computer-supported pedagogical approaches. More specifically, this study investigated whether the use of student created computer-based tutorials in a collaborative learning process enhances student learning and evaluation of classroom experiences.

### Significance of the Study

Limited research exists on student created tutorials and the role of personality preferences in relationship to tutorial learning. The current study investigated whether the use of student created computer-based tutorials in a collaborative learning process enhanced student perceptions of tutorial learning and evaluation of classroom experiences. By using qualitative methods to obtain student perceptions of effectiveness of student created tutorials, this study adds to the knowledge base of the existing literature. Further, in-depth interviews provide more detailed explanations and insight into student perceptions, which is needed when establishing guidelines for future implementation.

## Qualitative Methods

The truth-value, or credibility, of conclusions in a qualitative study is comparable to the concept of internal validity in quantitative research. Lincoln and Guba (1985) and Miles and Huberman (1994) suggested that research results be scrutinized according to three basic questions: (a) Do the conclusions make sense? (b) Do the conclusions adequately describe research participants' perspectives? and (c) Do conclusions authentically represent the phenomena under study? We relied on triangulation and member checks to enhance credibility. According to Lincoln and Guba (1985), triangulation is the corroboration of results with alternative sources of data. Consultation with an expert in the field was utilized as an alternate data source. Additionally, presenting results to participants during a concluding interview served as a method to enhance the credibility of this study's results.

## Population

Fifty-eight second-year undergraduate students taking Oracle Database Management during the spring semester 2006 at Keystone College.

## The Tutorial

To innovatively and effectively help the students learn the basics of the Oracle Management Console, we formed teams of six students and had each team create a step-by-step tutorial, which would help other classmates and future classes learn the console management functions of Oracle. For their tutorial, we included instructions for executing a specific layout. The content, however, had to be completely designed and developed by the students.

Studies investigating the effects of tutoring on college students show that tutoring has generated positive results (House & Wohlt, 1990). The tutorial described in this paper takes advantage of two valid teaching principles: learning by doing and learning by teaching. The tutorial also served a dual role: as an assessment of student learning and as a tutorial resource for other students. An essential aspect of the tutoring process is to explore the concept of critical thinking or the approach used in learning, not just receive a correct response. The tutorial gives the student a chance to interact with the material and concepts to be learned (Topping, 1996).

When students teach other students, they must understand the content and think through how it fits together. Furthermore, this role reversal puts students in the teacher's position. Students in this study had to think not only about content and structure, but also how best to convey the information effectively.

This experiment was conducted over two semesters (fall 2005 and spring 2006). Students were informed that their performance would be graded.

## The Sessions

During the first semester the students were taught by regular classroom methods (lecture-lab-test) the methodology of Oracle Database Administration. They performed written and

laboratory assignments according to the published college syllabus. They met all the objectives and goals set forth by the professor and the college for basic SQL coding. At the beginning of the second semester students were introduced to the Oracle Management Console (OMC) and its operation. The OMC is usually only taught to advanced database management students. The students required six weeks to master all levels of the console, including an advanced database of the students in the class, and during the beginning of the sixth week were instructed to begin the tutorial. The students were not informed that a tutorial was to be produced prior to the instruction to complete the tutorial.

## Data Collection

Marshall and Rossman (1999) suggested that data collection methods in qualitative research could be categorized into four types: (a) participation in the setting, (b) direct observation, (c) in-depth interviews, and (d) document analysis. For the purpose of this research, we utilized in-depth, individual interviews as the primary method of qualitative data collection. Coffey and Atkinson (1996) suggested that data collection and analysis are best conducted simultaneously in qualitative research to allow for necessary flexibility. Data collection and analysis occurred in a cyclical process until concepts and themes became detailed and redundant and new information ceased to emerge (Miles & Huberman, 1994). Therefore, we targeted all 58 participants who participated in the tutorial learning. The logic behind this decision was to gain an in-depth understanding of participants' perceptions of their experiences in developing a tutorial. To gain a detailed depiction of participants' perspectives related to their tutoring experiences, we conducted individual interviews, each lasting up to 30 minutes. These interviews were semi-structured; the professor read aloud the questions and each student typed responses on his/her individual work station computer using Microsoft Word. Results were uploaded directly to the professor's computer. This method ensured that students were unaware of each other's responses. However, the results were revealed to participants during a concluding interview. The majority of responses were in the form of statements written in the comments section. The specific questions explored were included in an interview guide and are listed below:

1. Was the tutorial design process interesting?
2. Did you understand what you were supposed to learn?
3. Were the materials directly related to the objectives?
4. Were the development exercises relevant?
5. Did the tests really measure your performance on the objectives?
6. Did you receive sufficient feedback on your practice exercises?
7. Did you receive sufficient feedback on your final results?
8. Did you feel confident working in groups?

Comments: Please offer additional comments, which may further clarify or elaborate your experiences with student created tutorials.

## Results

Interestingly, the teams welcomed the challenge to construct the tutorial and all seemed highly motivated to complete the assignment. Each team began with a PowerPoint slide presentation and included advanced operations such as screen shots and Screen Case movies.

Student perceptions of the tutorials, grouped into themes, were as follows:

Effect on learning. From the feedback, it appeared that this method had a significant positive effect on students' perceptions of tutorial learning. Students were required to be prepared to teach, which compelled them to fully understand the content of that session.

The learning environment. Some students felt that having their peers conduct the class created a good environment for exploration and learning. However, the group size of six students seemed to be too large. There were three main concerns regarding working as a team. The first was that the working groups of 6 students might have been too large. In hindsight, teams of 2 - 4 students might have been more ideal. This leads to the second concern that there was unfair distribution of work in some cases. The third concern was students "missing-in-action" from class sessions.

Student development. In the process of teaching and working together as a team, students developed effective presentation skills and learned to work as a team. This will be particularly useful in their future careers.

Amount of time and effort needed. A common difficulty was that some students felt that the time and effort needed to appropriately conduct this exercise placed burden on their existing heavy workload.

## Limitations of the study

A number of problems did surface through the course of the designing phase. These included:

1. Only one computer with the management console was available. The college server setup required a virtual server with passwords only available to the professor.
2. Normal team differences. A student would bring up data or information that was irrelevant to the project and the others did not have the experience to recognize the data was flawed. We would intervene at this point and bring the development back on track.
3. Occasional gap in concentration. This was generally due to one member of the team on the computer keyboard and five students watching. Again, a few words from the professor set things on track.

## Conclusions

From this study, we concluded that student perceptions of the tutorial design and development process experience may correspond with increased learning. The shared comments of participants produced an increased awareness of how students described their relationship with the process, how they gained learning strategies, and how they perceived derived benefits of tutorial learning. The findings may help to explore institutional practices that encourage excellence in academics for all students. The results also address how students' preferences relate to their tutorial designed learning experience, specifically, and their overall learning, in general.

The purposes of the experiment were achieved in varying degrees. Of course, one experiment and limited feedback are insufficient to determine the usefulness of this method. More "experimentation"; over a period of time and a broader base of students and subjects will be required. Below are some suggested guidelines for colleagues who might be interested in conducting similar experiments:

- Small teams of 2 - 3 should be formed to create the computer-based tutorials to prepare for and teach the upcoming session. This may be done on a rotational basis so that everyone in the class can expect to be assigned such a role.
- The teaching teams should have three consultation sessions with the professor before their teaching session to fully understand the objectives of the lesson.
- Each student in the teaching team should be expected to contribute equally to the preparation and teaching of the coming session. The professor should intervene if all students are not working at the same pace.
- Two grades should be issued: one individual and one team grade. The individual grade will be decided equally between the team members and the professor.
- During the teaching session, the teacher should be present as a "student" to assist if necessary.
- The first consultation session should be arranged and instructions, expectations as well as distribution of the workload set out.
- The second consultation session – held about three days before the teaching session – should focus on the team's proposed teaching plan, method and content. The teaching team can also discuss areas of uncertainty and clarify doubts with regards to content. After the teaching session, the teacher might choose to meet with the teaching team a final time to provide feedback on the teaching session.

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## **Writing: The Secret to Enhancing Students' Learning Experiences**

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### **Objectives:**

The objectives of this presentation are to 1) discuss the benefits of including multiple writing assignments in courses that are traditionally evaluated via objective tests, 2) assess ways of using writing assignments to enhance student learning and increase critical thinking, and 3) devise methods for making writing assignments manageable for instructors and interesting to students.

### **Intended Audience:**

Faculty members who wish to examine adding writing assignments to their courses

### **Activities:**

This presentation will be a combination of didactic and audience participation methods. Audience members will be asked to discuss their experiences and concerns with the use of writing in their courses. Participants will be provided with examples of writing assignments and asked to apply these techniques to their courses. They will also be encouraged to share their own unique approaches to using writing in the classroom.

### **Abstract:**

Many university courses utilize multiple choice exams as the sole method of course evaluation. However, multiple choice exams do not necessarily allow students to delve into the material, apply it, and form opinions about it. Furthermore, students may not have the opportunity to practice and build their writing skills. If done correctly, the process of writing requires that students comprehend course material, apply it, and utilize critical thinking skills to synthesize and evaluate concepts (Pascarella & Terenzini (2005). Previous literature has shown writing to be an effective tool to aid in student comprehension (Radmacher & Latosi, 1995) and improve exam performance (Davis & Hult, 1997). Additionally, student writing assignments can be used as active learning techniques used to enhance lectures (and provide instructors with a brief respite). Use of engaging and creative writing tasks has also been shown to help students apply course concepts and gain an appreciation for the course material (Cabe, Walker, and Williams, 1999). For example, the use of journal writing in courses appears to be an effective method of having students apply course concepts to their own lives or observations (Hettich, 1990). Writing can also enhance learning by allowing the instructor to add focus to their learning units and it actively involves students in the learning process (Pascarelli & Terenzini, 2005). Furthermore, students gain from writing as they get feedback from instructors on the accuracy of their understanding of course content (Pascarelli & Terenzini, 2005).

This interactive presentation will provide participants with the presenter's experiences using multiple writing assignments across a number of graduate and undergraduate psychology courses. A myriad of writing assignments and students' reactions to these assignments will be

shared. Additionally, new perspectives on student writing assignments will be discussed, including the unexpected benefits of assigning students writing exercises. Furthermore, there will be a candid discussion of the costs and benefits of utilizing writing in college courses. Lessons learned from the use of writing assignments will be shared. Participants will interact with one another and discuss ways of adding writing assignments to their courses.

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## **Invigorating Teaching and Learning: Inspiration as a Tool of Interactive Universal Design**

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### **Objectives:**

This workshop will enable participants to achieve the following:

1. Explain concept mapping.
2. Develop concept maps with the help of Inspiration.
3. Use concept mapping to represent subject matter content in order to show meaningful relationships among a selection of concepts.
4. Use Inspiration and concept mapping as a learning/teaching strategy to reach diverse learners.

### **Intended Audience:**

University faculty who are interested in learning and implementing strategies for meeting the needs of diverse learners in a brain compatible classroom.

### **Activities:**

Participants will experience the power of Inspiration as a means of stimulating critical and creative thinking. They will create concept maps and outlines and use Inspiration to manipulate and represent ideas. Opportunity will be provided for individuals to brainstorm the use of Inspiration within their own disciplines. Handouts will be available to support continuing use of Inspiration at home institutions.

### **Abstract:**

Effective teachers capture their students' attention through a variety of strategies designed to immerse students in the learning process. Brain compatible teaching strategies suggest that students see connections or webs of significance in their course materials differently than their professors who may view learning in a more linear or traditional format (Sousa, 2001, Wolfe, 2001). Brain research suggests that the human brain stores information in neural networks or

circuits (Wolfe, 2001). The use of Inspiration software can help teachers to capture information the way the student envisions it instead of the way the teacher thinks they should envision it thus helping students to store information in these complex neural pathways. Inspiration software enables teachers to create visual maps of information that students can use to understand the concepts under study or to help them remember and recall complex patterns of information for a variety of assessment techniques (Parry & Gregory, 2003; Sousa, 2001). In addition, the use of concept or visual maps is a powerful technique for delivering complex information to students (Gold & Coaffee, 1998; Guastello, Beasley & Sinatra, 2000; Kinchin, 2006, Portugali, 2004).

This workshop will enable participants to explore the use of Inspiration software as a teaching/learning tool. This software is inexpensive yet very powerful for reaching a variety of student learning preferences and modalities (Rose & Meyer, 2002). It is recommended to use in creating a more Universal Design for Learning (UDL) compliant teaching/learning environment (Rose & Meyer, 2002). One of the most interesting facets of the program is that traditionally prepared teachers who are most comfortable with linear models of teaching and learning ñ such as outlining, will be able to use the software to create outlines and then convert them to visual concept maps that many of today's students prefer to use for their learning and studying of new material. The learning curve for faculty to incorporate this tool within their classroom environment is minimal.

The workshop will focus on the development of critical and creative thinking skills in students through examples of the use of Inspiration software. Participants will create concept maps and outlines and use Inspiration to manipulate and represent ideas. Opportunity will be provided for individuals to brainstorm the use of Inspiration within their own disciplines. Participants will leave with ideas and suggestions for implementing Inspiration software into their courses.

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## **Data Driven Decision-making: Electronic Assessment Systems: File Cabinet or Change Agent?**

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### **Objectives:**

When everyone understands accreditation requirements and standards of performance for the use of technology based instructional strategies, it seems an ideal world (NCATE, 2006). The objectives of this presentation are: 1) to have faculty reflect on their accreditation and assessment goals and through examination of three electronic assessment systems (eFolio, Chalk&Wire, and Taskstream), increase their knowledge of how to select and use them; 2) through interactive exercises develop evaluation skills and examine how these systems align classroom goals; and 3) discuss how access to a system changes attitudes about access to data from users of a static file cabinet to dynamic agents for classroom change (Getz, 2006).

