



**The Forty-second
Annual Conference of the
International Society for
Exploring Teaching and
Learning (ISETL)**

October 11-13, 2012

San Antonio, TX

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 E. Copeland
Clayton State University

Copyright 2012 by the International Society for Exploring Teaching & Learning

BOARD OF DIRECTORS

Jill L. Lane, President, Clayton State University
Christie Burton, Clayton State University
Jerry Samples, University of Pittsburgh at Johnstown
Julie Schrock, Meredith College
Krista Terry, Appalachian State University

CORPORATE MEMBERS

Christie Burton, Clayton State University
Jerry W. Samples, University of Pittsburgh at Johnstown
Emily Sweitzer, California University of Pennsylvania
Allison Buskirk-Cohen, Delaware Valley College
Lynn Hammann, Mansfield University
Cynthia Schubert-Irastorza, National University
Frank Wray, University of Cincinnati – Blue Ash Campus
Gina Mariano, Troy State University
Cheryl McFadden, East Carolina University
Cynthia Schubert-Irastorza, National University

OFFICERS

Jill L. Lane, President, Clayton State University
Emily Sweitzer, Secretary, California University of Pennsylvania
Christie Burton, Clayton State University, Treasurer
Susan E. Copeland, Historian, Clayton State University

DISTINGUISHED FELLOWS OF THE SOCIETY

Samuel Postlethwait, Professor Emeritus, Purdue University
Joseph E. J. Habowsky, Professor Emeritus, University of Windsor
Charles Wales, West Virginian University
Kenneth Klopfenstein, Colorado State University
Jean E. Wold, California State University
Donald Borchardt, Rutgers University
Robert A. Stager, University of Windsor
A. Jeanne Miller, University of Central Florida
Eunice L. Krinsky, California State University – Dominguez Hills
Anne H. Nardi, West Virginia University
Bruce Saulnier, Quinnipiac University
Jerry W. Samples, University of Pittsburgh – Johnstown
Susan E. Copeland, Clayton State University
Peter E. Doolittle, Virginia Tech

PRESIDENTS OF THE SOCIETY

1970-71	Samuel Postlethwait
1971-72	Dave Husband
1972-73	Ben Meleca
1973-74	Robert Hurst
1974-75	John Hinton
1975-76	Sally Short
1976-77	Stan Nelson
1977-78	John Zimmerman
1978-79	Mary Lynch
1979-80	George D. Brown
1980-81	Warren D. Dolphin
1981-82	Joseph E. J. Habowsky
1982-84	Charles E. Wales
1984-85	Blaine Carpenter
1985-86	Donald E. Borchardt
1986-87	Jean E. Wold
1987-88	James Marlin
1988-90	Kenneth Klopfenstein
1990-93	William J. Mullin
1993-95	Bonnie Johnson
1995-97	Kenneth Brown
1997-99	Shirley Rickert
1999-2001	George Watson
2001-03	Bruce Saulnier
2003-05	Alexander Crispo
2005-07	Susan E. Copeland
2007-09	Peter E. Doolittle
2009-11	Angela Humphrey Brown
2011-13	Jill Lane

CONFERENCE COMMITTEE

Sheila Wood, Registrar
Julie Schrock, Proposal Review Chair
Susan E. Copeland, *Proceedings* Editor
Tammy V. Wiley, Pro-Cam Conference Planner and Liaison

Methodologies for Motivating Student Learning Through Personal Connections

Craig Abrahamson
James Madison University
MSC 7704, 91 E. Grace Street
Harrisonburg, Virginia 22807
abrahace@jmu.edu

Objectives:

1. To discuss the necessity of creating essential relationships among students and instructor to enhance learning within the classroom.
2. To demonstrate methodologies in helping students conceptualize course content and critical thinking through "personal connections".
3. To illustrate specific techniques in strengthening conceptualizations of cognitive processing for learning and critical thinking.
4. To facilitate discussion among attendees.

Audience:

Faculty and administrators

Activities:

Discussion and interactive demonstration of methods of creating personal connections that can formulate a relational foundation that has been shown to facilitate conceptualization of course content.

Summary:

This presentation focuses on the premise that it is important to create an atmosphere of motivational learning that is founded on the relationship between students and the instructor that results in the mutual sharing of personal experiences, values, beliefs, and course content. It must begin with the instructor's getting to know each student, even in large classes with more than 100 students. Through this personal connection, the content can become personally meaningful for the students.

The delivery of classroom instruction has dramatically changed over the past 2 decades, through the reality of computer based technology and the availability of both synchronous and asynchronous delivery systems. As some of my colleagues have indicated, students can no longer passively sit in the traditional classroom environment, waiting to be educationally feed. The advent of instructional based technology has "actively enhanced education" and active learning. A question that I have pondered for over 20 years is: Should I as a professor also share professional and personal examples (stories) that relate to specific course content to further enhance this process?

I have conducted studies where I obtained data from over a decade utilizing student evaluations (standardized questions as well as written comments) as the primary instrument in this process. My purpose is to ask students specific questions that would evaluate the effectiveness of instructional-based technology, and the utilization of storytelling as a non-technological based

learning instrument. In brief summation, over half of the students indicated that the utilization of continual synchronous delivery technical based learning instruments detracted from the comprehension of material, and did not help them assimilate content into their understanding and memory. Approximately 40% percent of these students indicated that continual synchronous instructional-based technology did help them understand course content, and that asynchronous delivery systems such as Black Board made it possible for them to not have to actively "attend" to course content while in the classroom. Approximately 70% of the students indicated that "the professor's sharing of peoples' life experiences through storytelling helped illustrate the primary concepts and terms and helped in memory association", while approximately 20% indicated that this methodology had little impact on them, and approximately 10% indicated that it had no impact positive impact on their retention of content.

It appears from this data, and from students' written comment in their course evaluations, that storytelling does have a positive impact on their learning, and that computer-based technology is an aspect of their learning process that often bores them, and thus they often tune out synchronous stimulus. It also seems apparent that they do rely on this type of stimulus to a certain degree. It is my belief that rapport must be established between instructor, students, and course content, and that storytelling is an effective methodology for this collaboration. It allows the instructor to be personable while at the same time presenting concrete and empirical content, while also utilizing the essential components of computer based technology. The necessary ingredient is to trigger the students' motivation for assimilating course content into their personal learning perspectives.

Through this rapport building process, the students' and instructors' emotional response to the particular academic environment can be fostered through activating the endocrine system, and thus enhances emotional responses and student learning. I believe that the impact that emotional reactions have on cognition (short and long term memory) within the process of developing a sense of rapport between instructor and students is an essential component to the learning process.

Through the various research projects that I have conducted and have incorporated into "learning applications", I have found that these types of "connections" do indeed facilitate students' learning and create unique applications of course content for them both from their own perspective and the essential aspect of learning course content.

References

- Abrahamson, C. E. (2006). Motivating students through personal connections: Storytelling as pedagogy in introductory psychology. In D. S. Dunn & S. L. Chew (Eds.), *Best practices for teaching introduction to psychology* (pp. 245-258). Mahwah, NJ: Erlbaum.
- Blanchette, I. & Richards, A. (2010). The influence of affect on higher level cognition: A review of research on interpretation, judgment, decision making and reasoning. . In J. De Houwer & D. Hermans (Eds.), *Cognition and emotion: Reviews of current research and theories* (pp. 276-324). New York: Psychology Press.

- Levine, L. J. & Edelstein, R. S. (2010). Emotion and memory narrowing: A review and goal-relevance approach. In J. De Houwer & D. Hermans (Eds.), *Cognition and emotion: Reviews of current research and theories* (pp. 168-210). New York: Psychology Press.
- Pekrun, I. & Stephens, E. J. (2010). Achievement emotions: A control-value approach. *Social and Personality Psychology Compass*, 4(4), 238-255. doi: 10.1111/j.1751-9004.2010.00259.x
- Ziv, A. (1988). Teaching and learning with humor: Experiment and replication. *Journal of Experimental Education*, 57, 5-15.

Creating, Adapting, and Utilizing Second Life Teaching Spaces for Multiple Purposes

Patricia Anderson
East Carolina University
Department of Curriculum and Instruction
Greenville, NC 27858
andersonp@ecu.edu

Sharon Collins
East Carolina University
Emerging Academic Initiatives
Greenville, NC 27858
collinss@ecu.edu

Maureen Ellis
East Carolina University
Business and Information Technologies Education Department
Greenville, NC 27858
ellism@ecu.edu

Objectives:

During this presentation, participants will:

- a) Examine existing Second Life spaces designed for single functions and compare to Second Life spaces designed for multiple functions;
- b) Review a series of activities designed to modify an existing Second Life teaching space to expand its functionality for multiple purposes; and
- c) Gain electronic access to a list of strategies and procedures to avoid potential conflicts in space usage within Second Life environment.