### **Intended Audience:**

Faculty working with the accreditation requirements of their discipline, alignment of course objectives with these standards, and the technology strategies that can pave the way or become barriers to attaining the learning objectives.

### **Activities:**

This presentation will lead participants through the process that Education Dept. faculty at Hampton University have explored to determine how web based assessment systems can support identification of gaps in student learning and development of interventions at the course level. Samples of three electronic assessment systems will be available for participants to explore. Then through an evaluation exercise participants will examine how the systems support analysis of classroom goals alignment with various assessment requirements of accrediting bodies. Finally using the outcomes of the evaluation exercise, discuss personal attitudes toward the systems as file cabinets or change agents. Discussion questions will include: How many data points are really necessary? Do faculty need professional development opportunities to create continuous improvement action plans (Gillan, & McFerrin, 2000) that ensure their strategies remain up to date and take into account new technology innovations ?

### **Abstract:**

This paper will show samples of resources that keep technology based instructional strategies central to the alignment and assessment process, increasing the likelihood of attaining better student outcomes (Getz, 2006). These include Taskstream, eFolio, and Chalk & Wire products. Three major issues are addressed in this paper: awareness of technology-based assessment strategies which address common assignment goals; understanding what the data says about the difference technology integration makes in teaching, assessment, intervention and communicating this to students and administrators (Gillan, & McFerrin, 2000); and knowledge

transfer from one type of assessment need to another across courses, programs, and units (NCATE, 2006).

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## **Hybrid Teaching & Learning Dynamics: Tools & Timing**

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### **Objectives:**

Participants will obtain knowledge on how hybrid models can be adapted successfully with options to match specific disciplinary needs. By interactive group work with colleagues from different disciplines, hybrid tools will be introduced and explored for application in a non-traditional classroom.

Participants will explore different tools to enhance the experience and three different timing models developed by the presenters in their respective hybrid courses. They will learn organizational strategies for integrated lessons with colleagues from different disciplines using the three distinctive models as well as how to provide innovative structures for teaching in a variety of disciplines. Participants will acquire skills for creating a hybrid course, redesigning an existing course to be a hybrid course, or enhancing an existing hybrid course.

These models will equip the novice hybrid instructor as well as the seasoned hybrid instructor with approaches to the teaching and learning experience that can be adapted in any classroom setting. It will provide direction in selecting some of the most useful and successful hybrid practices appropriate for different kinds of teaching assignments.

Participants will acquire insight and attitudes toward online teaching where a completely online course may not be in order but where an online component could enhance. For those faculty who are hesitant to incorporate online teaching in such settings, new attitudes and new possibilities will be explored as the three models to be introduced are presented and as models from other settings are examined. Participants will also acquire knowledge of some of the pros and cons of hybrid learning experiences

### **Intended Audience:**

Faculty who seek to utilize new technologies while preserving best practices in the traditional classroom and faculty who already use the hybrid teaching approach but who want to take the teaching and learning experience to another dimension..



#### Activities:

Types of activities to be used during this presentation include:

- a. Audience participation in a brief discussion and feedback session
- b. Demonstration by session leaders of how to use each of the three models of hybrid teaching and learning, incorporating learning objectives from any course
- c. Audience participation through small group work that will equip each participant with a segment of a course adapted to the hybrid teaching and learning experience using the three models. Participants will be able to return to their learning environments with new strategies identified and selected for their existing hybrid courses or for courses that are ripe for the hybrid structure.

#### Abstract:

As with any teaching and learning strategy, the hybrid experience does not solve every issue. However, it does present educators with an option that can enhance the learning experience in any course, with the proper design. Hybrid courses offer solutions to a “major weakness of online courses—the lack of structured time for student work” (Oblender 45). This presentation will demonstrate that by using a different timing models and different tools, the hybrid format can be utilized by a wide variety of disciplines and can create a dynamic learning environment not possible in a face-to-face only or online only format. This session will also examine some of the pitfalls of the hybrid experience and simultaneously equip participants with ideas about matching solutions with problems for online learning.

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## **Book Clubs: Reducing Isolation and Increasing Critical Thinking in the Online Learning Environment**

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### **Objectives:**

This presentation will:

- Describe creation and potential use of Book Clubs in online courses
- Demonstrate various levels and forms of collaboration and social interaction
- Identify activities, assignments and protocols for online Book Clubs
- Provide opportunity for participants to explore Book Club options

### **Intended Audience:**

- Faculty from any discipline
- Faculty interested in exploring online instructional strategies

### **Activities:**

- Power point demonstrating creation and use of online course Book Clubs
- Large group discussion of online collaboration and social interaction
- Direct internet access to view Book Club format and student work samples
- Small groups structured for a brief Book Club meeting using protocol or activity

### **Abstract:**

During online courses students face many social interaction difficulties. The opportunities for interaction during online learning are scarce even though their importance has been highlighted (Barnes & Lowery, 1998). Taylor & Burnkrant (1998), after surveying students in twenty three online courses, found students' reported lack of interaction with peers to be a major problem. This lack of social interaction creates important challenges for the development of online courses. Finding ways to alleviate the feelings of isolation felt by students is vital. (Eastmond, 1995, Hara & King, 1999).

Book Clubs are one way to create social interaction in the online environment. Defined as a collection of readers who participate in the regular discussion of a selected book, traditionally, a book club consists of several members who meet in person on a regular basis to talk about a specific work. Margaret Atwood in the foreword of the latest edition of *The Book Group Book: A Thoughtful Guide to Forming and Enjoying a Stimulating Book Discussion Group* (Slezak, 2000) wrote that Book Clubs are "the graduate seminar, the encounter group, and the good old-fashioned village-pump gossip session, all rolled up into one" Even if online Book Clubs do not reach this Book Club fervor, the focused conversations resulting from sharing ideas and thoughts after reading the same book provide purposeful social interaction.

This presentation will examine five ways Book Clubs can be successfully integrated into online courses and consider why this teaching strategy is effective in promoting student learning. Step-by-step set up procedures and lessons learned will provide guidance for others. During the session, small groups will be structured so participants can experience a very brief Book Club meeting. Participants will share insights for meeting the challenges of increasing social interaction in online courses.

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## **Comparison of Quantitative Teaching Methods**

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### **Objectives:**

The objective of this presentation is to provide a list of available tools and techniques for teaching quantitative materials and also study the effectiveness of these techniques for a diverse student body with different types of intelligence.

### **Intended Audience:**

Faculty is the main audience for this presentation.

### **Activities:**

Discussion will be utilized during the presentation to engage audience in the presentation and also enhance this ongoing study.

### **Abstract:**

In the next century, the explosion of information technology will raise the need for quantitatively educated workforce. At the same time, as student backgrounds and knowledge are becoming more varied, a wider selection of quantitative topics and tools require to be taught. In order to teach a mixed set of quantitative subjects to students with diverse set of knowledge new teaching tools and techniques need to be employed.

Interactive lecture is one of the approaches that have been reported success in quantitative teaching (see Cuseo 1996, Cooper 1997, Rosenshine and Meister 1995, and Hill 2003). The Interactive Lecture includes active learning, group learning, and classroom assessment strategies at frequent intervals to achieve deeper processing of course contents. Cooper et al. (2003) proposed Cognitive Scaffolding and Quick-thinks as two concepts to be utilized in Interactive Lectures. They outlined five types of cognitive scaffold and eight Quick-thinks.

Frequent quizzes, term projects (with a real world application/subjects), minute papers, and pre-lecture questions (a set of questions related to the subject of the next class session) are some other approaches to encourage students to participate in the learning process.

Hallett (1998) studied the use of Spreadsheet to teach a quantitative course (Information, Data, and Decisions). The course exercises required students to develop models to describe realistic situations and, as a result, to think about the mathematical relations demonstrated by various real-world incidents. Using spreadsheets required students to make the connections between different quantities. In order to determine the cell references, they must understand the relationships between different quantities and to enter the formulas correctly, they need to know algebra.

Gardner (1983) introduced different types of intelligence: Linguistic intelligence (word smart), Logical-mathematical intelligence (number/reasoning smart), Spatial intelligence (picture smart), Bodily-Kinesthetic intelligence (body smart), Musical intelligence (music smart), Interpersonal intelligence (people smart), Intrapersonal intelligence (self smart), Naturalist intelligence (nature smart).

Silver et al. (2000) developed a chart to show how students of multiple intelligences learn at the elementary school level. Gershkoff (2004) designed a similar chart specifically for collegiate quantitative political analysis courses. They also listed the learning characteristics for students of each intelligence. Gershkoff (2004) explained that using multiple teaching methods lead to more successful educational experience.

In this study, the effectiveness of each teaching tools and techniques on students of each intelligence type is investigated. Quantitative courses in Business majors will be concentrated for the study.

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## **Creating Collaborative Learning in Interdisciplinary Studies**

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### **Objectives:**

The main goal of the panel is to share our process of designing an interdisciplinary team-taught class incorporating critical literacy and diversity, and to evaluate the lessons we are learning as we actually implement the class, which will be taught the first time in fall of 2006. The panel will pose questions to the audience regarding their experiences in regards to the critical areas we are working on: collaborative interdisciplinary class design, critical literacy skill-training, embedding diversity in teaching techniques, approach and learning outcomes. Ultimately, we hope to discuss how we can create student-centered classrooms that motivate students to engage in self-examination and dialogue, and develop stronger reading, writing and analytical skills, and especially how this takes place in a state college with commuter students who are largely from working class communities of color.

### **Intended Audience:**

Proposed audiences are faculty who are interested in exploring innovative pedagogy, including interdisciplinary studies, team-teaching, teaching for diversity and critical thinking. The imagined audience also includes students, staff and administrators who are involved in reshaping the universities to work to increase retention and higher learning outcomes.

### **Activities:**

The first third of the workshop will consist of panel presentations. The next period will involve the audience in small group brainstorming and analyzing the challenges panel participants present in view of their own experiences. We plan to provide a handout, using some aspect of the class that we are beta-testing ourselves, such as the entry survey questions and results, or samples of class assignments. The last part of the workshop will be a sharing of the audiences' ideas.

#### Abstract:

Students, especially working class students from all ethnic backgrounds, are faced with the challenges of trying to excel while also preparing themselves for a rapidly changing society. Faculty and institutional collaborations that enhance student success are becoming more critical as resources become more scarce. Learning objectives more frequently incorporate the goals of understanding of diversity on many levels, such as being able to articulate complex issues from multicultural perspectives, or bring a historical perspective to cultural differences. Institutions are also demanding that students be more able to do teamwork and be able to be internationally informed.

One of the modes of addressing these challenges is the development of interdisciplinary studies and team teaching. The concept of the teacher primarily as a provider of content and information is shifting to one of helping students understand how to define, interpret and apply information, to process their own ways of knowing, and prepare students to work in teams across areas of expertise. James R. Davis (1995) argues that interdisciplinarity can prepare students for the collaborative experience so they can communicate and work together more effectively, and become better acquainted with a multi-paradigm approach to knowledge. MacGregor's concept of learning communities, where understanding in one area is enhanced by repetition, elaboration, and application to another area, is another way of implementing an interdisciplinary approach. This presentation examines the design and implementation of an introductory, team taught interdisciplinary class in a school where students are commuters and come from diverse racial and class backgrounds.

In general, faculty are increasingly interested in facilitating student-centered learning that increases student retention, raises learning outcomes, and provides for multicultural dialogue that can negotiate class, race and gender differences to enhance real world problem solving. Models are important for designing ways of critical literacy in settings where students work full-time, and may already have families or other obligations. It is important to understand that many are affective learners who grasp concepts better when they are explained within familiar contexts rather than abstract theory, but this notion of teaching for non-traditional learners ends up being useful for all learners (Anderson 2006, Rogers 1983). Whether in a traditional disciplinary setting, or in an interdisciplinary team taught class, the sharing of the process of creating effective teaching strategies and learning assessment can be extremely productive.

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## **Including Ethics in the University Classroom: Experiential Learning through Case Studies**

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### **Objectives:**

1. To underscore the growing need for ethics education across academic disciplines.
2. To provide a baseline of ethical principles & concepts faculty may use in their classrooms to help students identify ethical behaviors and to act ethically.
3. To engage participants in a small group experiential learning activity that requires them to construct and apply knowledge of ethical behavior and reasoning with their peers through the use of ethical dilemmas or case studies.
4. To encourage participants to reflect on how they might include ethics instruction in their own courses.

### **Intended Audience:**

Faculty members committed to active, experiential learning of ethics in their disciplines through the use of case studies.

### **Activities:**

#### **Introduction:**

Current news items illustrating ethical failures and findings from McCabe & Drinan (1999) regarding widespread academic dishonesty in the college classroom will be shared. Also, the trajectory and price of unethical behavior will be highlighted from the work of Humbarger & DeVaney (2005). They cite research findings that “students who engaged in dishonest behavior in college are more likely to engage in dishonest behavior in the future.”

Supports Objective 1.

Length of segment: 5 minutes.

Guidelines for Regulating Ethical Behavior & Ethical Reasoning Steps:

Review a one page handout participants might adapt for their own use that summarizes ethics as a construct, as behavior, and as reasoning (Arcus, 1999). This handout will provide the basis for the reflective responses to the ethical dilemmas exercise that follows.

Supports Objective 2.

Length of segment: 10 minutes.

Group Exercise: Ethical Dilemmas (Case Studies):

Participants, in groups of three, will select one of three case studies and collectively answer 6 questions critical to ethical reasoning.

Supports Objectives 2 & 3.

Length of segment: 15 minutes.

Large Group Reflective Discussion Regarding the Case Study Exercise ñ

Groups will share frustrations and insights regarding the ethical reasoning processes encountered in the case study exercise.

Supports Objectives 2 & 3.

Length of segment: 10 minutes.

Large Group Reflective Discussion Regarding Ethics in the Classroom ñ

Participants will share their own recommendations and /or “lessons learned” about including ethics in the university classroom. Also, participants will be asked to list on their handout at least two action items culled from this presentation that they might initiate next semester.

Supports Objective 4.

Length of segment: 10 minutes.

Abstract:

From the corporate boardroom to the research & development lab, from the athletic field to the classroom, our culture has been bombarded with shocking ethical failures. Departments and faculty are expected to teach students regarding professionalism, integrity, and ethics (Brady, 1999; Clarkeburn, Downie, & Matthew, 2002; Laditka & Houck, 2006; Self, D. J., & Ellison, E. M., 1998). Also, the presenter’s discipline (Family & Consumer Sciences), similar to other academic disciplines, promotes experiential learning (Kolb, 1984) linking education, personal development, and career through application of the principles of good practice in undergraduate education (Chickering & Gamson, 1987). This session will incorporate these critical components of active learning in higher education by engaging participants in the use of ethical dilemma case studies (Kreber, 2001) with directed, group problem-solving (McKeachie, 1999).

After reviewing recent ethical failures (e.g., Enron, Arthur Anderson, and McCabe’s college cheating research) including empirical evidence for the association between cheating in college and later ethical failure (Humbarger & DeVaney, 2005), participants will be introduced to an “ethics primer” handout adapted from Arcus (1999). The handout includes a working definition of ethics, five factors of ethical behavior, and a six-step, problem-solving worksheet (Kreber,

2001; McKeachie, 1999). Participants will then engage in a small-group, ethical dilemma (i.e., case study analysis) learning activity by applying ethical principles and utilizing the problem-solving worksheet.

Problem-solving groups will share their key insights with the “class” to encourage indirect or vicarious learning. This will set the stage for the final segment of shared and personal reflective learning regarding teaching ethics in their classrooms and the use of case studies. Providing this opportunity for group and personal reflection is an essential aspect of Fink’s (2003) significant learning experience.

Hartwell (1995, p.16) summarized six years of empirical investigations focusing on experiential teaching of legal ethics:

An experientially taught, semester-long course in legal ethics can significantly promote development of moral reasoning as measured by a well established test based on the leading theory of moral development. Such a course can not only teach students the rules they need to know for ethical practice but also holds promise for making it more likely that they will in fact act ethically.

It is our intent that as a result of this brief exposure to ethics via case studies in the Family & Consumer Science discipline participants will be motivated to consider how they might include ethics as a portion of a course or to create an entire course devoted to ethics in their discipline. Also, it is our intent that as faculty apply proven principles of experiential learning (Svinicki & Dixon, 1987) to their teaching of ethics in the classroom, their students will transfer their experience to their professional careers and personal lives. Dewey, in his *Experience and Education* (1938, p. 44) wrote:

What he [the student] has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations which follow. The process goes on as long as life and learning continue.

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## **Formative Dialogues in Teaching: Reflective Practice on the Scholarship of Teaching**

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### **Objectives:**

Upon completion of the workshop, participants will be able to:  
Describe the differences between summative teaching evaluations and formative teaching dialogues  
Conduct a formative teaching dialogue  
Establish teaching dialogues on their campuses

### **Intended Audience:**

Faculty Developers and all faculty members who are asked to assist others in improving the learning in their classes

### **Activities:**

Three "actors" will participate in a series of teaching and evaluation sessions, illustrating the differences between summative and formative evaluations. Participants will role-play formative dialogues in pairs.

### **Abstract:**

The standard markers for evaluation throughout the academy are teaching, scholarly growth, and service. Summative judgments are made in all of these areas of performance and are then used for a variety of important, career-affecting purposes, including: extension of annual contracts during the probationary years of tenure-track faculty, tenure, promotion, salary raises, and for periodic evaluation of tenured faculty. Although teaching can rightly be described as an art, given that summative decisions must be made of it in the standard evaluation system, the standard teaching evaluation is, therefore, substantially summative in nature. This presents a problem, particularly for those universities that are self-described as "teaching universities," where good teaching is a stated, paramount goal. Where good teaching is very important, it would seem

incumbent upon the institution to provide formative teaching support to its faculty ñ but the common reality is just the opposite. In the vast majority of campuses across the country, the only classroom visit a faculty member receives from a colleague is a summative evaluator who observes, makes judgments of the teaching performance, then files a report in the faculty member's file. This common system has been the historic model in most universities for many generations past.

The formative Dialogues on Teaching program originated at the three campuses of Indiana University of Pennsylvania and is spreading to campuses across the country. The Formative Dialogues on Teaching Program is offered and administered entirely by campus faculty and teaching associates with no administrative involvement, whatsoever. The program requires that any faculty member or teaching associate who wishes to become a formative support person (referred to under the program as a "Colleague") must undergo training in formative dialogues at one of the program workshops offered on campus. The workshop is interactive, with hands-on training in conducting a formative dialogue. To ensure that the Formative Dialogues on Teaching Program is entirely formative ñ and not used for any summative purposes - the program guidelines provide certain measures to prevent any summative use. First ñ only the faculty member or teaching associate desiring the dialogue may make the request for a dialogue. It must always be a voluntary effort by a faculty member or teaching associate. Thus, a dean or department chair cannot request a formative dialogue on teaching for a faculty member who he/she feels is in need of remediation in teaching. A second provision in the policies and procedures of the program is that the Colleague undertaking the dialogue must not provide any written feedback to the person requesting the dialogue. The formative dialogue on teaching is intended only to bring about personal growth as a teacher – not as an instrument to achieve summative favor. Next, to ensure that the request of a faculty member or teaching associate for a formative dialogue does not become known and possibly used against the requestor, there is absolute confidentiality regarding the conduct of a formative dialogue on teaching. There are no records kept with names of persons requesting a dialogue and the Colleague undertaking the dialogue must sign a Confidentiality Statement certifying complete confidentiality of anything that transpires between the requester and the Colleague. One final aspect that is compelling about the Formative Dialogues on Teaching Program ñ it is an all volunteer service and no one is paid for their efforts. It is strictly about the appreciation and enjoyment of the art of teaching.

### Tips on Conducting a Formative Dialogue on Teaching

- Assure the instructor of the complete confidentiality of the dialogue.
- Make sure the instructor understands the nature and purpose of the dialogue.
- Don't create unrealistic expectations of the dialogue.
- Begin the dialogue before the classroom visit.
- Encourage the instructor to set the focus of your classroom visit.
- Focus your observation on the behavior - not the person.
- Focus your observation on what is done, not what should have been done.
- Remember that being critical does not equate to being negative.
- Make sure the dialogue is "reflective" but still "fresh." (i.e. Don't have the dialogue immediately after the observation - but don't wait too many days.)
- Do more listening than talking.

- Draw out the instructor's feelings, concerns and thoughts on her/his teaching.
- Allow the instructor to set the direction of the dialogue.
- Maintain the focus of the dialogue on the instructor's interests and goals.
- Keep the dialogue open-ended.
- Don't overload the instructor: maintain a manageable focus.
- Provide opinions and suggestions only when asked.
- Be positive and encouraging.
- Work with the instructor to form future goals and strategies.
- Don't lecture the instructor.
- Don't make judgments of the instructor's teaching.
- Don't tell the instructor what she/he should do.
- Don't talk about or compare the instructor to other instructors.
- Allow the nature and/or occurrence of a follow-up to be a shared decision.

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## **Hybrid Classes: The Best of Both Worlds**

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### **Objectives:**

I want to share my experience organizing and teaching classes as hybrids (half on site and half online) this year and to encourage others to try it themselves. After this presentation, participants should have a clear understanding of what hybrid classes are, how they can blend online and on site versions of the syllabus, and what is involved in navigating Blackboard to enhance their teaching. Many instructors who have been uncertain how to proceed in this exciting delivery mode will gain the confidence to try it out!

### **Intended Audience:**

This presentation is appropriate for university instructors who want to expand their instructional skills to include technology and who are interested in a teaching delivery other than completely on site or online. Faculty and administrators who are concerned about the migration of students away from the classroom into online classes will also gain valuable information.

### **Activities:**

I plan on demonstrating Blackboard (using the internet) to clearly show what is involved in combining the positives of online instruction with those of face-to-face classroom interaction. I will also use a power point presentation as a vehicle for discussion. Time for questions and comments are a planned part of this presentation.

### **Abstract:**

Universities across the country are expressing concern that increasing numbers of their traditional students are opting for online courses rather than traditional ones offered in a face-to-face format. While online classes proffer many advantages, many university instructors would contend that on site classroom interaction provides critical learning experience that online delivery systems cannot duplicate. Some universities have turned to a hybrid format in hopes of reaping the benefits of both course designs.

Russell (1999) reviewed 355 studies on distance education conducted between 1928 and 1998 and concluded that despite the technology used, there is no significant difference in student achievement. Other researchers agree (Bourn, McMaster, Rieger, and Campbell, 1997; Davies and Mendenhall, 1998; Gagne and Shepherd, 200; Miller, 2000; Schulman and Sims, 1999; and Wegner, Holloway, and Garton, 1999). Several of these studies, however, found a difference in student satisfaction between these deliveries. Dzuiban & Moskal (2001) found that a combination of face-to-face and online interaction produced the same or better results than courses that were completely online or traditionally presented. Meyer (2002) suggests that a mix of media may be the most potent vehicle for a satisfying education experience.

According to Young (2002), several universities are using “hybrid” or “blended” models of instruction very successfully. He quotes John R. Bourne, a professor of electrical and computer engineering as saying, “Within five years, you’ll see a very significant number of classes that are available in a hybrid fashion.” The president of Pennsylvania State University calls the convergence of online and resident instruction “the single greatest unrecognized trend in higher education today” (Young, 2002). The University of Central Florida is offering 100 hybrid courses, and Harvard University is now considering the hybrid model as well. Hybrid courses offer the best of both worlds: the convenience of online instruction with the advantages of face-to-face classroom interaction.

Last year, the classes in our Teacher Education Credential program at National University were offered in a hybrid form for the first time. Our year’s adventure has been exciting and rewarding! At the conclusion of each class, students were asked to comment on their satisfaction with this hybrid format. The following responses are typical:

- The hybrid format is great! It is great that we come to class once a week, and then have the second class online since most of us have families. I don’t see anything that needs to be changed. I hope all courses become hybrids!!!
- I love the hybrid courses. It saves gas and time driving, but you still have face-to-face interaction with a live prof. once a week. Again, I LOVE HYBRID COURSES!!!

The students’ and instructors’ enthusiasm and satisfaction have been constant all year! I believe that hybrids are exciting options that promise to reach students with a variety of learning styles. If instructors are willing to put in the time and energy necessary to create a course in this blended format, the student enthusiasm and academic performance with more than be adequate reward.

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## **Blueprint for Learning: Constructing College Courses to Facilitate, Assess, and Document Learning**

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### **Objectives:**

Participants completing this session will be able to describe college/university course design elements; aspects of themselves, their students, the environment, and the course content that impact how their course is designed; effective practices for assessing student learning; and why they made their course design choices.

### **Intended Audience:**

This session is designed for faculty members interested in making their teaching more effective and more efficient.

### **Activities:**

Participants will design or redesign a course of their choice to integrate course goals, student learning objectives, learning experiences, assessment, and feedback for maximum effectiveness.

### **Abstract:**

The big question in college and university teaching is “how do we affect and effect maximum learning by our students?” This presentation will provide a blueprint for readers to select, design, and create learning experiences that will enable their own students to learn. Participants will be able to use concepts essential for promoting learning in designing a course in their discipline, to assess their effectiveness, and to document their course design in a portfolio and, perhaps, produce the Scholarship of Teaching and Learning. Participants completing this session will be able to describe college/university course design elements; aspects of themselves, their students, the environment, and the course content that impact how their course is designed; effective practices for assessing student learning; and why they made their course design choices.

Participants will design or redesign a course of their choice to integrate course goals, student learning objectives, learning experiences, assessment, and feedback for maximum effectiveness.

## **What is the Role of the Library in Service-Learning: A Case for the Contribution of Information Literacy to Experiential Learning**

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### **Objectives:**

Though I am a librarian, the focus of my paper will be for teaching faculty, especially those who use service-learning, to suggest ways that library resources can enhance their classes. The overall objective will be to spur thought and dialogue on how teaching faculty can better integrate their service-learning pedagogy with more traditional research and library-based forms of study. I hope to re-position the role of the library and its resources and services within the service-learning paradigm.

### **Intended Audience:**

All teachers, both those currently using service-learning in their teaching and those interested to learn more.

### **Activities:**

I will present the paper as a talk using power point. I will ask certain leading questions at the beginning of my talk such as how many in the audience use service learning in their teaching and how many of those engage library resources in their service learning activities.

### **Abstract:**

An on-going debate concerns the academic value of service-learning. The question of whether students "learn better" through service-learning community engagement or by more traditional classroom pedagogy has been widely studied. (Abes, Jackson, and Jones; Eyler and Giles; Howard; Zlotkowski) However, the degree to which service-learning faculty engage their students in research or the extent to which such classes make use of library resources has not been fully explored. (Riddle) Can the integration of service-learning activities with more traditional research and library-based study mutually advance the value of both service-learning pedagogy (by strengthening its learning dimension) and libraries (by furthering its service orientation)? This article suggests how the concept and practice of information literacy, especially in its variants of resource-based learning and critical information literacy, can enhance the academic learning goals of community service pedagogy (Breivak; Kapitzke). Models and examples are presented of what an information literacy perspective in a service-learning class may look like. (Rockquomore and Schaffer; Rhodes and Davis) The paper concludes with metaphors for the inclusion of information literacy in the service-learning matrix to spur collaboration and research interests between librarians and service-learning faculty. (Taylor)

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## **How Does Peer Learning Relate to Freshmen Retention and Academic Achievement?**

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### **Objectives:**

- To present recent motivation research findings related to the retention and achievement of college freshmen.
- To offer a review of several research-based peer learning strategies related to student success.
- To have attendees reflect on these strategies and others from their own experiences that effect student learning and retention in college.