Audience:

This presentation will be beneficial for faculty who teach courses in the Second Life environment and for technical support persons who work to enhance that Second Life environment through creation, maintenance, or adaptation.

Activities:

This presentation will include the following activities:

- a) Comparison of an existing Second Life teaching space created for a single function and a Second Life teaching space adapted to multiple purposes;
- b) Review of pictures of activities used to modify a Second Life teaching space for an additional purpose; and
- c) Electronic access to a list of strategies and procedures to avoid potential conflicts in space usage within Second Life environment.

Description:

Budget constraints abound in our lives and have been one of the motivating factors to encourage the use of Second Life as a teaching platform. As increasing numbers of faculty members from

higher education and other education avenues are using Second Life tools for learning, attention to the overall cost of space in Second Life has become more apparent, especially in light of budget restraints in almost all educational settings. Thus, the process of designing (or redesigning) Second Life spaces for multiple purposes or functions becomes an important strategy to maximize the use of Second Life for faculty and students. Inman, Wright, and Hartman (2010) predicted that the creation of specific spaces for individual students (avatars) to enhance learning experiences would likely be an increasing occurrence. Doyle (2009b) explained that the creative practice of art forms and other space construction with opportunities for avatar interaction (triggering sounds, events, or changes in space or place) has already pushed artists and creators for a new realm of creative practice within the Second Life platform.

The following steps are recommended for faculty members and technology specialists as they consider the process of space design in Second life environments:

- Set up planning session(s) before each semester (or learning period) begins.
- Discuss common research, goals, objectives and resources.
- Focus on different perspectives and needs as the group plans the allotted time period and the environment.
- Consider multiple ways to use the same location.
- Be aware of limitations of space and prims available within a single Second Life setting.
- Establish basic expectations (policies) for the group space, i.e., What behaviors are not acceptable? What rules exist for language and movement? What building activity is allowed or limited within that space?
- Communicate frequently with collaborative team members as space is used or abused or altered. This is a critical element when students are working on team projects and need to use the space to meet outside of the scheduled class time.
- Assign the task of record-keeping to one team member. Pictures, screenshots, and videos (machinima) are excellent ways to document progress, change, successes, and concerns.
- Plan a method for cleaning space after an activity has been completed. Agree on the responsibilities for each member of the group.
- Keep a list of ideas and suggestions for changes in future collaborative environments.
- Identify each team member's technology skills and comfort level in the Second Life environment.
- Develop a viable research agenda for individuals and cross-curriculum team members. Generate a list of common interests to maximize data collection opportunities (community of practice).

References

- Antonacci, D.M., & Modaress, N. (2005). Second Life: The educational possibilities of a massively multiplayer virtual world (MMVW). Paper presented at the Kansas Technology Leadership conference. Retrieved September 10, 2010 from <http://www2.kumc.edu/tlt/SLEUCAUSES2005/SLPresentationOutline.htm>
- Ellis, M. & Anderson, P. (2012). Encyclopedia of Research on E-Leadership, Counseling and Training. In V. C. Wang (Ed.), *A new vision for distance learning: Learning to teach in Second Life* (Vol. 1, p. 713-725). Hershey, PA: Information Science Reference.

- Inman, C., Wright, V. H., & Hartman, J. A. (2010). Use of Second Life in K-12 and higher education: A review of research. *Journal of Interactive Online Learning*, 9(1), 44-63.
- Prasolova-Forland, A., Sourin, A., & Sourina, O. (2006). Cyber campuses: Design issues and future directions. *The Visual Computer, Springer*, 22(12): 1015-1028.
- Warburton, S. (2009). Second Life in higher education: Assessing the potential for and the barriers to deploying virtual worlds in learning and teaching. *British Journal of Educational Technology*, 40(3), 414-426.

Ending Endless Grade Complaints: Re-imagining Your Course with Unilateral B Contract for Grading

Sonja Andrus
University of Cincinnati
9555 Plainfield Road
Cincinnati, OH 45236
sonja.andrus@uc.edu

Lisa Roy-Davis
Collin College
2800 East Spring Creek Parkway
Plano, Texas 75074
LRDavis@Collin.edu

Margaret Gonzales
Texas Lutheran University
1000 W. Court St.
Seguin, Texas 78155
margaretgonzales.tx@gmail.com

Objectives:

During this presentation, participants will:

- Learn about Danielewicz and Elbow's contract grading theory,
- Learn about pedagogical techniques such as the idea of scaffolding that facilitate the goals of the B contract,
- Discover different ways to assess student learning using contract grading, and
- Re-imagine your own syllabus through this lens.

Audience:

This presentation will be beneficial for faculty who have calculated grades through use of either points-accumulation or percentages in the past and are willing to try contract grading. Faculty from all disciplines can benefit, including those that rely on quantitative testing to determine grades. Faculty with both traditional and non-traditional student populations will find the discussion of motivation for learning, rather than for points, useful for their classes.

Activities:

This presentation will include the following activities:

- Self-reflection -- discussion of current grading practices and the difficulties of conventional grading approaches.
- Presentation of sample B contracts and grading methods that have been developed through collaboration and classroom testing.
- Focused discussion on re-imagining participants' syllabi through Danielewicz and Elbow's lens.

Description:

Every semester, decisions must be made about course content and grading. The same questions persist: How much should each assignment weigh or count for in my syllabus? What options do I have for dealing with students who consistently don't do the work? Which assignment should I tweak to make the course more engaging, to get more student buy-in? How do I structure assignments to encourage maximum student learning? Every semester like clock-work, no matter what we do, we see a constant stream of complainers, grade bullies, and persistent students who don't seem to be content oriented, just grade obsessed. Small value tweaks to make some assignments count more and small increases to penalties to encourage motivation don't seem to work. Plus, there's the constant worry that incoming students don't have a strong enough basis to handle the work. What to do?

Many scholars [for an overview, please see Rotenberg 2005] inform of us how to create critical thinking classrooms. John Bean's *Engaging Ideas* (2011) is a leader in such dynamic course planning. Scaffolded learning, well-ordered problems, and writing for discovery are wonderful suggestions, and they do create a student-centered classroom ramped up for deep learning (Snyder 2008). However, these books and articles touting the power of critical thinking through problem-based and problem-posing tasks cannot address the real issues of motivation created by a generation (or more) of students focused so tightly on the grades they earn that any ungraded low-stakes task gets pushed aside because the student "doesn't get anything for it." Thus students become grade chasers, and instructors become unwilling grade pushers. Most learning does need to take place in an environment free from evaluation, an environment where the student plays with ideas and tests theories and answers for validity without worry over losing points or "getting it wrong." Danielewicz and Elbow's (2009) B contract works to address these key issues.

By clearing space for work while eliminating the inherent threat of grading every assignment, students are freer to make mistakes without penalty and to learn better through focused revision of their work. The unilateral B contract, as defined by Danielewicz and Elbow, builds on the previous work of contract-based grading, prevalent in writing studies since the mid-1960s but largely underground in most other fields. Unlike other grade contracts, however, that seek to allow students to choose a grade to work toward or that ask students to co-design what grades "look like" in a course, the unilateral B contract seeks to level the playing field for all students, ensuring that everyone understands what is required of them to "make a good grade" in the course.

Use of the B contract also works optimally when paired with an approach to scaffolding learning. As Ross (2011) notes, students are often at a disadvantage when encountering difficult course material that needs to be decoded before they can work with it. Whether that material is theoretical or quantitative in nature, a scaffolding process of both decoding and building a strong understanding must be introduced to facilitate learning. The B contract offers the type of space for engaged learning to occur, because it both allows for the implementation of more low-stakes learning opportunities and forces students to value those low-stakes (sometimes ungraded) activities in the same ways they value larger, higher-stakes demonstrations of their knowledge. The end game becomes learning, then, instead of points-accumulation.

Come to this session to further explore how the B Contract can make visible the value of scaffolded, low-stakes activities in your classroom to facilitate learning with your students. and re-imagine your syllabus as a teaching tool for the importance of learning activities.

References

Bean, J. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking and active learning in the classroom* (2nd ed.). Jossey-Bass.

Danielewicz, J. & Elbow, P. (2009). "A unilateral contract to improve learning and teaching." *College Composition and Communication*, 61(2), 244-68.

----- . Appendix. (n.d.) Retrieved from [http:// scholarworks.umass.edu/peter_elbow/](http://scholarworks.umass.edu/peter_elbow/)

Ross, C. (2011). "Good difficulties and not-so-good difficulties: Teaching underprepared students to negotiate theoretical discourse." In D. Bartholomae & A. Petrosky, eds. *Resources for teaching ways of reading: An anthology for writers*. Boston: Bedford/St. Martins. 350-364. Print.

Rotenberg, R.L. (2005). *The art and craft of college teaching: A guide for new professors and graduate students*. Active Learning Books.

Snyder, L.G. & Snyder, M. (2008). "Teaching critical thinking and problem solving skills." *Delta Pi Epsilon* 50(2), 90-99.

The Space Between: Teaching with Strategies that Reflect both the Printing Press Era and Ubiquitous Technology

Sandra Bassendowski
University of Saskatchewan
4500 Wascana Parkway
Regina, SK S4P 3A3
s.bassendowski@usask.ca

Objectives:

During this presentation, participants will have an opportunity to:

- a) Explore the transitions taking place in education between the printing press era and the technology world;
- b) Discuss strategies and tools to engage students in a hybrid/blended teaching and learning spaces;
- c) Share social networking strategies that engage and support student learning.

Audience:

This presentation will be of interest to educators teaching in blended or hybrid courses and wanting to use strategies from both traditional classrooms as well as ubiquitous technology.

Activities:

This presentation will include the following activities:

- a) Demonstration of social networking tools used in blended classrooms (blogs, mindmaps, virtual worlds, social networking sites, etc;
- b) Discussion with participants about challenges and opportunities of teaching in blended spaces; and
- c) Discussion of templates and/or rubrics that can be used to assist with assessment of student learning.

Description:

This session will explore teaching and learning strategies that support co-creation, co-operation, and collaboration for enhancing student engagement and learning in a blended space (Ahn & Class, 2011; Al-Bataineh, Erwin, Bonomo, Mercer, & Mustafteh, 2010; Fayne, 2009; Jung & Latchem, 2011; Kaminski, 2009). A blended or hybrid learning space provides the opportunity for delivery of a variety of strategies in the classroom and online presence. The session will be designed for participant involvement or co-creation of the content for the session. Let's hear from you about what strategies you are using from both the printing press era and ubiquitous technology.

References

Ahn, R., & Class, M. (2011). Student-centered pedagogy: Co-construction of knowledge through student-generated midterm exams. *International Journal of Teaching and Learning in Higher Education*, 23(2), 269-281. Retrieved from: <http://www.isetl.org/ijtlhe>

Al-Bataineh, A., Erwin, R., Bonomo, L., Mercer, S., & Mustafeh, I. (2010). Technology integration in the 21st century classroom. *Ubiquitous Learning*, 2(1), 79-90.

Fayne, H. (2009, fall). Using integrated course design to build student communities of practice in a hybrid course. *New Directions for Teaching and Learning*, 119, 53-59.

Jung, I., & Latchem, C. (2011). A model for e-education: Extended teaching spaces and extended learning spaces. *British Journal of Educational Technology*, 42(1). DOI: 10.1111/j.1467-8535.2009.00987.x

Kaminski, J. (October, 2009). Editorial: Join the Co-Creation Wave! *Online Journal of Nursing Informatics (OJNI)*, 13 (3). Available at http://ojni.org/13_3/june.pdf

Feedback Based on Purpose: A Framework for Online Discussion Facilitation

Laurie Bedford
Walden University
2609 Badger Dr.
Sturgis, SD 57785
laurie.bedford@waldenu.edu

JoBeth Pilcher
Capella University
8992 Texas Trail
Terrell, TX 75160
jobethp@att.net

Objectives:

During this presentation, participants will:

- Examine the purpose of discussion in online courses
- Juxtapose facilitation methods based on the identified purpose
- Practice using appropriate discussion facilitation techniques

Audience:

This presentation will be beneficial for faculty, staff, and administrators who are interested in increasing the effectiveness of discussion facilitation. Appropriate attendees include TLC directors and staff, consultants, instructional designers and faculty members

Activities:

This presentation will include the following activities:

1. A discussion about the purposes of online discussion.
2. A presentation describing a variety of discussion facilitation techniques.
3. Practice in applying techniques to discussion responses based on the identified purpose of that discussion.

Description:

The use of the discussion forum in online education facilitates social presence, interaction among learners, opportunities for experimentation with the content, and mentoring by the instructor.

As Shea (2006) states, the purpose of the online discussion is to provide learners with opportunities to "actively engage one another in ideas and perspectives they hold to be educationally worthwhile, exciting, and provocative" (p. 37). In most contemporary online classrooms, the online discussion board is the central feature of the learning environment (Levine, 2007). However, the discussion boards need to be more than just a social or obligatory exercise. In combination with assessments and other learning activities, the ultimate outcome of online discussion activity is the mastery of the articulated course outcomes by the learners. As such, online discussions need to be facilitated by the instructor to ensure that learners are receiving effective and appropriate instruction that will lead to success.

The literature is replete with studies that investigate the effectiveness of the online discussion forum. These studies focus on a variety of issues including the importance of student interaction

and engagement (for example, Wu & Hiltz), online instructional design issues (for example, Artino, 2008), and the importance of the instructor-learner relationship (for example, Levine, 2007). What continues to be elusive however, are specific strategies for engaging the learner based on the context of the discussion. Given the plethora of evidence regarding the importance of the discussion forum, it becomes apparent that the content, structure, tone, and frequency of instructor-led interactions need to be explicit and aligned with the purpose of each discussion outcome or objective.

Participants in this session will be presented with diverse strategies for instructor engagement in online discussions based on a qualitative analysis of the discussion content. First, a description of common discussion purposes will be presented as described by Toledo (2006). Next, appropriate methods of instructor engagement, including the individual response, the collective response, guidance, and summary, will be juxtaposed with those purposes (Bedford, 2010). Finally, examples of response types will be presented for critique. As a result of participation in this session, instructors will further their expertise in facilitating online discussion forums and better appreciate their significance to online effectiveness.

References

- Artino, A. (2008). A conceptual model of self-regulation online. *Academic Exchange Quarterly*, (12) 4, retrieved on July 8, 2009 from <http://www.rapidintellect.com/AEQweb/cho4227z8.htm>
- Bedford, L. (2010). Providing holistic feedback through qualitative analysis methods: A framework for online discussion facilitation. Paper presented at the Great Plains Conference on Teaching in the Social Sciences, Vermillion, SD. Available online at <http://orgs.usd.edu/gpctss/Submissions2010/Bedford2010.pdf>
- Levine, S. (2007). The online discussion board. In Conceicao, S. (ed). *Teaching strategies in the online environment. New Directions for Adult and Continuing Education*, 113. San Francisco: Jossey-Bass.
- Shea, P. (2006). A study of students' sense of learning community in online environments. *Journal of Asynchronous Learning Networks*, 10(1), 35-44.
- Toledo, C. (2006). "Does your dog bit?" Creating good discussion questions for online discussions. *International Journal of Teaching and Learning in Higher Education*, 18(2), 15-154. Available online at <http://www.isetl.org/ijtlhe/>
- Wu, D. & Hiltz, S. (2004). Predicating learning from asynchronous online discussion. *Journal of Asynchronous Learning Networks*, 8(2), 139-152.

Effectiveness of Teaching ELL Course Through Field Experience: Strategies for Placement and Assessment

Jane Benjamin
Mansfield University of PA
203 B Retan Center
Mansfield, PA 16933
jbenjami@mansfield.edu

Objectives:

During this session, the participants will

- Learn how to effectively coordinate with Pre-K to 12 schools for field experience placement
- Learn how to use "Google docs" to manage signups for field experience in an on-line ELL course
- Learn how to assess student's field experience through a reflection paper
- Share their professional knowledge and experience with courses that include field experience
- Engage in discussion of alternative assessment methods for field experience

Audience:

The presentation will benefit any Faculty who teaches a course that requires field experience and wants to learn how to effectively conduct their course and assess their student's learning outcomes.

Activities:

The presentation will include the following activities:

1. Presenter will describe the current practice of her ELL course field experience component. The presentation will show the participants how the field placement is conducted and how the students learning outcome is assessed.
2. Participants will engage in discussions and share their knowledge and experience in field experience placement and assessment.
3. A brainstorm session will be held for colleagues to develop alternative assessment methods to evaluate student's field experience.