### **Intended Audience:**

College teachers and administrators interested in peer learning, student academic success and retention.

### **Activities:**

A combination of presentation, think-pair share and group discussion.

### **Abstract:**

In this presentation, Pamela Robinson will use her recent research in motivation to set the stage for an interactive discussion of how peer learning is related to freshmen success (including retention in college and academic achievement). Several peer learning strategies (including cooperative/collaborative learning) will be described and attendees will be invited to share their own experiences using successful strategies that have increased student learning and retention. In addition, what the experts, such as Pascarella and Terenzini (2005,1991, 1980), Ryan and Pintrich (1997), and others, have to say about peer learning and college success will be discussed. Interactive activities and discussion will promote the sense of “peer learning” in this presentation. Descriptions of several research based peer learning activities will be included in handouts.

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## **Dialogic construction of meaning: applying theory to teaching large classes**

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### **Objectives:**

1. Profile theory on the sociogenesis of language and meaning-making.
2. Share the voices and perspectives of students (from focus group interviews) who have been learners in my large classes organized in a dialogic style.
3. Model the dialogic style and multi-dimensional forms of communication used.
4. Discuss the efficacy of these strategies to workshop participants.

### **Intended Audience:**

Faculty, instructional technologists, faculty developers, instructional and curriculum developers, teaching assistants, graduate and undergraduate students, administrators those interested in problem-based teaching and learning.

### **Activities:**

We will explore theory, media reports, film, photographs and case study on a topic of general interest.

### **Abstract:**

The University of Regina, like many educational institutions across North America, is actively wooing international students and immigrants to fill our classrooms and provide our workforce. The University is responding to the rapidly changing demographic of an aging Caucasian citizenry and a growing aboriginal population. We are challenged to provide an education that prepares all of our students for “their future, not our past” (Thornburg, 1995, p.70). Not only is their ethnic diversity in today’s classes but technology has become central to youth culture. Buckingham’s (2003) assessment of today’s “youth culture” is one that is interwoven with “the commercial operations of the modern media” (p.26). I observe this rapid rate of cultural change with students able to quickly and easily access information from the Internet, giving them a sense of autonomy and changing their attitudes toward study, their efforts on assignments and their expectations of classwork.

Renard (2005) believes this “ease and speed of technology” have contributed to students’ changing styles of thinking and learning as they click their way to locate information, language translators, dictionaries, and audio files (p.44). Given this new culture and the diversity in large classes, as Kohen (1999) suggests, we all need to “make a habit of seeing things from the perspective of that student sitting right over there” (p.25). Hunt (1993) argued that meanings are “continuously renegotiated social contracts between the participants in the conversation”. While true that not all perceptions are equal or accurate, dialogue offers a malleable vehicle which can invite, encourage and reshape understandings with students binding theory and strategies of a curriculum into the context of their lives. Engagement depends upon creation of a welcoming

climate with meaningful elements that bring students' culture and experience to bear on the topic. Thus course content is constantly evolving.

I experiment with multi media for instruction and evaluation. This style is dependent upon the contributions, creativity and open dialogue between students and instructor. Promoting a sense in students of their role as collaborator in the construction of meaning to prepare them for their future is the goal and the responsibility that we accept when we describe ourselves as 'teacher.' Erikson (1950) described the ego identity as needing the confidence that there is agreement with others regarding our role. This confidence and involvement can be groomed by artful selection of elements woven into the collage of each lesson. If everyone's voice who wishes to contribute to understanding the curriculum is welcome, and a safe environment for dialogue is a principle of the class, contribution and reflection will be the outcome. The success of female achievement across faculties is an example of the value of teaching with sensitivity while working to eliminate prejudice in education.

For all who may be encouraged to teach large classes or for the administrator providing the resources to support instruction in large classes, this discussion and hands on experience of the dialogic style may offer strategies. The session will first snapshot theory of the sociogenesis of language (Vygotsky, 1986) and its role in learning. We will listen to the voices of focus groups of my students evaluating what resources and strategies they felt enrich the meanings, relationships and applications of human development theory and the class climate. Much of the session will involve modeling application of this dialogic style to an adapted adolescent development "lesson" on gender and its implications. Analysis of the multi media elements employed and the participants' interpretations of the theory in this context will demonstrate the rich meanings that many minds can bring to such tasks.

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**The Day Thrasybulus Stole the Show:  
How Reacting to the Past™ is Empowering Students and Instructors**

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**Objectives:**

We aim to achieve the following objectives:

- Encourage an appreciation for liminal teaching pedagogies
- Provide a solid base of scholarship which instructors can utilize to improve their teaching and justify novel classroom exercises
- Link instructors with existing pedagogical resources and experienced colleagues, enhancing the network of support for innovative teaching practices
- Engage participants in an actual liminal experience so that they see the benefits in action (and have fun!)
- Answer questions, dispel myths, and discuss the pros and cons of ceding the classroom to students and embracing student-centered teaching and learning

**Intended Audience:**

This presentation is suggested for any conference participant interested in learning about creative pedagogies, Reacting to the Past™ resources, or experiential learning. While faculty members interested in implementing liminal exercises in their courses will find the presentation helpful, we also hope to attract administrators whose buy-in is often crucial to the success of such endeavors. Because Reacting to the Past™ game materials are written by professors at various institutions, we would also encourage curriculum-specialists and burgeoning case study writers to attend our presentation.

**Activities:**

Because the key to understanding Reacting is actually playing the games, we will allot most of our presentation time (30-35 minutes) to a unique role-playing game authored exclusively for the ISETL conference. This role-playing exercise will engage participants in a heated discussion

about how to allocate community resources. Because there is no time for participants to engage great books, we will provide selected quotes that they can utilize in building their arguments. We will help to facilitate consensus-building and will chair the town-hall type meeting that will bring the exercise to fruition.

In addition to the simulated Reacting exercise, we will offer three 5-minute segments entitled: 1). What is Reacting?; 2). Pros, Cons, and Lessons from the Veterans; and 3.) How to Implement Reacting in your Courses!

Abstract:

Initiated in 1995 by Barnard College professor Mark Carnes, The Reacting to the Past™ pedagogy has since received press in both scholarly journals and popular media (see references). The pedagogy has been utilized effectively across the disciplines, in History, Philosophy, Theater, Communication, Public Administration, and even Biology courses. Some Universities, such as Barnard College, offer entire courses designed solely around the games and their requisite great books. The more typical implementation, as is seen at Baruch College, is the utilization of Reacting as a portion of a course by interested faculty members.

The most refined and commonly played Reacting game is the Athens Game. Premised upon Plato's "Republic" and drawing from Carnes and Ober's well-developed "The Threshold of Democracy: Athens in 403 B.C.," the game challenges students to fill in the gap left by the newly deposed Thirty Tyrants in 403 B.C. Students must then establish a new government (and some might argue a new civilization).

The triumphs and tribulations of Reacting have been documented by scholars, discussed in Carnes' "'Reacting to the Past' Series: Pedagogy Manual," and experienced first-hand in the three introductory courses taught by the presenters: THE 1041: Introduction to the Theatre Arts, COM 1010: Speech Communication, and PUB 1250: Introduction to Public Administration. Developing an understanding of both the risks and best practices related to Reacting and experiential learning in general, will assist conference participants in creating environments that are safe, predictable, and foster the highest level of learning. Becoming connected to other Reacting professors will allow participants to establish networks of collaborators to which they may turn for guidance as new questions about the pedagogy emerge.

The implementation of Reacting in one's course requires an examination of high-order learning objectives as well as course-specific goals. By focusing first on questions such as "What does it mean to learn about the theater, communication, public administration, etc.?" and "What comprises knowledge, expertise, or effective argumentation in general and in this discipline?" instructors can begin to develop a sense of how Reacting can supplement their efforts to motivate students to engage important questions and develop critical thinking skills.

Following that, it is important that instructors obtain a feel for the fit of Reacting games into their course schedules. The presenters have each struggled with questions such as "When should I start the game?" and "How much of the semester should I devote to the game?" These questions are a productive starting place for discussion of the implementation of this and other experiential learning curricula.

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\*The presenters were greatly assisted in the compilation of this list of references by the Barnard College Reacting Consortium site: <http://www.barnard.edu/reacting/mediapub.htm>.

\*\*This is only an initial list of sources. The presenters intend to offer participants a 2-3 page list of references sub-divided by topics, with extensive resources related to creative teaching pedagogies.

## **Firing the Imagination: Field-Tested Teaching Methods Designed to Inspire Creative Thinking in the University Classroom**

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### **Objectives:**

#### **Participants will:**

1. Examine their own experiences with the creative process.
2. Explore research related to the creative process.
3. Experience field-tested teaching methods which encourage creativity.
4. Experience a wide variety of creative arts approaches to understanding in the university classroom.

### **Intended Audience:**

This participatory session is designed for university professors in all content areas. The methods experienced in this session can be applied across disciplines.

### **Activities:**

Activities in this session include: guided imagery, relaxation, creative problem-solving, teaching for multiple intelligences, arts-integrated instruction, & rubric assessment methods.

### **Abstract:**

University professors spend each semester with a group of students that represents unique combinations of personalities, talents, abilities, and cultural influences. This researcher was interested in learning about how to better meet the needs of diverse populations of students. Therefore, this researcher investigates the use of teaching methods which encourage creative thinking in university students. Included in this presentation are aspects of integrating the arts in education, process oriented instruction, and creative instructional and assessment practices.

Howard Gardner put forth the idea that human beings are intelligent in a variety of ways (1983). Teachers have long recognized this phenomenon as they have created a variety of teaching methods to reach the different students in their classes. The publication of the National Standards for Arts Education (MENC, 1994) focused attention on "what every young American should know and be able to do in the arts."

Gardner's theory of multiple intelligences and the National Standards for Arts Education contributed to the formulation of the researchers' desire to assess students' reactions to nontraditional arts-integrated instruction. The author believe that the creative, arts-integrated instruction can serve to teach to a wider spectrum of intelligence areas than textbook oriented instruction. However, recognizing that many of the creative arts-integrated activities required longer blocks of time and creative products, the researcher was anxious to assess student reactions to these different instructional methods.

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## Critical Thinking Clicks

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### Objectives:

Communication involves a sender and a receiver. Effective communication, on the other hand, depends on the amount of effort the sender and the receiver takes in facilitating clear communication. We propose that teachers (senders) can enhance student learning by using the classroom response system technology and students (receivers) can cultivate the disposition to think critically. It is our intent to use the clickers and illustrate the use of an instrument to measure critical thinking disposition among the audience. We thank Dr. Susan Henry for suggesting this idea.

### Intended Audience:

Faculty and administration at any level.

### Activities:

It is our goal to convey the importance of measuring critical thinking disposition. We accomplish this goal by implementing a set of 25 questions and using the “clickers” to obtain, record and score the responses from the audience. We thank Dr. Facione (Founder of Insight Assessment) for graciously agreeing to provide us with the scoring algorithm and letting us use these questions.)

1. Show 25 questions on screen, one at a time.
2. Give one clicker to each person in the audience.
3. Record the number on the clicker, the person and their discipline.
4. Ask audience to press clickers for each question.
5. Record each person’s response for analysis.
6. Compute the overall disposition for the audience and break it down in terms of discipline.



#### Abstract:

This presentation involves a medium and a message. The medium used is the classroom response system (also known as “clickers”). We use this medium to highlight the importance of measuring critical thinking disposition. It is common knowledge that critical thinking requires skills and disposition. Regardless of the discipline a student chooses as a major, nurturing the ability to think critically is vital for successfully pursuing higher education. An absence of such an ability can cause students to quit college, resulting in lower retention ratios; a nightmare in many state universities. In what follows, we briefly describe these aspects of the presentation.

#### Classroom Response System

A classroom response system is a set of hardware and software that facilitates teaching activities such as the following. A teacher poses a multiple-choice question to his or her students via an overhead or computer projector, perhaps using PowerPoint to do so. Each student submits his or her answer to the question using a handheld transmitter (often called a “clicker”) that beams an infrared or radio-frequency signal to a receiver attached to the teacher’s computer. Software on the teacher’s computer collects the students’ answers and produces a histogram showing how many students chose each of the answer choices.

Teaching with “clickers” can take a number of directions. Teachers will want to match activities to course content, time constraints, learning objectives, and their own teaching styles. For instance, (a) questions can be intermixed with lecture content to allow instructors to gauge student understanding and adjust lectures accordingly. (b) The teacher poses a question to his or her students. The students ponder the question silently and transmit their individual answers using the clickers. The teacher checks the histogram of student responses. If significant numbers of students choose the wrong answer, the teacher instructs the students to discuss the question with their neighbor. After a few minutes of discussion, the students submit their answers again. This technique often (but not always!) results in more students choosing the correct answer as a result of the peer instruction phase of the activity.

#### Critical Thinking Disposition

Good thinkers are not only skilled at making reasoned judgments, but are disposed to use their skills of analysis, inference, and evaluation. The consistent internal motivation to use one’s critical thinking skills to solve problems and to make decisions is the target measured by the California Critical Thinking Disposition Inventory (CCTDI.) People may be positively, ambivalently, or negatively disposed on each of seven aspects of the overall disposition toward critical thinking.

The CCTDI is designed for use with community college students, college and university undergraduate students, graduate and professional school students, adults, and working professionals. The CCTDI is used nationally and internationally for program evaluation, professional development, training, student assessment, and as an element in application, admissions, and personnel evaluation processes. The CCTDI contains 75 Likert-style items with seven subscales. Respondents are asked to state the extent to which they agree or disagree with each of the 75 items. Agreement with an item indicates concordance with a recognized CT attribute, while disagreement represents opposition to the attribute. The scores for each of the

seven subscales range from a possible minimum of 10 to a possible maximum of 60. Scores of 30 or below indicate a negative tendency towards that subscale; scores of 31–39 suggest ambivalence; scores of 40 or higher are evidence of a positive inclination and scores between 50 and 60 indicate a strong positive tendency. The CCTDI total score is the sum of the seven subscale scores and can range from 70 to 420; a total score of 280 or higher indicates a positive disposition toward critical thinking in Western samples.