Description:

As an educator, I am sure that you know very well that students learn the best if they have a chance to "do" or "experience" by themselves. Similarly, teacher candidates learn by doing. "They must be given opportunities to read and reflect, collaborate with other teacher candidates, and share their ideas and experiences. Learning of this kind enables teachers to build the bridge from theory to practice" (Armstrong 2009). In addition, as shown in a model teacher education program (Jacobs 2001), it provides opportunities for teachers to learn about teaching through practice by participating in settings that create strong connections between theory and practice (Kent, 2005; Larson, 2005). In addition to "hands on" practice with students, other qualities of effective teacher candidates, such as professionalism, can also be honed during field experiences. Teacher candidates will have opportunity to collaborate with peers, communicate with parents

and families, and understand the available resources through local schools. Therefore, field experience becomes a critical component in teacher education programs. How can you effectively place the students in the field? In particular, if you are teaching an English Language Learner (ELL) course, how can you effectively place students in the K-12 school setting to work with ESL students? Furthermore, if you are in the rural area, how would you overcome the obstacles of having very few ESL students in the area school districts?

As is true for any course, assessment is an essential element in teaching an ELL course. How do we know that student learned what was taught? In particular, how do you assess the student's field experience? Armstrong (2009) suggested that teacher candidates be given opportunity and time to reflect on their field experience and apply the knowledge acquired to their future classroom. They need to be taught how to assess the effects of their teaching, and how to refine and improve their instruction. Therefore, one of the assessments in the ELL course focuses on the teacher candidate's field experience reflection. Through their reflection, faculty will be able to assess their learning in the field.

In this session, the presenter will share her experience of teaching an ELL course, the tips of placing students in the K-12 classroom and the effective assessment method through a reflection paper. Participants will also be given opportunity to engage in the discussion to share their experience and brainstorm ideas for innovative placement and assessment strategies.

References

- Donna M. Armstrong (2009): It's More than Just Working with Students: The Many Advantages of Field Experiences. *The Field Experience Journal*, (4) Fall 2009, 3-12.
- Kent, A. M. (2005). Acknowledging the need facing teacher preparation programs: Responding to make a difference [Electronic version]. *Education*, 125(3), 343-348.
- Larson, A. (2005). Preservice teachers' field experience surprises: some things never change. *Physical Educator*, 62(3), 154-163.
- Jacobs, G. M. (2001). Providing the scaffold: A model for early childhood/primary teacher preparation [Electronic version]. *Early Childhood Education Journal*, 29(2), 125-130.

**Let Hollywood Be Your Teaching Assistant:
A Primer on Using Television Series As Serial Case Studies**

Candis Best
St. Joseph's College
265 Clinton Avenue
Brooklyn, New York 11205
cbest@sjcny.edu

Howard Henderson
Sam Houston State University
PO Box 2296
Huntsville, TX 77341
howardhenderson@shsu.edu

Objectives:

During this presentation, participants will:

- A) Observe examples of television and movie assignments used as pedagogical tools;
- B) Discuss the pros and cons of using media to scaffold critical thinking in undergraduate and graduate level courses;
- C) Explore the applicability of using television and movies as teaching tools across diverse disciplines;
- D) Review various assignment options that can be used in conjunction with media viewing assignments.

Audience:

This presentation will be beneficial for faculty who are interested in using contemporary media as instructional devices for both land based and online courses or are otherwise interested in exploring new ways to engage students when introducing challenging, controversial or abstract topics.

Activities:

The presentation will include the following activities:

- A) Participants will view clips of selected TV shows along with the examples of how they were used in actual classes.
- B) Participants will participate in large group discussion and small group break out assignments to develop a sample assignment from a popular media show.
- C) Participants receive direct instruction on how to manage the technical and legal requirements and challenges of incorporating intellectual property that is commercially produced.

Description:

Whether you are teaching traditional age college students or adults returning to school, faculty must compete with a myriad of outside interests to retain student attention on the subject matter being taught. More and more, faculty members are challenged to convey the relevance of topics to students who are distracted by other interests.

Use of popular media as a teaching tool is neither novel nor without precedent. Television has been used to teach gender and communication topics (Vande Berg, 2009) in addition to a host of other subjects that range from sociology (Wolensky, 1982) to economics (Becker, 2003). In fact, digital media is now considered a viable form of participatory learning that is receiving major grant support (Yowell & Rhoten, 2009).

This presentation offers faculty the opportunity to engage with faculty presenters who incorporate media as a central part of their teaching strategy. The goal is not only to share ideas but to highlight the opportunities and limitations of this approach with faculty who may have considered this option but not known how to proceed or for faculty who may be skeptical of its value or applicability to their discipline.

References

Becker, W E. (2003) How To Make Economics the Sexy Social Science. *Southern Economic Journal*, 70, 195-198.

Vande Berg, L. (2009) Using Television To Teach Courses in Gender and Communication. *Communication Education*, 40, 105-111

Wolensky, R. P. (Ed.). (1982) *Using films in sociology courses: Guidelines and reviews*. Washington, DC: American Sociological Association.

Yowell, C., and Rhoten, D (2009) *Digital Media and Learning. Forum for the Future of Higher Education*, 13-16. John D. and Catherine T. MacArthur Foundation.

Implementing Manipulated Animations as Pedagogical Tools

Stefanie Bethuy
University of Cincinnati Blue Ash
9555 Plainfield Road
Blue Ash, Ohio 45236
stefanie.bethuy@uc.edu

Angel Anorga
University of Cincinnati Blue Ash
9555 Plainfield Road
Blue Ash, Ohio 45236
Angel.Anorga@uc.edu

Objectives:

During this presentation participants will:

- Recognize pedagogical applications of manipulated animations in the classroom.
- Describe practical applications for the use of manipulated animations in their content area.
- Identify particular topics and projects that can be explained or developed through manipulated animations.

Audience:

This presentation will be beneficial for educators who are looking for alternative teaching techniques to explain difficult topics or to engage students with hands-on- activities in their classrooms.

Activities:

This presentation will include the following activities:

- Small group discussions of the usefulness of manipulated animations.
- Engagement in a hands-on activity using manipulated animations.
- Self-reflection and evaluation of manipulated animation as a teaching technique.

Description:

Teaching is a task that is aided by the implementation of different methods and techniques. Research in pedagogy recommends the use of techniques that promote student engagement and motivation (Zepke & Leach, 2010). From the use of chalk and blackboards to current smart classrooms with electronics boards and digital projectors, tools serve to aid the teaching process. Teachers are constantly searching for new tools to enhance their teaching and facilitate student learning.

Thus, the implementation of manipulated animations as a teaching technique in the classroom may continue to facilitate the process of teaching and learning. Manipulated animations provide both the teacher and the student with opportunities to visualize the construction of concepts and ideas. External representations (pictures, diagrams, graphs, concrete models) have always been valuable tools in the classroom (Ainsworth, 2008). As manipulated animations incorporate sound

and/or voice in addition to the movement of visuals, it provides excellent learning opportunities for auditory and visual learners in the classroom.

References

- Ainsworth, S. (2008). The educational value of multiple-representations when learning complex scientific concepts. *Visualization: Theory and Practice in Science Education*, 3(1), 191-208.
- Gilbert J.K. (2008). Visualization: An emergent field of practice and enquiry in science education. *Visualization: Theory and Practice in Science Education*, 3(1), 3-24.
- Zepke, N., Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active Learning in Higher Education*, 11, 167-177.

Radiography Service Learning: Student Experiences in Relation to Reciprocity and Personal Growth

René Botha
Central University of Technology
42 Dalystreet
Bloemfontein, South Africa 9306
rbotha@cut.ac.za

Objectives:

The poster will outline the proposed advantages and characteristics of Service Learning as an alternative teaching methodology. It will analyze whether these proposed advantages and characteristics are achieved in resource-based disciplines like Radiography. A questionnaire will be completed to establish what audience thinks is achievable (knowledge-, skills- and attitudes enhancement) when doing service learning.

Audience:

Most appropriate audience: faculty, instructional technologists, those interested in service learning.

Activities:

Experimentation by administering a questionnaire. The activity articulates with the presentation objective: the proposed advantages and characteristics of Service Learning as an alternative teaching methodology.

Summary:

Literature foundation

Service learning promotes students' self-improvement and self-actualization. SL enriches the lives of all students. It promotes personal, social, and intellectual growth, as well as civic responsibility and career exploration. Most students have critical needs in each of these areas that must be met if they are to become successful productive members of enriched society (Duckenfield & Swanson, 1992).

Benefits of SL to students can be classified as follow:

Personal Growth applies to the development of characteristics related to self-improvement and self-actualization.

- Self-confidence and self-esteem
- Self-understanding
- A sense of identity
- Independence and autonomy
- Openness to new experiences and roles
- Ability to take risk and accept challenges
- A sense of usefulness and purpose
- Personal values and beliefs
- Responsibility for one's self and actions
- Self-respect

Social Growth includes the social skills which are necessary for relating to others in society.