#### References

Critical Thinking Disposition Among Freshmen: A tale of two universities in New Mexico, by Sankaran, Dimitrijevic and Gill (working paper 2006)

## **Creating Successful Learning Communities in Online/Blended Courses**

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### **Objectives:**

Participants will leave this session with:

- A deeper understanding of the benefits of using learning communities in their classrooms;
- A method to build learning communities in their online and blended classes; and
- A desire to become part of a larger learning community that employs the use of learning communities in their online and blended classes.

### **Intended Audience:**

This presentation is targeted toward instructors who wish to investigate the possibility of building learning communities into their academic programs. It is also appropriate for instructional designers who produce online modules in support of online and blended course learning modules.

### **Activities:**

Participants will engage in both individual reflective exercises and group activities through which they will simulate the process of being a team of instructors who have been brought together to design learning community course(s). By doing so they will be exposed to a method for building learning communities applicable to on-ground, blended, and online courses. They will thus gain first-hand knowledge of the potential benefits of using learning communities in their respective academic programs and individual classrooms.

### **Abstract:**

Learning Communities, in their simplest form, are strategies for enrolling cohort groups of students in a common set of classes often organized around a theme, and often linked with residence life experiences. The role of community in the learning process has been well documented [Astin (1987), Boyer (1987), Palmer (1999), Brook (2003)], and the body of research is now solidly in support of learning communities as an effective pedagogy [Gabelnick (1990), Cross (1998), Tinto (2003), Smith (2004), Laufgraben (2004)]. Despite the overwhelming evidence in support of learning communities they are not widely employed. There are many reasons for this lack of widespread employment, including the lack of knowledge of best practices associated with learning community programs [MacGregor (1998)] and the culture of the academy [Palmer (1999)]. But perhaps the most dominant reason for the lack of deployment is lack of knowledge regarding how to start the process of developing a learning community.

In this exercise participant teams will engage in boundary-crossing curricular brainstorming in support of the development of learning communities. It requires that each team member “leave

their syllabus at the door” (but not their disciplinary background) and engage in some intellectual bridge-building with their teammates.

The session will begin with participants engaging in some quiet reflective time to read through the entire exercise and do some thinking and “free-writing” in response to the prompt: “If you had the opportunity to teach in some sort of learning community format, what theme or themes might intrigue you?” To get started, consider the question, “What larger interdisciplinary questions, issues, ideas or problems might be intriguing for both you and your students to explore?”

Participants will then be placed in interdisciplinary teams. Taking no more than 2-3 minutes per person, team members will introduce themselves to the group and name (no need to elaborate) what courses they usually teach or what niche they have on their campus. They will then describe 1-2 larger interdisciplinary questions, issues, ideas or problems they currently find intriguing. Once every person in the group has had an opportunity to share, they group will choose a theme, question, or topic that could conceivably be the organizing idea for a learning community. If divergence exists, then the group will simply take a “leap of faith” and settle on one of the themes with which everyone feels comfortable in working this exercise.

Proceeding on the assumption that they are teaching collaboratively around this theme, the groups will attempt to flush out the substance of their programming in brainstorm fashion ñ that is, they will generate particular sub-themes, concepts, authors or titles of texts, films, field experiences, or research projects which might serve to illustrate the theme.

Each group will then create a poster which both (1) illustrates the theme of their work and the disciplines involved and (2) summarizes some of the key ideas or activities in their learning community designs. They will then display their poster for all to see.

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## **Hill Street Blues: Are You Serving Your Underserved Population?**

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### **Objectives:**

1. Participants will initially profile their underserved populations.
2. Participants will complete an interest and needs inventory.
3. The presenter will review motivational methods for at-risk populations using the participants' interests and needs inventory.
4. Participants (grouped according to their determined profiles) will address how they can use the motivational methods to serve the interests and needs in their own populations.
5. Participants will reconvene as a large group and share their findings according to their particular underserved populations.

### **Intended Audience:**

Educators and administrators who aspire to meet the motivational and academic needs of their underserved populations.

### **Activities:**

Participants as a group will list their underserved populations. Similarities and differences will be noted between groups.

Attendees will complete an interest and needs inventory as a self-profile. A brief review of the relationship between underserved populations and schooling will be presented using the interests and needs inventory. Participants in small groups will brainstorm for strategies that will increase the likelihood of engagement and success for their particular underserved population.

Participants will reconvene as a large group and share their findings.

### **Abstract:**

Academic prowess is no longer the hallmark of the college bound individual. As increasing numbers of high school graduates come to realize that a higher degree is necessary to ensure an adequate standard of living, university faculty are often faced with academically unprepared populations. I teach in the area that inspired the television series, Hill Street Blues. Many of my students come from low income or impoverished households or are single mothers living in poverty. While most are motivated to change the course of their lives, many do not have the skills necessary to succeed academically.

Most institutions of higher learning have made an effort to serve the at-risk student. Programs for academic success and remediation exist to assist students with difficulties in the basics of comprehension, writing, and study skills. While laudable, these efforts in themselves are not enough. Course instructors play a fundamental role. By observing students, professors can assess

students' motivation, locus of control, and study strategies, three aspects essential for academic success.

Ideally, motivation to succeed should be intrinsic. Educators create this by choosing assignments which enhance self-worth, encourage autonomy, and capitalize upon the human need for relatedness. By definition, underserved populations' interests and needs have not been met in the traditional academic realm. By using assignments which tap into students' distinctive culture, background, or area of expertise, teachers heighten motivation propelling students further into academic endeavors.

While many in education believe grades motivate learners, grades are defined as external motivation. Research suggests that the goal-driven behavior produced by grades focuses students on the grade as opposed to the task itself (Ormrod, 2006). At-risk learners are best served by allowing them to revise and correct their initial unsuccessful attempts. By allowing students to amend their work, educators teach the critical next lesson essential for academic success, locus of control. Underserved populations frequently have a history of exhibiting an external locus of control: students who blame or credit their performance to factors outside of their control. To improve this situation, instructors must train students to realize the connection between effort and learning. By designing challenging activities and ensuring that students have the proper tools to succeed, students will experience positive outcomes and be able to take credit for their success. After several such occurrences, motivation for future endeavors is increased.

Often the difference between academic success and failure comes down to simply understanding how one learns. As fundamental as it sounds, poorly performing students often employ faulty study strategies. Educators should engage their students in a wide range of learning activities so students may experience a variety of strategies, some of which may work for them. When students discover the unique tools necessary for them to succeed academically, schooling becomes a rewarding experience instead of an exercise in self-abuse.

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## **Helping Faculty Persist When Students Resist: A Case Study**

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### **Objectives:**

Presentation objectives include introduction to the teaching and learning tool Calibrated Peer Review (CPR); an exploration of student reactions to this tool over six semesters; and the instructor's insights to the experience of implementing this innovative tool. The audience will consider how instructors might be supported when they are trying new teaching strategies and how faculty might deal with the challenges that arise.

### **Intended Audience:**

This presentation is appropriate for faculty developers, administrators, faculty, and instructional technologists.

### **Activities:**

Presentation: Session participants will hear a description our study, including research questions, study design and methods, and findings.

Question and answer: Session participants will have opportunity to ask questions about the study design methods, and findings, and to suggest interpretations and future research questions.

Individual reflection and small group discussion: Session participants will reflect on their own teaching innovations or those of the faculty with whom they consult. In small groups they will discuss potential impediments and consider what kinds of support are needed to successfully implement and sustain the innovation.

### **Abstract:**

This interactive session will utilize a case study of an instructional innovation to explore implications for faculty development. Through this process, participants will improve their



ability to predict potential impediments to teaching innovation and expand their ability to provide appropriate support throughout the innovation process.

A faculty member at XXXX began incorporating Calibrated Peer Review (CPR) writing assignments, which focuses on students' reviewing each other, into her introductory chemistry class. Each semester, the instructor used the online database "Student Assessment of Learning Gains" (<http://www.wcer.wisc.edu/salgains/instructor/>) to gather data about her students' perceptions of the usefulness of CPR to their learning.

Despite students' strong negative response, this instructor was convinced of the value of the assignments and chose to persist, using what constructive feedback she could glean to modify her implementation of this teaching innovation. When we (a faculty developer and graduate student researcher working with the instructor) did a qualitative analysis of six semesters of this data, we were amazed that she had persevered. Our analysis led us to interview the instructor in order to discover what attributes had contributed to her determination. This experience gave valuable insight into factors affecting faculty persistence as well as ways in which we might better support faculty innovation.

Studies have found that initial resistance to new teaching tools and peer review diminished with more practice. Venables and Summit (2003) found that although students were initially reserved about peer reviewing, by the end of their study the majority reported that "the entire process was intellectually stimulating to complete and it had enhanced their knowledge of the subject matter" (p. 281). Cheng and Warren (1997) studied how students' opinions of peer review changed and found that students became more confident in their ability to evaluate their peers after the peer review exercise. Smith, Cooper, and Lancaster (2002) found that peer review produced a lot of anxiety in students and it was important that students be able to express their anxiety. Clear explanations and demonstrations of the use of peer review increased student confidence in peer reviewing. They suggested that students would be open to innovation if they fully understood the purpose and benefits of the process and if they were confident of its value. Our study found that this instructor's insistence on using CPR with appropriate modifications pushed students to have continued practice and thus caused a shift in their perceptions about it. Our session will discuss these changes in detail.

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## **Empowering Students to Think Deeply, Discuss Engagingly, and Write Definitively in the University Classroom**

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### **Objectives:**

Participants will explore strategies for thinking deeply about discipline-specific content. Discussion strategies for engaged dialogue will be demonstrated and practiced along with the process of writing to define individual insights. Cartoons will be used for an emotional buy-in with many opportunities for participants, themselves, to experience active learning. Time will be given for attendees to share personal success stories. Connections to the real world of university teaching will be emphasized throughout this session.

### **Intended Audience:**

Any college professor from any discipline who wants to facilitate a shift from a teaching style that supports surface learning to one that promotes deeper and more lasting learning should attend.

### **Activities:**

In addition to the practical strategies that will be explored, participants will have the opportunity to ferret out effective practices for particular disciplines. An emphasis on interactive participation will permeate this presentation. As a result participants will think deeply, discuss engagingly, and write definitively.

### **Abstract:**

In 1956 Benjamin Bloom identified a taxonomy that described how learning occurs at different levels. His taxonomy of comprehension has been widely accepted and is easily applicable to the university classroom. Factual information is important in any discipline and cannot be dismissed. However, for students to be able to take this pool of knowledge and understand the intricate connections between the different components, they must also be able to make important applications. With the ability to apply this new knowledge students can also think more deeply about this newly acquired information through the processes of analysis and synthesis. As students are learning new concepts using this structure, they will be able to evaluate new information as either truth and wisdom for them or as bias and/or hyperbole. These comprehension strategies will be explored through the use of cartoons. Participants will leave with a better understanding of how an intentional approach to the questioning process in a

university classroom can ensure that students are thinking deeply, discussing engagingly, and understanding the importance of their discipline.

Another process for ensuring that students are thinking deeply about the professor's discipline is the process of writing. Traditionally, the process of writing has been used as a means of reporting what the university student has researched or memorized for a test. However, using writing as a means of learning has been identified as a powerful way of learning across different disciplines (Walvoord, 1986). This session will also explore effective strategies for shifting university students from surface learning to deeper, more lasting learning using the process of writing. Specifically, the participants will examine strategies that have been used effectively in the past, as R.A.F.T. (Santa & Havens, 1995). This strategy gives students an opportunity to recall, clarify, and question what they have learned as well as pursue questions they still may have. Other strategies include original ones developed by the presenters. For example, "But the Important Thing Is . . ." compels students to think beyond the factual stage of learning to ensure that students are always considering the essential questions associated with different disciplines.

This session has been strategically planned to ensure attendees leave slightly different in some positive way. With many opportunities to examine and practice the proposed strategies, the impact can be lasting. Participants will receive handouts describing effective strategies for each component and participate in classroom simulations to ensure that their students are empowered in their learning.

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## **Metaphors in Teaching and Learning**

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### **Objectives:**

- Experience the impact metaphors can have on one's understanding
- Value metaphors as an important tool in teaching and learning
- Identify instances in one's own teaching assignment where metaphors could be a useful tool

### **Intended Audience:**

Teaching faculty

### **Activities:**

Participants will be asked to select a metaphor for themselves as teachers. The entire group of participants will explore what metaphors convey about participants' understanding of the teaching-learning process. This personal experience will allow participants to experience the power of metaphors in describing one's understanding of concepts.

The presenter will share a synthesis of the research on using metaphors in the teaching-learning process. This will include examples and results from the presenter's own teaching.

Participants will then be asked to identify specific instances where they believe the use of student-chosen metaphors would enhance the teaching-learning process.

### **Abstract:**

I first became interested in using metaphors as a graduate student. I was given the task of selecting a metaphor to describe qualitative and quantitative research. I eventually chose quilting, one of my hobbies, to explore my understanding of these two research traditions (Sommers, 1997). The result of this exercise was a deeper understanding of the research process, similarities and differences in qualitative and quantitative research, and the value of both approaches. I also developed a very personal connection to my understanding and beliefs about research. It was the process of selecting and explaining my metaphor that enabled me to deepen my knowledge, explore implicit understandings, make this knowledge and understanding explicit, and create new understandings for myself and others. Once I began teaching in higher education, I wanted this same experience for my students.

The word metaphor comes from metapherein in the Greek which means "to transfer" (Merriam-Webster, 2003). In many ways, the metaphors my students create to explain phenomena are means of transferring their implicit understandings to a different phenomenon they understand well. Through this transfer process, they create new and deeper understandings of both phenomena.

Yob (2002) discusses this idea of transfer and cites Nelson Goodman's writing. Goodman explains that schema is "transported" from one realm to the next (p. 127). When I wrote my research metaphor using quilting, I not only transferred my understanding of research to quilting but also vice versa. I developed a new perspective on both research and quilting (Joyce, Weil, & Calhoun, 2004).

Metaphors help us understand the unfamiliar in life as well as the classroom. Frequently when teaching or in conversations with others, I find myself explaining a concept or idea in terms of what is known. MacCormac (1990) states that "to describe the unknown, we must resort to concepts that we know and understand, and that is the essence of a metaphor: an unusual juxtaposition of the familiar with the unfamiliar" (p. 9). In fact, in teacher education we continually emphasize the need of determining students' prior knowledge so we can intentionally use what is already known to understand the unknown.

As I listen to conversations, I frequently hear the use of metaphor to explain thoughts and experiences. Cook-Sather (2003) notes, "metaphor is so central a feature of human thought" (p. 949). Our minds regularly use the common and known to explore, understand, and explain the unknown and unfamiliar. Through this we create and "own" this knowledge.

Because of my commitment to the constructivist theory of learning, I choose strategies that "function as expansive rather than constrictive modes of thought" (Cook-Sather, 2003, p. 950). Metaphors provide this type of experience for both myself and my students. Through their chosen metaphors, I not only gain a deeper understanding of the phenomena we explore together, but also of my students (Levine, 2005). Through our conversations surrounding our metaphors, we create and personalize our knowledge and understanding. Metaphors allow our students to construct knowledge, explore implicit thoughts and beliefs, and allow us as teachers to gain a deeper insight into our students' lives.

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## **Integrating Active Learning into Traditional Chemistry Courses: The Story of One Professor's Paradigm Shift**

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### Objectives:

- To present the methodology and actual materials used to transform didactic, traditional methods of college level chemistry instruction into active learning.
- To present qualitative data demonstrating that students earned higher exams scores and higher grades over-all when compared to the same course taught without cooperative learning.

### Intended Audience:

Faculty and in particular science faculty.

### Activities:

Poster.

### Abstract:

For the past ten years I have engaged in didactic, traditional methods of chemistry instruction that were similar to the methods my own college Professors used. This presentation is a description of how I integrated principles of active learning into my undergraduate chemistry courses. While the principle is simple, students learn best together in small interactive groups, working on projects, puzzles, tests, case studies, putting it into practice in the college level science curriculum is not always simple. The term “pedagogies of engagement” was introduced by Russ Edgerton in his 2001 Education White Paper<sup>1</sup>, in which he commented on adopting pedagogies that will enable students to acquire the abilities and understanding needed for the twenty-first century and beyond. The publication entitled The Seven Principles for Good Practice in Undergraduate Education<sup>2</sup> focused on engagement: good practice encourages student-faculty contact, cooperation among students, and active learning. A recent project titled The National Survey of Student Engagement (NSSE)<sup>3</sup> focused on how students perceive classroom-based learning as an element in the bigger issue, their college education.

I began with Organic Chemistry where I have incorporated “think pair share” activities<sup>4</sup> into the lecture material. The pairs are self selected and are introduced formally at the first meeting. By incorporating a problem every third or fourth power point slide and asking students to briefly come together in pairs to discuss a solution we begin the process of knowledge construction. The second major change was in providing the students with an opportunity to actively engage in constructing their own knowledge of the content. I accomplished this by providing the students with a work sheet, given after the active learning lecture, and asking them to discuss and come up with answers in their pairs. After allowing fifteen to twenty minutes for the students to work cooperatively in their pairs we came back together as a large group to share our solutions.



In Biochemistry II, a second semester senior level course, I supplied the students with a journal article Pedagogies of Engagement: Classroom-Based Practices<sup>5</sup> which explained the benefits of cooperative learning. Then because I knew their strengths/weakness from the first semester course I assigned learning teams of four to five students. This time a didactic interactive lecture-discussion format was employed. Lectures were broken down into approximately ten minute segments followed by ten minute segments of cooperative learning using work sheets.

While data is qualitative in nature the students seemed to do better on the exams and earned higher grades over-all when compared to the same course taught without cooperative learning. Most noticeable are the switch in the number of students receiving a grade of A versus B and a decline in the number of students who failed the course. Students also supplied very positive comments regarding the course and teaching methods on the perceived teaching Evaluations.

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## **Sprite, Slots and Pop-quizzes: Psychological Principles Applied to Classroom Behavior**

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### **Objectives:**

Participants will be able to compare classic psychological research findings to classroom behavior. Participants will be able identify how their teaching practices may affect student behavior.

### **Intended Audience:**

This presentation is appropriate for educators from all disciplines. The presentation does not promote a specific teaching style but seeks to help educators understand classroom behavior.

### **Activities:**

Participants will be engaged in a variety of participatory activities interspersed throughout the lecture, such as evaluating the effect of eye contact, person perception experiments, evaluating the impact of proximity and facial expressions, analyzing their syllabus etc.

### **Abstract:**

The list of presentation topics are as follows:

The first day: the primacy affect and person perception

Your introduction and principles of attraction

Syllabus rules and regulations-operant conditioning principles and parenting styles

Textbook prices and Assignment Due Dates-cult leadership and cognitive dissonance

Classroom behavior-classical conditioning, attention and the self-fulfilling prophecy, deindividuation, contact-hypothesis, stress response

The Power of One- obedience, conformity, group think and the bystander effect

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## **Single Class Period Collaborative Learning Activities for the Science Majors' Chemistry Course**

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### **Objectives:**

The objectives of this work include:

- 1.) changing the perception that collaborative learning is not important for the students in a "hard" science course;
- 2.) changing the perception that collaborative learning is not feasible in a typical large lecture hall class;
- 3.) changing the perception that collaborative learning is not feasible in a content-packed semester;
- 4.) showing the usefulness of collaborative learning in the science classroom;
- 5.) demonstrating innovative ways of teaching chemistry concepts;
- 6.) discussing the potential applicability of such exercises in large classes with different content across the curriculum.

### **Intended Audience:**

This presentation is most appropriate for science faculty, but it is pertinent to all who are interested in collaborative learning techniques and active learning activities, especially in large classes.

### **Activities:**

Participants will complete three active learning activities for the general chemistry classroom. The chemical concepts taught with active learning strategies are inorganic nomenclature, Hess' Law and molecular structure. The first activity involves inorganic nomenclature. Working in groups, the participants will complete a problem solving worksheet dealing with inorganic nomenclature.

The second activity uses Hess's Law to solve Enthalpies of Reaction. This activity involves solving a chemical puzzle, using reaction puzzle pieces. Through manual manipulation of the puzzle pieces, the participants will get a tactile feel for how to approach these types of chemistry problems.

The third activity involves the use of marshmallows and toothpicks (balls and sticks) to develop the five basic chemical structures. Using the jigsaw technique, participants will develop and then present their molecular structures to other participants. By having the participants build the structures, they get a hands-on understanding of the structure's three-dimensional shape and can clearly see the molecular variations.

Discussion of these three active learning activities will demonstrate how collaborative learning can fit nicely into a chemistry curriculum for majors as well as work in a large lecture hall classroom and convey the fundamental concepts better than the traditional lecture.

#### Abstract:

One way for faculty to increase retention, develop classroom enjoyment, and improve student achievement is through the inclusion of active learning activities and collaborative learning in their curriculum.<sup>1</sup> This is especially important in science courses which are perceived by students to be some of the most difficult courses in the undergraduate curriculum. Faculty are coming to see the benefits of active learning in the classroom<sup>2, 3, 4, 5, 6</sup>; however, implementation of these techniques in the majors' chemistry courses has proven to be difficult for three main reasons. Chemistry faculty tend to teach very large lecture sections. The size of the class and the design of the classroom (immobile theatre seating design) make the development and implementation of active learning strategies difficult. The introductory chemistry course for majors covers a large number and varied range of topics. Each topic must be covered in detail, and all of the topics are equally important. Since nothing can be left out of the course (the material is needed in other future courses), each class period is spent relaying a vast amount of material to the students. The most efficient (though not necessarily the best) way to transmit this information is through lecture. Setting up groups, passing out supplies, and developing activities takes time; therefore, faculty believe that it is not possible to convey the same amount of information in an active learning activity as in a lecture class. Lastly, the development of active learning activities for the sciences has dealt mostly with the non-majors' courses. The number of available activities is very small; thus, finding activities that can teach the same material, in both depth and quality, in the limited amount of time, and in a lecture hall setting is nearly impossible.

I have developed three collaborative learning activities that I use in my general chemistry course. Each activity deals with a different topic in the general chemistry curriculum and has replaced the need for lecturing on that topic. The activities are designed for a 50 minute class period, including set up and class reflection. These three active learning activities demonstrate how collaborative learning can fit nicely into a chemistry curriculum for majors as well as work in a large lecture hall classroom and convey the fundamental concepts better than the traditional lecture.

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## **Troll-Free Class Participation**

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### **Objectives:**

1. Teaching thesis development and critical thinking without lecturing.
2. Maximizing class participation.
3. Creating electricity, i.e. brain waves.

### **Intended Audience:**

This technique builds confident, critical thinkers and a scaffold for thesis making and development. It is applicable, therefore, in any course which demands a paper or considers argument. Obsessive lecturers will not enjoy this presentation.

### **Activities:**

I will choose 15 people from the audience to be my “class.” The rest of the audience will be asked to record their observations of the participants. Specific questions will guide them- which student was quietest? When were most of the students involved?

I will lead the class through 3 discussions:

1. A known but obscure work.
2. A predicament.
3. An unknown work.

At the end of the presentation I will ask the audience to tell me what they observed. I will ask for their interpretations and conclusions. I will share with them ways to use this exercise in other disciplines and describe how it teaches thesis, specifically Toulmin’s approach.

### **Abstract:**

Whenever I use the inquiry methods of George Hillocks the words of Nietzsche come to mind: “When a matter becomes clear it ceases to concern us.” The thrill of television or a good book is the unknown ñ Will Jan get thrown off the island? Can CSI crack the case? The trick is getting that intrigue into the classroom.

Hillocks methods do this, they add intrigue. In a deadly 8:30 class, I witnessed energy and from a reluctant undereducated two year college class, I heard reasoning and debate. The technique can be used with numbers, graphs, poems, quotations, music, or art work. It can be used as a scaffold to larger assignments or used over and over again to keep classes ticking.

As fewer and fewer high schools require term papers, the need to teach thesis writing in the sciences and humanities has increased. (Fitzhugh 2005) Although dedicated writing teachers

cover thesis, they are sometimes more concerned with the product than the assimilation of the process. This method drives it home by making thesis real.

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## **Creating Synergy in the Classroom**

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### **Objectives:**

This presentation will:

- Look at the changing background of students and the methodology to connect.
- Identify synergistic characteristics of good teachers.
- Evaluate the setting for improved classroom synergy.
- Demonstrate several techniques for creating synergistic opportunities.
- Provide significant opportunities for interaction and sharing of unique synergistic experiences.

### **Intended Audience:**

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

### **Activities:**

Through sharing of research, experience, exercises and discussion, this interactive session encourages participants to explore avenues for creating synergy in the classroom. We will be evaluating individual, environmental, and social factors that impact the teacher-student relationship yielding greater synergy. Attributes and characteristics of successful synergistic teachers will be also discussed providing opportunities for reflection and assessment.

### **Abstract:**

The ability to create synergy in a classroom environment is the desire of every teacher. Budgetary constraints, technology, research demands, seeking tenure and a whole host of addition demands make it difficult to focus on the student and the classroom environment necessary for a good learning environment and a diminished capacity to create synergy in the classroom. We certainly believe positive synergy creates an environment for improved learning. However, how is it possible to create environments that will yield positive synergy? What is it that promotes synergy in the classroom? Does class size have any bearing on the ability to improve the learning environment? What are the benefits of synergy in the classroom? Teacher's today desire to make a positive difference in their students lives, in their ability to learn and grow with many struggling to discover which educational strategies are the most

successful and which mistakes the most common. Great teaching demands a kind of a synergy unlike that between the boss and the staff.

To answer these questions, we will be exploring:

- What is synergy and why is it important?
- Are there unique environments that will promote greater synergy in the classroom?
- Are there unique requirements on teachers that prevents synergy in the classroom?
- What are the characteristics that will yield a greater synergy between the teacher and student?
- Have the students changed necessitating different techniques for generating synergy?
- What are some techniques being used that leads to synergy?

The instructor must be able to connect with his or her students during lectures and activities to effectively create the kind of learning environment necessary for successful learning. Being able to do this also improves the opportunity for new knowledge. This session will be exploring the possibilities for achieving synergy in the classroom.

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## **Teaching is an Attitude: Attitude Adjustments for the Classrooms**

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### **Objectives:**

This presentation will:

- Open with an introduction on controlling attitudes.
- Conduct an attitude adjustment survey.
- Look at six attitude adjustment techniques to be used in the classroom.
- Generate a list of additional attitude adjustment techniques through a pair and share exercise.
- Share feedback from students on expectations of attitude of the instructors in the classroom.

### **Intended Audience:**

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

### **Activities:**

Through various exercises and demonstrations, this interactive session allows participants to explore various attitude adjustment techniques in the classroom leading to discovery of new applications. Attendees will be able to share additional attitude adjustment insights. Learning about these techniques will lead to improved learning, less stress, improved communication, better evaluations, and greater acceptance to change.