- Communication skills
- Leadership skills
- Ability to work cooperatively with others
- A sense of caring for others
- A sense of belonging
- Acceptance and awareness of others from diverse and multicultural backgrounds
- Peer group affiliation

Intellectual Growth encompasses the cognitive skills necessary to enhance academic learning and acquired higher level thinking skills.

- Application of knowledge, relevance of curriculum
- Problem-solving and decision-making skills
- Critical thinking skills
- Skills in learning from experience
- Use of all learning styles
- Development of a positive attitude toward learning

(Duckenfield & Swanson, 1992).

Reciprocity in service learning is created by the "interplay between teaching and learning" (Donahue, Bowyer & Rosenberg, 2003). Reciprocity in SL is often discussed in the literature as a key element but it is not well described by those who participate in the experiences. Jacoby (1996) states that reciprocity is illustrated by all parties involved functioning as both teacher and learner, and without this relationship there is the risk of exploitation of both the community and student. One party alone does not hold all the power in the relationship, rather there is an effort to increase power for all parties involved. Donahue, Bowyer, and Rosenberg (2003) believed that the "constant interplay between giving and receiving, between teaching and learning is viewed as being at the heart of reciprocity in service-learning." The purpose of the study was to assist the faculty educators in helping their students to value reciprocal SL. The researchers found that the participants were able to get "beyond identities" and move "towards affinities" (Donahue et al., 2003) since they had valuable knowledge to share.

Purpose

This pilot study analyzes whether Radiography service learning cultivates reciprocity and personal growth in students.

Methods

Students were divided into five groups, each with their own community. They visited the communities three times during the academic year. Students performed dramatized presentations on mammography-, ultrasound- and DXA information to communities and completed a structured reflection (n= 50) afterwards.

Results

Service Learning enhances the curriculum (76.81% of sample) and reinforces prior knowledge (57.14%). It was a positive experience (80.95%) that challenged (40%) and reinforced (60%) values and beliefs.

Discussion/ conclusions

Service Learning facilitates reciprocity and personal growth. There were a lot of similarities between class work and information found during research. This thus indicates that there should be more integrated use of electronic and additional text resources. Students were able to identify strengths and weaknesses and also indicated how they can be enhanced. Students simplified information to improve own and communities' understanding.

References

- Donahue, D. M., Bowyer, I, & Rosenberg, 2003. Learning with and learning from: Reciprocity in service learning in teacher education. *Equity & Excellence in Education*. 36(1), 15-27.
- Duckenfield, M. & Swanson, L. 1992. *Service Learning Meeting the Needs of Youth at Risk*. National Dropout Prevention Center. pp. 7-9
- Goldberg, L.R. Coufal, K. L. 2009. Reflections On Service-Learning, Critical Thinking, And Cultural Competence. *Journal of College Teaching and Learning*. 6, 6. 39. October
- Hatcher, J. A., & Bringle, R. 1997. Online. Reflection. *College Teaching* 45 (4). Available from <<http://0-web.ebscohost.com/libcat.widener.edulehOstldetail?Vith4&hid 111&sid=e7c 1 d9 8e-97cb-41 79-93df-c98c336d12b4%40SeSsiOnmgrl 02>> Accessed 23 November 2011
- Higher Education Quality Committee South Africa. 2001. *Founding document*. Pretoria: Council on Higher Education.
- Higher Education Quality Committee South Africa. 2004a. *Criteria for institutional audits*. Pretoria: Council on Higher Education.
- Higher Education Quality Committee South Africa. 2004b. *Criteria for programme accreditation*. Pretoria: Council on Higher Education.
- Higher Education Quality Committee South Africa. 2004c. *Framework for programme accreditation*. Pretoria: Council on Higher Education.
- Higher Education Quality Committee/ JET Education Services South Africa. 2007a. *Community engagement in higher education*. Proceedings of the CHE-HEQC/ JET-CHESP Conference on Community Engagement in Higher Education: 3-5 September 2006. Pretoria, South Africa: Council on Higher
- Laplane, N. 2007. *A description of the meaning of reciprocity of undergraduate Baccalaureate Nursing students engaged in Service Learning*. PhD thesis. Widener University
- Nokes, K., Nickitas, D., Keida, R. & Neville, S. 2005. Does Service-Learning increase cultural competency, critical thinking and civic engagement? *Journal of Nursing Education* 44(2): 44-53.

Which one is WRITE for You? Comparing Note-taking Apps for the iPad

Dana Burnside
Wilkes University
84 W. South Street
Wilkes-Barre, PA 18210
dana.burnside@wilkes.edu

Objective:

To share valuable information regarding note-taking apps from both the faculty and student perspectives.

Description:

As our school embarked upon a small-scale iPad initiative, faculty worked together to determine which apps must be required purchases for the student iPads. The faculty set out to find the "best" note-taking app, and this poster highlights the similarities and differences between the most popular note-taking apps: at least, Evernote, Penultimate, and Noterize. We will potentially evaluate one or two more.

The poster will summarize features and display screenshots. Then it will move to pros and cons for each app. Finally, it will include suggestions for instructor use of the app and suggestions for student use of the app.

The poster will also include review and comment quotations from Wilkes University faculty and students.

I will have iPads on hand displaying the note-taking apps if someone would like to "play" a bit at the poster session.

Audience:

Any faculty who work with students who bring mobile devices to class, and/or anyone at a school where they may invest in iPads or iPods for students. Finally, the information is also useful for faculty who use their own mobile devices for note-taking and annotation. These apps can be used for paperless grading.

References

Wilkes University business faculty and students - will be cited on the poster after I interview them.

Note-Taking Apps for the Apple iPad

<http://www.pcmag.com/slideshow/story/265666/note-taking-apps-for-the-apple-ipad>

iPad Note Taking Apps Showdown

<http://www.maclitigator.com/2011/09/22/ipad-note-taking-apps-showdown/>

Best Note Taking Apps for iPad

<http://www.ipadnewsdaily.com/616-best-note-taking-apps-for-ipad-.html>

**We are just at the beginning of this research; we will be consulting many other references that will be included with the poster. The most valuable of those may in fact be the faculty members themselves.

Faculty Bootcamp: Helping Student Veterans to be Successful

Christie Burton
Clayton State University
2000 Clayton State Blvd
Morrow, GA 30260
christieburton@clayton.edu

Objectives:

- Familiarize participants with the current state of student veterans in higher education.
- Discuss research project targeting Military Friendly Schools in the University System of Georgia.
- Offer tips for creating a supportive and conducive classroom atmosphere for student veterans, from syllabus design to teaching techniques.

Audience:

Faculty who teach at all levels, from core courses to upper division, will learn about relevant theories and practical suggestions pertaining to this segment of the student population. This session is for instructors who want to create an inclusive and productive classroom environment.

Activities:

The session will be comprised of three segments: 1) The presenter will discuss key research findings and practical solutions for creating a military friendly classroom. 2) Participants will assess their classroom practices for areas that may benefit from military friendly practices. 3) Participants will be invited to share questions, recommendations and personal experiences or success stories regarding student veterans.

Overview of Veterans in Higher Education

The Veterans Administration reported that in the fall of 2009, 460,000 veterans began their studies at US institutions of higher learning. This figure was expected to grow by 30% each year barring changes in military deployment strategies. At this rate, by fall 2013, roughly 5% of total college enrollment would be students with prior military service (Fields, 2008; ASHE—Tinto, 2011). Bolstering this upward trend is the realigned mission of National Guard and reserve units whose modern role to supplement a smaller active force, increases the number of citizens (students, parents and workers) who participate in active military service.

The fact that many service members enter the military in order to increase their socio-economic outlook and earn money for college, coupled with a generous Federally-funded education benefit system, means that more service members will become students at the conclusion of their military commitments (ASHE—Home Alone, 2011). This projection is supported by data from the American Council on Education (ACE) (2012) which reports that two million veterans of the wars in Iraq and Afghanistan will earn post-9/11 GI Bill educational benefits. Given that current benefit provisions allow transferability under certain circumstances, the presence of military spouses and children is also expected to increase as they take advantage of educational assistance.

Evidence of this growth is already being noticed as colleges have begun to track their military-related student body statistics. In just three years from 2009 to 2012, the average number of military-related students in higher education more than doubled: 201 active/156 veterans in 2009 compared to 453 active /370 veterans (American Council on Education, 2012). Unfortunately, matriculation statistics indicate that many in this population are not finishing their degrees. The VA reports that veterans are using approximately 17 out of their 36 months of post-9/11 educational benefits and only 6% had used their entire 36 months (Field, 2008).