### **Abstract:**

Teaching really is an attitude. The educator's attitude is the catalyst which makes the learning experience work. To be successful in the classroom, having an attitude for teaching is a must. Without the proper attitude, the best ingredients of ability and resources can never react fully. In fact, it is the attitude one takes into the classroom that determines the attitude one will receive from the students. We hear and read stories frequently where the instructor has lost control in the classroom, has received terrible ratings from his or her students, or has experienced classroom burnout from the stress in teaching. There is a cause and effect relationship that impacts the overall performance. In is in this cause and effect relationship is instrumental in establishing the classroom environment desired for learning to occur. The real question for discussion is, "Who controls your attitude?" Almost everyone will respond, "I do!" However, it that really true?

William James noted, "The greatest discovery of my generation is that an individual can change his or her life by changing his or her attitude." In any classroom setting, if our attitude in not where we want it to be, we have the power to change it. A positive attitude will trigger enthusiasm. A positive attitude enhances creativity. A positive attitude makes the most of one's

personality. A positive attitude has a significant impact on those around you. People will enjoy being around you. If all these are positive, they why aren't we more positive every day?

If one wants to change the classroom, how does one change his or her attitude to impact the students? What are the attitude adjustments for making this a reality? The answer to this question, and more, will be the theme for this presentation.

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## **e-Freud: From the couch to the mouse. Can Psychology Be Taught Online?**

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### **Objectives:**

Using psychology as an example, this paper and presentation will answer the following questions:

- Is a course suitable to be taught online?
- What makes e-learning effective when teaching a subject such as psychology?
- How Internet technology changes the instructor?
- How can one maintain the personal factor in on-line teaching?

### **Intended Audience:**

The presentation would be of great value for faculty as well as administrators including anyone involved in the decision-making process to determine if courses should be taught online.

### **Activities:**

- A demonstration of an online psychology class through iLinc with the attendees as the students. This activity will demonstrate both the positive and negative attributes of online teaching.
- Completion of an online experiment as currently utilized in the online instruction of research psychology.

### **Abstract:**

Whereas higher education has previously been defined by criteria such as university enrolment, class size, and student-instructor ratio it seems as if it is now largely defined by where an institution stands with respect to the Internet. Rosabeth Kanter, an esteemed Harvard business professor, aptly pointed out that although the world of online communities can no longer be ignored, it is posing immense offline challenges (Kanter, 2001). Online instruction has become synonymous with “open distance-learning” which implies learning where as many barriers to participation as possible are removed, including those of geographic separation (Robson, 2000).

Some researchers give this new development in teaching rave reviews, professing that more effective learning takes place in a virtual environment (Auyeung, 2004; Land & Dornisch, 2001-2002; Jung, 2000) and lobby that all instruction should be available online. Others caution that not every course is suitable for the virtual classroom and that more research is needed to determine the true value of this type of learning (Conrad, 2003; Dickey, 2003; Rumble, 2001).

Psychology was founded in 1873 when Wilhelm Wundt announced that his work, *Principles of Physiological Psychology*, marked out a new domain of science (Schultz & Schultz, 2000). However, becoming a student of psychology at that time posed a daunting challenge. It was an

extremely “closed” learning environment where only select few students were accepted to study in small groups with icons such as Wundt, Ebbinghaus, and Stumpf; that is, after they moved to Germany and learned to speak German. E.B. Titchener brought psychology to the United States and continued the tradition of Wundt, allowing only a few, elite, mostly male students to study with him (Schultz & Schultz, 2000). From these humble beginnings psychology has grown to the largest undergraduate major in the United States (MacWhinney, St. James, Schunn, Li, Schneider, 2001). Experiencing a huge demand for college courses taught over the Web and not wanting to be swept aside by competitors from the commercial sector operating complete virtual campuses, traditional universities are often pressuring faculty to teach more courses online (Smith, Ferguson & Caris, 2001-2002). Representing large number of students, psychology is certainly experiencing the same pressure in institutions of higher learning.

The early years of teaching psychology was marked by an autocratic and formal style where every lecture was a production. Titchener, during his years at Cornell University (1892-1927) wore his Oxford cap and gown during lectures (Schultz & Schultz, 2000). The Internet now introduces a very informal “Virtual Professor” that is seen as a facilitator rather than an instructor; one that has to “produce learning” rather than “provide instruction”(Coppola, Hiltz & Rotter, 2002; Verbeeten, 2001-2002). Can psychology, by definition the study of human interaction and functioning, be effectively taught in an environment with little physical contact and interaction?

Several instructors have adapted psychology courses to an online format with mixed results (MacWhinney et al, 2001; Maki & Maki, 2001; McKillop, Mackintosh, Watt, 2003; Ransdell, 2002). The challenge in psychology becomes maintaining adequate personal contact with students to allow for personal development and not merely the accumulation of information. Several ideas from the presenter’s personal experience as well as ideas from available research will be presented for discussion (Chen, 1999; Nussbaum, Hartley, Sinatra, Reynolds, Bendixen, 2004).

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## **Active Learning in Neuroscience: The Living Neuron**

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### **Objectives:**

Participants will identify techniques for getting students actively involved in the learning process. Participants will identify the benefits of active student involvement.

### **Intended Audience:**

Specifically directed at neuroscience teachers, but techniques can be adapted to any learning environment and subject.

### **Activities:**

Participants will actively create a human neuron using props (provided by presenter) and physically demonstrate an action potential.

### **Abstract:**

There are many games, activities and demonstrations available for teachers of neuroscience, most directed at younger students (Neuroscience for Kids, Experiments and Activities). Even adults, however, can benefit from these active learning events (Atherton, 2005). Personal experience indicates that many college professors prefer to lecture to their students, often arguing that adults do not need nor do they benefit from these juvenile forms of teaching. Students are also often reluctant to participate in such activities, as they prevent other preferred classroom activities, such as text messaging and napping. Numerous studies have shown, however, that the engagement of multiple neural processes enhances the learning process, even in adults (Zull, 2002). Students often find that not only are the activities memorable, but the concepts being taught are also memorable (Senior Student Feedback, 2006).

A learning activity designed to model the parts of a neuron, both structural and functional, including resting potential and action potential, will be demonstrated. Variations on this demonstration can be found on the Neuroscience for Kids website (<http://faculty.washington.edu/chudler/experi.html>) and in various introductory level teaching guides, however introducing such a concept is often intimidating to faculty who do not regularly use such active teaching techniques. A variety of strategies for encouraging student involvement will be presented.

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Senior Student Feedback, Virginia Union University, 2006.

## **Off the Deep End: Involving Pre-service Teachers in Curriculum Development as a Means to an End**

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### **Objectives:**

The objective of this poster presentation is to discuss the benefits and outcomes of a pilot project in which pre-service elementary teachers were required to create, evaluate and teach science curriculum.

### **Intended Audience:**

Education faculty and faculty who work with pre-service teachers  
Faculty interested in science education  
Faculty interested in community partnership learning opportunities

### **Activities:**

This is a poster presentation; therefore the goal is to prompt discussion. Samples of student work will be available.

### **Abstract:**

When I began teaching science to pre-service elementary teachers, I wanted my students to begin to feel comfortable with science in a context that was meaningful to them. I decided to have them use science curriculum resources as a starting point for putting together some simple lessons and to have them teach these lessons to third grade students. The students loved this portion of the class, yet their lesson write-ups lacked a level of rigor and criticality. This project was designed to link the science they were learning to something important to them (teaching), and to have them become invested in the whole process, not just the teaching part of the lesson. The Wetlands Curriculum Project extends beyond the classroom and has inspired them to challenge themselves and each other. The work they do as part of this project is submitted for review and inclusion in an educational outreach packet that is distributed by the Friends of Ballona Wetlands.

Curriculum development is not an easy task and one that the students have little experience with. Nevertheless it can provide an invaluable learning tool for the future teacher. Teachers are in essence the designers of the enacted curriculum; they create, adapt and improvise with instructional resources (Ball & Cohen, 1996; Brown & Edelson, 2003). This is a skill learned over time and prior experience thinking about the process of curriculum development and evaluation will give future teachers a good foundation for this work, particularly in science where the quality of resources can vary considerably (Kesidou & Roseman, 2002). In addition, each student must develop a deeper and broader understanding of science in order to put together a challenging and effective (Kesidou & Koppal, 2004; AAAS Project 2061) lesson. When

students can see a purpose for their study, they become much more invested in the process; the Wetlands project has provided science some relevance for this group of students.

This poster will present some samples of student work and outline the evolution of the project. The Wetlands Curriculum Project is a collaboration between my students, myself, the Friends of Ballona Wetlands, Wonders of the Wetlands (WOW) Educational Outreach Director and teachers at Paseo del Rey Elementary School. The work has been funded in part by a Community Partnering Grant from the Metropolitan Water District of Southern California.

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**Collaborative problem-based learning of new content:  
Using the case study, or, “Sherlock Bones discovers: Why did Minnie die?”**

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**Objectives:**

**Participant will:**

- participate in a collaborative problem-based learning activity.
- identify the case study as an effective collaborative teaching method.
- learn that students can cultivate a sense of responsibility for their own learning
- value collaborative problem-based learning methods like this case study.
- appreciate how this method enhances student critical thinking skills.
- discuss applicability of such methods across disciplines.

**Intended Audience:**

Those interested in collaborative problem-based learning and successful critical thinking methods.

**Activities:**

Participants will work in groups in a lively fashion to solve an intriguing case study.

The content to be “learned” will be provided, and then a case study presented requiring a unique solution. Groups will have team names and compete for top scores. Successful groups will need to understand and critically apply the content presented in order to solve the problem. Each group will propose a solution to the problem, and then a short test will be given. Participants self-score their tests and provide a group average. Highest score wins!

In time remaining discussion of applicability across disciplines and use of the Interest/Knowledge Inventory as a resource for grouping participants will be presented.

**Abstract:**

Providing effective instruction occupies all educators in every discipline. Past pedagogical theories embraced the wise instructor at the head of class, dispensing knowledge via the efficient lecture format (Frost, 1996). However, it has become clear that this form of instruction engenders student passivity and short-term retention of content. Collaborative problem-based learning shifts the locus of responsibility for learning from the educator to the student and alters the teaching role from one of expert to one of participant and facilitator. Problem-based learning involves active student participation (Alexander, McDaniel, Baldwin, & Money, 2002) that increases retention of content over time (Beers & Bowden, 2005). In addition problem based learning allows actual development of precious critical thinking skills (Thomas, O’Connor, Albert, Boutain, & Brandt, 2001). Collaboration among a group of students encourages efficient

utilization of resources with learning shared equally among the group if motivators are carefully constructed.

Case studies have long been in use to develop analytical and reasoning skills; but the method has rarely been applied to new content. The opportunities for the case-study format to provide initial instruction in collaborative problem-base learning expertise by paralleling how information is used and retrieved in real life situations (Thomas, et al, 2001). Uniquely, using the case study method allows multiple correct solutions which positively reinforce the use of critical thinking.

Utilizing a murder-mystery case study the seminar participants will practice the use of this format to assimilate previously unknown material, specifically forensic examination. The instructor will divide the participants into convenient groups, provide a written case study, and a 'resource' of facts regarding forensics. Each group will be asked to solve the "who dunnit" and the reasoning for their solution to the murder. To ensure individual participation a 'post-test' of forensics facts will be conducted, with a group average score. The winning group will be designated honorary "Sherlock Bones"!

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## **ePortfolio in Higher Education: Student Assessment and Beyond**

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### **Objectives:**

As a result of this proposed presentation and case study, attendees will be able to:

- describe the portfolio assessment process,
- explain key faculty, program, and institutional needs that ePortfolio has the potential to meet,
- know the capabilities that are offered by OSP 2.x, and
- be able to outline the process that is required for faculty to utilize the latest features in OSP 2.x.

### **Intended Audience:**

All faculty, administrators, and instructional technologists who are interested in

- portfolio assessment,
- student advising,
- departmental / program self-evaluation,
- institutional and program accreditation processes,
- ePortfolios, and
- open source tools (such as OSP, Sakai, etc.).

### **Activities:**

Presentation, demonstration, and dialogue

### **Abstract:**

Portfolios in higher education are certainly not a new concept. Disciplines such as art, English, and education have utilized portfolios for assessment purposes for years (Devanney & Walsh, 2002, Greenberg, 2004, Weimer, 2002); however, due to the development of tools that enable easy creation and management of portfolios via the internet, interest in portfolios has recently increased (Batson, 2002).

ePortfolios are similar to traditional portfolios in that they contain a collection of student work over time (Hutchins, 1990). They act as catalysts for dialogue and “interaction with teachers, mentors, peers, colleagues, friends, and family” (Greenberg, 2004, p. 30). This process provides direction and opportunity for student reflection as well as revision and fosters behaviors that are related to deep learning. With that said, because of their archival nature, new interest in ePortfolios from a variety of institutional stakeholders is emerging (Lorenzo & Ittleton, 2005). As Virginia Tech has moved forward with its ePortfolio initiative (VTeP), it has found this to be especially true.

In the Spring of 2003, Virginia Tech launched VTep utilizing the Open Source Portfolio (OSP 1.0) software. As expected, many of those first interested in using the system were from disciplines that traditionally utilized portfolios. While many liked OSP's student-centered application of the ePortfolio concept, some were dissatisfied with the lack of instructor-level management tools. Also cited as a concern was the lack of scaffolding within the system that would assist students or support course or program-specific goals.

The most recent version of OSP (2.x) responds to these concerns while still retaining the student-centered features from the earlier version. Most specifically, OSP now offers an optional, graphical representation of the goals for a course or program. Via a matrix where the rows represent the individual criteria for the ePortfolio and the columns typically represents milestones or time, students have a structure within which they can place and reflect upon samples of their work. Corresponding tools are available to assist faculty/reviewers with feedback and the general management of student ePortfolios.

This built-in scaffolding is seen as a means through which unity for entire programs or university experiences can be fostered. Departments also see the matrix as a way to provide more informed advising for their students, and because OSP 2.x provides snapshots of student development over time, those involved in department / program self-study and/or accreditation believe ePortfolio will provide help with those processes.

Most centrally, this presentation will provide an overview of Virginia Tech's experiences with ePortfolio over the past three years. The portfolio assessment process will be highlighted and pragmatic faculty concerns with OSP will be described. The new features of OSP 2.x will be demonstrated, and the curricular process through which faculty must pass to utilize the matrix feature will be detailed. The variety of institutional needs that may be met by ePortfolio will also be addressed. Specific examples from Virginia Tech illustrating these curricular processes and institutional needs will be provided. Dialogue and discussion will be hallmarks of this session.

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## **Senior BSN students' perceptions of nursing roles and change before and after implementing a leadership change project**

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### **Objectives:**

- a. Describe ways service learning projects can promote learning of professional roles.
- b. Explain what service learning “should” and “should not” be in order to meet the criteria for a learner centered teaching strategy.
- c. Develop ideas for service learning projects in specific disciplines.
- d. Develop an evaluation tool to assist students with learning implementation of the service learning project.

### **Intended Audience:**

Faculty desiring to explore the use of service learning projects as an engaging teaching strategy to increase student involvement in professional role development.

### **Activities:**

Group discussion will be used to identify ways that service learning can be incorporated into discipline specific courses.

Brain storming in small groups will be used to elicit ideas for participants to use in their specific courses.

Participants will develop an evaluation tool to assist students in designing their service learning projects.

Index cards (5 x 8”) will be used during the small group work.

### **Abstract:**

The American Association of Colleges of Nursing (AACN, 1998; Chandler, 2005) explains that the baccalaureate degree in nursing should prepare students to be beginning nursing leaders and change agents. It is believed that using service learning change projects is a practical and creative teaching method to improve students' leadership skills but little research has been conducted on this topic. Anecdotal reports from students, faculty and nursing staff indicate that this it is indeed beneficial. Levey and Lehna (2002) define service learning as enhancing learning by participating in service specific to their academic studies while meeting identified needs of the community-based organization. Benefits of using service learning include students modeling professional nursing values, meeting community needs, as well as contributing to society

(Tomey, 2001; White & Henry, 1999). Others (Brown, White, & Leibbrandt, 2006; Downie, Ogilvie, & Wichmann, 2005; Palmer et al., 2005; Ward & Wolf-Wendel, 2000) propose shifting the paradigm away from “doing for” to one of “doing with” a community agency which will increase collaboration and mutuality.

A nursing leadership/ management course was designed to provide nursing students an opportunity to apply leadership theory in a clinical setting through the use of a service learning change project. During this change project, each student works closely with a nursing leader to identify an area for improvement on a specific health care unit. Next the student reviews the literature on this topic and meets with health team members to solve the problem. As a result, the project becomes a real world exercise using research in evidence-based professional practice (Nicklin & Stipich, 2005).

Using a selected change theory, the student leads the staff through the change process and develops a mini-in-service to educate staff about the advantages of the change. The six factor, 28 item Curriculum Objectives Questionnaire (Bradley, 1983) was used to determine students’ perceptions of the importance of identified components of the nurses’ role; specifically leadership, research, and change. A change receptivity tool (Yoder-Wise, 2003) was also administered to students to explore any improvement in their receptivity to change.

Data is being collected from 41 nursing students the first and last day of their enrollment in a nursing leadership and management course. Preliminary findings from data analysis reveal attitude change toward being more receptive to change following the completion of the course.

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## **A Theoretical Model of Transformative Learning: Exploring Transcendent Reflection**

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### **Objectives:**

The objective of this study is to improve current practices in transformative learning practice by infusing it with spiritual intelligence (SQ) theory. The notion of spirituality as used here is not an endorsement of a religious position. Rather spirituality refers to the learner's intellectual soul as move toward a higher level of learning, consciousness and meaning perspectives. The synthesis between transformative learning and spiritual intelligence is consistent with constructivist theory of teaching and learning.

### **Intended Audience:**

Adult educators, college teachers, community college educators, occupational training, and educational leadership at various levels of learning.

The primary objective is to illustrate through an integrated method how transformative adult learning theory and SQ theory can be synthesized into a new model of adult learning.

### **Activities:**

Open discussion within a question and answer forum.

### **Abstract:**

Theoretically transformative learning can be enhanced by understanding SQ and how it relates to critical reflection that is transcendent in context. This augmentation is compelling and should motivate adult educators to explore more deeply linking spiritual intelligence to transformative learning practices.

To illustrate this assertion a transformative learning model that integrates SQ and the transcendent reflection into Mezirow's three critical reflections: Content, process and premise. However, we should ask why the merger of transformative learning and spiritual intelligence theory is logical?

SQ is a rational higher level of consciousness that has the capacity for learner's to nurture affective intellectual development. SQ implies that a learner has the unique ability to construct a meaningful perspective of ultimate purpose regarding themselves, other and reality. Cultivating SQ through transcendent reflection is to develop the intellectual the ability of intuitively seeing connections between existential ideas and varied life-world experiences thus providing the meaning perspective grounding for greater self-efficacy and an empathetic understanding of others. This shift in consciousness can result in new meaning perspectives that empowers the learner to understand interconnections between their tangible life-world while also entertaining larger questions and seeking existential answers that support a rational theoretical orientation. In

short, employing SQ theory can result in a greater learning transformation. The adult learner is on an intellectual quest for connectedness with something larger than their egos. Spiritual intelligence can best be seen as a capacity for a deeper shift of consciousness and intellectual transformation.

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**Cultivating the promise: a model for promoting scholarship development, mentorship  
and activism amongst emergent Black educators and scholars in the “academy”**

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#### Objectives:

The objectives of the presentation are to:

- 1) Present a problem-posing, solution seeking mentorship model for developing research and scholarship development amongst underrepresented students in higher education;
- 2) Encourage the audience to engage in a dialogue about the state of African American representation in higher education and within their institutions, including efforts undertaken to promote graduate mentorship and learning for "underrepresented" students.
- 3) Provide background about the state of Black Ph.D.'s in the US and the issues that are addressed in mentorship and scholarship development;
- 4) Provide background about what Black scholars explicate as needed resources to promote the academic development of Black graduate students;
- 5) Provide a descriptive context of what is "mentorship" at a local university, i.e., what programs/efforts, if any, promote the pursuit of doctoral study;
- 6) Provide a demographic context of what "Black graduate student" demographics look like at Sac State, and in what areas;
- 7) Provide narrative data about particular efforts that have proven beneficial in developing a scholarship agenda for the doctoral level.

#### Intended Audience:

This presentation is most appropriate for faculty, administrators, counselors who are concerned about the under-representation of African Americans in doctoral study and for those who are interested in hearing the "voices" of students who are active in "forging" a learning trajectory toward their entry into doctoral programs. This workshop is also an opportunity for educators to engage in dialogic interaction, problem-posing, and solution-seeking of ways to effectively serve emergent African American educators and scholars.

#### Activities:

This presentation will include oral presentation and "storytelling," small group problem-posing and sharing, large group discussion, and solution seeking.

#### Abstract:

Though the numbers of African American scholars and educators in the "academy" have substantially increased since the 1960s, African Americans continue to be underrepresented in all facets of higher education, particularly as tenured faculty at the university level and in research institutions (Collins, 2001; Mabokela et. al, 2001; and Pickney, 2000). There is a great deal of focus on the real and perceived challenges that Black scholars face in the academy, but little is known about emergent Black educators and scholars and the experiences of those who are in pursuit of doctoral study. Moreover, a critical theme in the research related to African American faculty success in the academy is the need for mentoring, yet such opportunities are rare. This

panel presentation focuses on a cohort of Master's level, African American graduate students, who desire to pursue doctoral level study in the "academy," and it chronicles their journey toward preparing for doctoral study by creating objective(s) for their own "learning". Using culturally-relevant story telling (see hooks, 1984 and 1989; Ladson-Billings, 1999), narrative scholarship (hooks, 1989; 1994; Ehrhart-Morrison, 1997; and Collins, 2000), and problem-posing, audience-based participation, the panel will articulate their interests in pursuing doctoral study and how they began to create a model for mentorship and establishing a research-agenda. In addition, panel members will discuss how they undertook personal agency and activism in forming an organization to support their academic needs. Presented here is a model for mentorship and strategies used by a faculty "advisor" to promote learning the "culture" of academe. Included here also are strategies the panel believes are essential for institutions to adopt to promote the academic development of emergent educators and scholars.

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## **Promoting Student Ownership in the Classroom: A Cornerstone in Learning-Centered Pedagogy**

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### **Objectives:**

At the end of this presentation, participants will be able to:

- develop syllabi, activities and assessments that involve student input
- create a class atmosphere that is less instructor-centered and more student-centered
- develop pedagogical skills that provide greater accountability of learning by the students
- recognize how a shift in power in the classroom can translate into a equitable learning environment

### **Intended Audience:**

Instructors from all disciplines and from all levels of education would find this presentation appropriate.

### **Activities:**

Participants will simulate syllabi development, pedagogy, rubric development, assessment development and grading in a classroom environment that promotes student ownership.

### **Abstract:**

The influences of power on the motivation to learn and on learning outcomes are a major theme by supporters of critical pedagogy. Some critical pedagogues find that teaching is too authoritative and power in the classroom is not equitably distributed, and this imbalance negatively affects learning outcomes (Weimer, 2002). This inequity in power is often a result in the way we teach. Traditionally, many instructors believe that the student can obtain knowledge by passively receiving information from the teachers and textbooks. However, a current prominent educational theory is rooted in constructivism where it is thought that students must construct their own meanings and knowledge (Stage, Muller, Kinzie, and Simmons, 1998). In order to provide a classroom environment that allows for a constructivist approach, the students should feel they are more apart of the make up of that classroom and have a sense of ownership of their learning. This ownership can then lead to the creation of independent, autonomous learners who assume more of a responsibility of their own learning.

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## **The Design and Development of an Online Course- Educational Application of Spreadsheets based on Bloom's Revised Taxonomy**

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### **Objectives:**

Apply Bloom's Revised Taxonomy to master level course.  
Design online course related to application of spreadsheet.

### **Intended Audience:**

Instructional designers  
K-12 teachers  
Faculty members in higher education

### **Activities:**

PowerPoint presentation with some lessons developed for the course will be demonstrated.

### **Abstract:**

Online education has been growing rapidly among universities and colleges all over the world. In the American higher education institutions, the number of online courses has been boosted after 1995 (Greene & Meek, 1999). In order to meet the needs of practicing professional educators within local, state, national, and corporate educational environments, the online Instructional Technology Master's Degree program (ITMA) established in the Department of Teaching and Learning at Virginia Tech is going to offer some educational applications of different softwares courses in Spring 2005 semester in addition to current 17 online courses. Educational application of spreadsheet which is the one of most used softwares not only in business but also in academe is one of these courses offered.

Spreadsheets can be used for a wide variety of activities. Most frequent applications of spreadsheets focus on generating numeric information from other numeric information such as creating budgets, income projections, and forecasting needed amounts of equipment or supplies based on a number of factors. Provided with libraries of mathematical and statistical functions, they can assist various levels of problem-solving tasks in multiple disciplines. Customized display and organization of both text and numeric data connect spreadsheets application with cognitive applications, e.g. Mindtools proposed by David Jonassen (2000). Spreadsheets are rule-using tools that require users to be used to applying and making rules. Applying spreadsheet features in this course instructions will meet various demands from cognitive process of remember, understand, apply, analyze, evaluate, and create (Anderson & Krathwohl, 2001; Bloom, 1956).

## Procedure

There are 8 lessons in this course and these lessons were created based on Bloom's revised taxonomy (2001). Before starting to create those lessons, front-end analysis and learner analysis were conducted to determine what the problem is, what learners' characteristics and individual differences are such as prior knowledge, personality variables, and cognitive styles, and also, to determine if an instructional need exist.

As a second main step content analysis was conducted to determine lessons' template and format. In this step, literature review related to Bloom's revised taxonomy (2001) and Gagné's nine events (1992) was conducted.

Based on results of analysis, the course development team decided on eight modules as follows: Lesson 1 is the introduction of spreadsheets, the history of evolution, representative software/packages, general features of spreadsheets and their relationship with cognitive processes.

Lesson 2 identifies the need of enhancing student's remembering abilities which include recognizing and recalling, can be met with the application of spreadsheets and the related teaching strategies.

Lesson 3 discusses the related spreadsheet features and teaching strategies which promote students' cognitive understanding abilities and its sub-categories of interpreting, comparing and inferring.

Lesson 4 explores the need of promoting students' applying abilities and its sub-categories, executing and implementing with using the related spreadsheet features and teaching strategies.

Lesson 5 identifies the need of enhancing student's analyzing abilities which include its sub-category of organizing, can be achieved with the application of spreadsheets and the related teaching strategies.

Lesson 6 contains the need of enhancing students' evaluate abilities with its sub-categories of checking and critiquing which can be met with the application of spreadsheet and the related teaching strategies .

Lesson 7 talks about the need of promoting students' create abilities and one of its sub-categories of generating/hypothesizing which can be met with the application of spreadsheets and the related teaching strategies.

Lesson 8 includes summary of previous lessons, resources for spreadsheet and final project assignment.

When designing and developing these lessons, Gagné's nine events (1992) were considered for the lesson template, instructional strategies and sequencing of instructions. Also, objectives and assessment items were designed and developed based on Bloom's revised taxonomy (2001). The followings are objectives of educational application of spreadsheet:

- provide with background information on the type of tools from which spreadsheet programs have evolved.
- provide an overview of the characteristics and capabilities (features and functions) common to most spreadsheet software programs.
- identify features of spreadsheet supporting cognitive processes of various domains

- elaborate the relationship between spreadsheet features and their corresponding instructional application
- provide ideas for creating or selecting spreadsheet activities that will meet your instructional needs.
- enhance the cognitive abilities of remembering, understanding, applying, analyzing, evaluating, creating with corresponding spreadsheet features.

### References

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