Institutional Response

Retention and persistence is a universal concern across campuses for every group of student however, active duty and veteran students have unique characteristics that may make it harder for them to matriculate. Nearly 75% of institutions responding to a 2009 ACE survey noted that they were aware of veterans' struggle toward degree completion. One of the most obvious derailers is lack of control over one's personal schedule. Having short notice of deployments and unexpected reassignments compromises good attendance as well as sustained performance.

In addition to the disruptions that deployments can bring, cultural readjustment may also be a factor due to loss of military identity or various injuries. Some student veterans, particularly those with combat experience, may find it difficult to readjust to the college environment, experiencing social and cognitive dissonance as they negotiate their new surroundings. Students may find it difficult to overcome bureaucratic hurdles common to higher education. They may also struggle with academic deficiencies that can impede their progress. Physical and psychological challenges also require academic or disability accommodations for some students. This population can also be vulnerable to working too much since educational benefits are often not enough to sustain full-time study. Educational leaders are increasingly recognizing that veterans enter college with definitively different life experiences than their peers and instructors. In response, 54% of institutions in 2012 have cited raising faculty and staff cultural sensitivity as a priority, up from 45% in 2009 (American Council on Education, 2012).

It is important for faculty and administrators to understand and capitalize upon these unique characteristics of student veterans in order to help them to be successful, similar to proven outreach efforts for other special populations like first-generation college students, racial minorities and the disabled. Like other adult learners, student veterans are often more mature than their counterparts and value learning through making applications to real world situations. Much of veterans' training has been hands-on and applied learning experiences are often an area of strength. For those returning to academia, many resume their studies with greater seriousness of purpose, which can produce a stabilizing effect in group assignments and other collaborative classroom activities.

Many student veterans have experienced multiple tours to foreign countries that their peers have only read about and, accordingly, may find that they are more globally and culturally adept. Faculty who recognize this can design instruction and a classroom environment that takes advantage of these valuable perspectives. Greater awareness of the positives brought by this population can complement a campus's broader commitment to diversity and social understanding. (ASHE—Institutional Response, 2011; ASHE—Women Warriors, 2011; ASHE—Crisis of Identity, 2011; ASHE—What Matters to Veterans, 2011; ASHE—Ideas for Self-Authorship, 2011).

Many institutions have responded by adopting teaching strategies that prove beneficial for student-veterans and all students alike. For example, A University of South Dakota webinar offered the following best practices that maximize veterans' applied learning and teamwork experiences (Smith, 2009):

1. Treat absences for service-related absences as you would for athletes and band members.
2. List disability services information in syllabi.
3. Provide scaffolding for longer-range assignments that chunk them into smaller tasks.
4. Provide multiple ways and formats to demonstrate knowledge such as podcasts, lecture notes, video clips, etc.
5. Use hands-on activities or service learning projects, as well as collaborative projects.
6. Do not point out veterans in class or expect them to be the representative for all veterans.

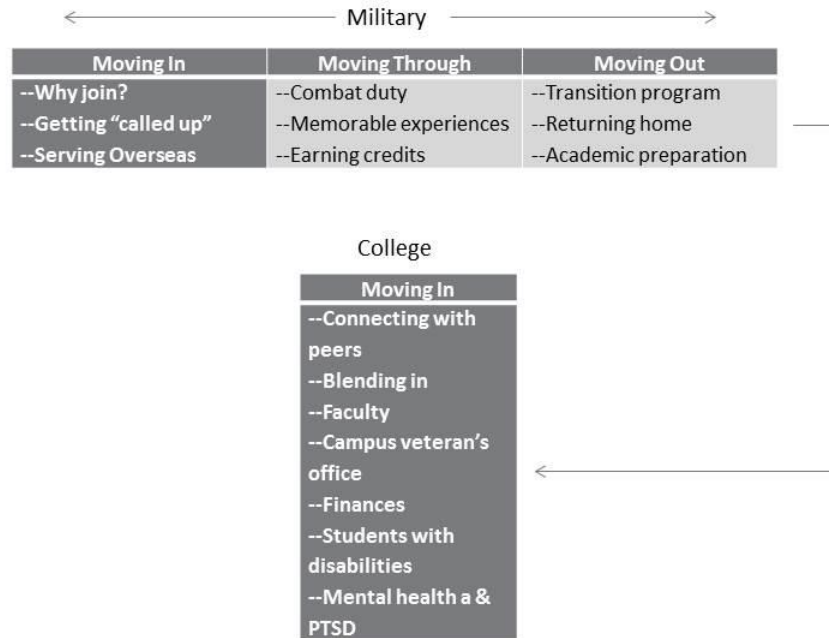
Theoretical Framework

As instructors apply these best practices and other strategies to support student veterans, it is helpful to understand the transition process and why it can hinder successful acclimation. A transition is defined as “any event, or nonevent, that results in changed relationships, routines, assumptions, and roles” (Schlossberg, Waters and Goodman, 1995), wherein those experiencing the phenomenon are often “preoccupied and a little confused” (Sargent and Schlossberg, 1988), even more so for student veterans who have lived through life-altering experiences. Using Schlossberg et al.'s framework, (1995) military transition markers can be described using the following categories: anticipated, not anticipated and nonevents. Those occurrences where military members receive advance notice, like orders for a change in duty station, can be described as anticipated. When service members are given additional duties or unscheduled reassignments while serving in a war zone, these are an example of unanticipated events. Nonevents are anticipated or scheduled events that do not occur, such as when plans to be returned home are cancelled.

A helpful framework for understanding how individuals negotiate transitions is the “Moving In, Moving Through and Moving Out” model by Schlossberg, Lynch, and Chickering (1989). As individuals move across the three phases, they take stock of resources at each phase, evaluate their personal strengths and weaknesses and use coping strategies to help control stress and the meaning of the transition (DiRamio, Ackerman and Mitchell, 2008; Schlossberg et al., 1989). To the extent that veterans and campus professionals understand these phases, student veterans can be supported and encouraged to better manage this process. Figure 1 incorporates both the military and college transition environments (Schlossberg et al., 1989).

Figure 1

Themes of Transition for Student Veterans



Research Study

The presenter received a grant to study student veterans' persistence and self-efficacy at her home institution, which was designated as a "Top Military-Friendly University" in the December 2010 edition of Military Advanced Education magazine. As one of the University System of Georgia's first military-friendly institutions, Clayton State University has a large student-veteran population with over 400 students. The project will explore the persistence and perceptions of student-veterans over a three-year period along the following lines: the factors that are important to participants in selecting a college and which factors support their matriculation; personality factors; attendance patterns; course grades; and graduation rates.

Method and Data Collection

This is a mixed method study using both qualitative interviews and quantitative survey research. Data will be collected using focus group interviews, personal interviews, self-reported grade and attendance data and surveys, using the NEO Five-Factor Inventory-3 (McCrae and Costa, 1989). A convenience sample will be used consisting of students who volunteer and respond to a call for participation sent to members of CSU's Veterans Student Association, announced in the Veterans Affairs newsletter and posted in the Veterans Resource Center. A similar strategy will be used to conduct research at other "military-friendly" USG institutions, with the goal of determining how the University System of Georgia can better serve and support this growing subpopulation of its student body. Research is currently ongoing.

References

- American Council on Education. (2012). *From Soldier to Student II: Assessing Campus Programs for Veterans and Service Members*. <http://www.acenet.edu/news-room/Pages/From-Soldier-to-Student-II.aspx>
- Crisis of Identity? Veteran, Civilian, Student. (2011). *ASHE Higher Education Report*, 37(3), 53-65.
- DiRamio, D., Ackerman, R. and Mitchell, R. (2008). From combat to campus: voices of student-veterans. *NASPA Journal*, 45(1), 73-102.
- Field, Kim. (2009). Cost, convenience drive veterans' college choices. *Chronicle of Higher Education*, 54(46), A1.
- Home Alone? Applying Theories of Transition to Support Student Veterans' Success. (2011). *ASHE Higher Education Report*, 37(3), 7-19.
- Ideas for a Self-Authorship Curriculum for Students with Military Experience. (2011). *ASHE Higher Education Report*, 37(3), 81-91.
- Institutional Response to an Emerging Population of Veterans. (2011). *ASHE Higher Education Report*, 37(3), 95-112.
- Schlossberg, N.K., Lynch, A.Q. and Chickering, A.W. (1989). *Improving Higher Education environments for adults*. San Francisco: Josey: Bass.
- Schlossberg, N.K., Waters, E.B. and Goodman, J. (1995). *Counseling adults in transition* (2nd ed.). New York: Springer.
- Smith, Justin. (2011) *Best Practices in Course Design, Classroom Environment, and Learning Activities*, University of South Dakota Webinar, http://media02.usd.edu/departments_videos/2011/ctl/fides/media/20110923-090954-7/
- Transition 2.0: Using Tinto's Model to Understand Student Veterans' Persistence. (2011). *ASHE Higher Education Report*, 37(3), 95-112.
- What Matters to Veterans? Peer Influences and the Campus Environment. (2011). *ASHE Higher Education Report*, 37(3), 21-33.
- Women Warriors: Supporting Female Student Veterans. (2011). *ASHE Higher Education Report*, 37(3), 69-80.

Project Starfish: Incorporating Social Justice in the Classroom from a Learner-Centered Perspective

Allison Buskirk-Cohen
Delaware Valley College
700 East Butler Avenue
Doylestown, PA 18901
Allison.Cohen@delval.edu

Objectives:

After engaging in this session, participants will be able to:

1. Define social justice and explain its relevance in the classroom environment;
2. Demonstrate an understanding of related concepts of civic responsibility, social responsibility, service learning, and moral education;
3. Determine appropriateness of application to own disciplines and/or courses.

Audience:

This teaching session will be beneficial to instructors of all levels and all disciplines.

Activities:

During this presentation, participants will:

1. Review a learner-centered assignment with a social justice focus;
2. Analyze sample student work from that assignment;
3. Discuss application to own disciplines; and
4. Analyze benefits and challenges of incorporating social justice work in the classroom.

Description:

Years ago, John Dewey advocated that schools needed to "emphasize the need for democratic citizens to understand and consider the welfare of society as a whole" (Kenny & Gallagher, 2002, p.18). Do today's students understand how to do this?

The concept of social justice is hardly new, yet it is experiencing a resurgence of interest. It involves concepts of human dignity and equality with an understanding of societal institutions and systems (Zajda, Majhanovich, & Rust, 2006). Social justice finds roots in religion, philosophy and politics. This interactive teaching session demonstrates one way in which social justice may be incorporated into a course from a learner-centered perspective.

For an Adolescent Psychology course, students were assigned to work in small groups and create a video about the topic of their choice relevant to the lives of adolescents. They were required to research relevant organizations and to conduct interviews with people about this topic. Students were to determine on their own which information to include in their final video and how to portray it.

Research tells us that students learn more and have a deeper understanding when they apply course content to a meaningful, interesting learning experience (Lambright, 2008). A social justice project, specifically, focuses students' attention on the systems that support or hinder

aspects of development. A deep immersion and understanding of the community allows students to learn how it functions (Branan, 2008).

Sample videos will be shown, with the presenter facilitating a discussion of benefits and challenges. Participants will identify ways to infuse social justice projects in their own disciplines and/or courses.

References

Branan, N. (2008). Lending a helping hand. *International Educator*, 17(1), 34-41. Retrieved from <http://www.stor.org/stable/2943981>

Kenney, M. & Gallagher, L. (2002). Service learning: A history of systems. In M. Kenney, (Ed.), *Learning to serve, Promoting civil society through service learning* (pp. 15-29). Norwell, MA: Kluwer Academic Publishers.

Lambright, K. T. (2008). Lessons outside of the classroom: Examining the effectiveness of service learning projects at achieving learning objectives. *Journal of Public Affairs Education*, 14(2), 205-216.

Zajda, J., Majhanovich, S., & Rust, V. (2006). *Introduction: Education and social justice. International Review of Education*, 52, 9-22.

Feedback or Electronic Feedback: Instructors Write it. Do Students Use it to Improve Their Learning?

Ni Chang
Indiana University South Bend
1700 Mishawaka Ave.
South Bend, Indiana 46634
nchang@iusb.edu

Objectives:

Participants will be able to

- examine reasons behind providing feedback or e-feedback
- explore some relevant studies pertinent to students' perceptions of feedback or e-feedback
- acquire concepts regarding characteristics of feedback or e-feedback favored by students
- gain ideas and knowledge of ways to benefit student learning with the use of feedback or e-feedback

Audience:

This session will be useful and helpful for faculty who teach online, hybrid, as well as face-to-face courses. It may also be beneficial for administrators who would like to assist faculty in facilitating student effective learning.

Activities:

The presentation itself will be interactive, as it will depart from a monologue style of imparting information. The participants will be actively engaged in raising questions and making comments on topics being addressed. In addition, the interactive communication and participation will also include the following activities,

- (1) Prior to the presentation, the presenter will ask the participants to share
 - (a) what they have done in offering feedback or e-feedback,
 - (b) what perceived problems are in relation to the provision of feedback,
 - (c) how they have tackled the identified problems, and
 - (d) what their conclusions are.
- (2) During the presentation, the presenter will maintain the participants' active involvement by questions.
- (3) At the end of the presentation, the presenter will ask the participants to share their renewed understandings of the provision of feedback or e-feedback on students' assignments, and what they might do differently in their online, hybrid, or face-to-face courses so that students may make best use of feedback to improve student learning.

Description:

Feedback is important to student learning (Ferguson, 2011; Krause & Stark, 2010) regardless who students are and where they are from. Krause and Stark sampled 2,137 university students and found that students learned better with feedback.

To help students improve learning, instructors do spend time providing feedback on hardcopies of students' assignments (handwritten feedback) while others keyboard and send feedback electronically to students (electronic feedback). The National Union of Students (NUS) Survey (2008) reported that 85% of respondents did receive written comments. However, despite time and work exerted by instructors to offer students feedback, some students did not pick up feedback while others simply gave a quick glance to grades before slipping their assignments into backpacks (Wojtas, 1998 in Higgins, Hartley, & Skelton, 2001). Wojtas furthered, "Some students threw away the feedback if they disliked the grade, while others seemed concerned only with the final result and did not collect their marked work" (p. 270). It appears that students do not appreciate the time and effort exerted by instructors to provide feedback on their assignments. In short, the discontent seems prevalent, as it has been commonly noted by the NUS Survey, Higher Education Funding Council for England (2007) and Quality Assurance Agency for Higher Education (2007). However, according to Siew (2003), there is ever increasing demand for feedback from students.

The contradiction seems to deliver a message that students want to do better in their academic work. But it seems there are some hurdles that prevent students from consciously improve their assignments' quality with the use of feedback. Hence, some students still repeat mistakes already identified by instructors in previous assignment reviews across a semester (Weimen, 2012).

Then, how can instructors encourage and guide students to make use of feedback? Before getting to this point, I think it would be helpful if we look at reasons behind students' dissatisfaction with feedback. Some students note that they are discontent with feedback, because feedback returns to them late (Winter & Dye, 2004). It is thus not helpful for them to engage in improvement, as they have already moved on to new areas of study. Discontent among students with the quality of instructors' feedback is also the root of students' dissatisfaction. After surveying 465 graduate students and 101 undergraduate students at a major Australian university, Ferguson (2011) substantiated that feedback failed to play the role as it was expected. Price, Handley, Millar & O'Donovan (2010) also observed that students felt feedback given on assignments was often vague and ambiguous, making it hard to follow. Additionally, students complained that feedback was overly negative. Some feedback is even not useful to students, as it only adjusts why certain points are deducted (Weimer, 2012). These reasons are less likely to encourage students to act on feedback to improve the quality of their subsequent assignments. Then, how can instructors encourage and guide students to make use of feedback? What kind of feedback instructors write may be useful for students to improve their learning?

This presentation will offer the answers to the questions with the findings from the presenters own study conducted in 2009 and with additional relevant research findings and literature. In addition, the term of "feed-forward" will also be introduced and analytically explained as to how this strategy may encourage students to use instructors' comments to improve their learning. All in all, this presentation will take a close look at strategies that instructors may consider employing, when spending time writing feedback on students' assignments in order to encourage and guide students to act on it to enhance their learning.

References

- Chang, N. (2011) Pre-Service teachers' views: How did e-feedback through assessment facilitate their learning? *Journal of the Scholarship of Teaching and Learning*, 11(2), 16-33.
- Ferguson, P. (2011). Student perceptions of quality feedback in teacher education. *Assessment & Evaluation in Higher Education*, 36(1), 51-62.
- Higgins, R., Hartley, P. and Skelton, A. (2001). Getting the message across: The problem of communicating assessment feedback, *Teaching in Higher Education* 6(2), 269-274.
- Higher Education Funding Council for England. (2007). *Annual national student survey*. Retrieved from <http://www.hefce.ac.uk/news/hefce/2007/nss.htm>.
- Hong, K. S. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. *Internet and Higher Education*, 5, 267-281.
- Krause, U. & Stark, R. (2010). Reflection in Example- and Problem-Based Learning: Effects of Reflection Prompts, Feedback and Cooperative Learning. *Evaluation & Research in Education*, 23, 4, 255-272.
- National Union of Students (NUS) (2008). *Student Experience Report*. Retrieved from http://www.nus.org.uk/PageFiles/4017/NUS_StudentExperienceReport.pdf 10.15.11
- Price, M., Handley, K., Millar, J. and O'Donovan, B. (2010). Feedback: all that effort, but what is the effect? *Assessment & Evaluation in Higher Education*, 35, 3, 277-289.
- Quality Assurance Agency for Higher Education. (2007). *Enhancing practice*. Retrieved from <http://www.enhancementthemes.ac.uk/documents/IntegrativeAssessment/IAManaging.pdf>.
- Race, P. (n.d.). *Using feedback to help students to learn*. The Higher Education Academy.
- Siew, P. F. (2003). Flexible on-line assessment and feedback for teaching linear algebra. *International Journal of Mathematical Education in Science & Technology*, 34(1), 43-52.
- Young, A., & Norgard, C. (2006). Assessing the quality of online courses from the student's perspective. *Internet and Higher Education*, 9, 107-115.
- Weimer, M. (2012). *Getting students to act on our feedback*. Faculty Focus, Retrieved from http://www.facultyfocus.com/articles/teaching-professor-blog/getting-students-to-act-on-our-feedback/?utm_source=cheetah&utm_medium=email&utm_campaign=2012.03.05%20-%20Faculty%20Focus%20Update

Winter, C., & Dye, V. L. (2003/2004). *An investigation into the reasons why students do not collect marked assignments and the accompanying feedback*. Center for Learning and Teaching. Retrieved January 21, 2011, from www.wlv.ac.uk/celt

Cognitive Cartography: Concept Mapping as a Tool to Support Problem Solving and Meaningful Learning

Margaret Cheatham
University of Cincinnati - Blue Ash
9555 Plainfield Rd.
Cincinnati, OH 45236
margaret.cheatham@uc.edu

Objectives:

During this session, participants will:

- a) share ways in which concept mapping can be used to help students engage in problem solving and meaningful learning in individual and collaborative environments.
- b) work with other session participants to develop a concept map.
- c) discuss potential benefits and challenges of incorporating software-based concept mapping into the curriculum.

Audience:

This session will benefit faculty who are looking for ways to help students engage in meaningful learning in face-to-face and/or online environments.

Activities:

Participants will engage in the following activities:

- a) concept map development
- b) discussions with other attendees about ways in which concept mapping can be incorporated in a variety of curricular areas
- c) discussions with other attendees about the benefits and challenges of adding yet another technology tool to the classroom environment

Description:

Concept mapping is a strategy which can be used to help students organize their thinking, identify important concepts, and visualize the relationships between and among concepts. Moreover, concept maps can be used by instructors to identify students' misconceptions and to evaluate conceptual change over time. (Novak & Gowin, 1996; Novak, 2012) While concept mapping has traditionally been used primarily in the sciences, this pedagogical tool can be used in nearly every discipline to support students' construction of knowledge and instructors' assessment of student learning. (Novak & Gowin, 1996; Moon, 2011; Novak, 2012) This session will focus on the uses of concept mapping to engage students in the learning process, as well as strategies for using concept maps to assess conceptual change.

During the session, I'll share my experiences with concept mapping software - IHMC CmapTools - and will describe how I use the Cmap Tools software and a public Cmap server to facilitate collaborative learning in both face-to-face and online courses. I'll also share examples of concept maps developed by students in three different disciplines: radiologic technology, early childhood education, and business. Possibilities for using the Cmap Tools software to develop

"knowledge models" (or course portfolios) that consist of concept maps with attached course artifacts (documents, images, videos, and so on) will also be explored.

References

CmapTools - Home Page Cmap.html. Retrieved March 12, 2012, from CmapTools Home Page:
<http://cmap.ihmc.us/>.

Moon, B. (2011). *Applied Concept Mapping: Capturing, Analyzing, and Organizing Knowledge*. (VitalSource Bookshelf), Retrieved March 5, 2012 from VitalSource.com:
<https://store.vitalsource.com/show/9781439877654>.

Novak, J. (2010). *Learning, creating, and using knowledge: Concept maps as facilitative tools in schools and corporations* (2nd ed.). New York, NY: Taylor & Francis.

Novak, J.D. & Gowin, D.B. (1996). *Learning how to learn*. New York, NY: Cambridge University Press.

Collaboration and Immersion Discover Best Practices in the Virtual World of Second Life

Sharon Collins
East Carolina University
Emerging Academic Initiatives
Greenville, NC 27858
collinss@ecu.edu

Maureen Ellis
East Carolina University
Business and Information Technologies Education Department
Greenville, NC 27858
ellism@ecu.edu

Patricia Anderson
East Carolina University
Department of Curriculum and Instruction
Greenville, NC 27858
andersonp@ecu.edu

Objectives:

During this presentation, participants will:

- a) Engage in self-reflection and discussion about prior experiences in real life or Second Life where collaborative activities were successful and meaningful;
- b) Consider strategies for collaboration that have been workable in promoting effective collaboration;
- c) Review strategies useful for collaboration in Second Life settings; and
- d) Consider options for enhancing and promoting collaborative events and activities within Second Life.

Audience:

This presentation will be beneficial for faculty members who teach courses in Second Life, for support personnel who promote the use of Second Life, and for students who are learning and communicating with the Second Life environment.

Activities:

This presentation will include the following activities:

- a) Participants will complete a brief survey asking them to reflect on prior experiences in "real life" and in Second Life where collaborative activities were successful and meaningful;
- b) Presenters will discuss strategies for collaboration that have been proven effective in Second Life settings; and
- c) Participants will consider application of these options for enhancing and promoting collaborative events and activities within Second Life.

Description:

Second Life is one medium for instructors and students to communicate, socialize, and interact in a globalized, networked world (Inman, Wright, & Hartman, 2010). A fundamental element of Second Life is the opportunity for real time collaboration in an immersive, 3D rich environment regardless of a user's geographical distance, allowing the user to more readily engage with the experiences as disclosed in real time. An avatar, the heart of the immersive Second Life experience, facilitates movement, choice, and interaction within the virtual environment (Gazzard, 2009).

New opportunities for real time collaboration in this immersive environment have resulted, regardless of the user's geographical distance, allowing users to engage with the virtual experiences as they are divulged in real time (Gazzard, 2009). John Lester, past Community in Education Manager at Linden Lab and the Creator of Second Life, emphasized that there is a real human being behind every avatar and the people are very real. It is critically important that Second Life users remember that while the people are the same, the medium is different (Wong, 2006).

Second Life offers opportunities for faculty and students to build/create a virtual community. This community setting can be a "physical" place such as a class meeting space but can also be an emotional "construct" created via the Second Life technology and overall experience (Inman, Wright, & Hartman, 2010). The virtual community can thrive, feel stress, promote support for individuals, and function much as they would within a non-technology based "brick and mortar" environment. An effective Second Life facilitator will help to maximize the concept of community with many opportunities for development of this important aspect of learning and building.

Collaborative opportunities not afforded by traditional online communication tools, encourage global interaction and cross-cultural partnerships across the world (Wang & Braman, 2009). Second Life works to foster and encourage student communication, collaboration, and social interaction (Inman, Wright, & Hartman, 2010). Students have opportunities to work together in unique ways on unique experiences; these will increase as more users take advantage of the Second Life or other virtual environments and create even more simulated and collaborative experiences.

Second Life offers prospects for new types of collaborative and participative learning. According to Antonacci and Modaress (2005), virtual environments such as Second Life offer the ideal setting for collaboration, social construction of understanding, making meaning, and reflection on processes required for learning. The very nature of Second Life is collaborative (Dalgarno & Lee, 2010); the virtual world can promote many types of supportive peer collaboration and collaborative assignments (De Frietas, et al., 2010; Eschenbrenner, Nah, & Siau, 2008). There is an increased opportunity for communication and expressions in ways that students may have been incapable of previously in different settings (Falloon, 2010). Integrating Second Life into the post-secondary classroom opens doors to attract the 21st Century, digital natives who bring innovative and diverse learning styles. Emphasizing the Constructivist theory where learners create their own meaning, Second Life supports real world tasks; by utilizing these authentic tasks, learners can explore, solve problems, construct new meanings, and collaborate in a myriad

of ways (Wang & Hsu, 2009). As explained by Zhao, Sun, Hu, and Zhu (2009), since emotion forms through social activities, the real learning situation helps students to develop emotion which promotes the act of Constructivist learning. Alternative forms of education become more feasible in Second Life where learners become engaged in student-centered activities such as problem-based learning (Inman, Wright, & Hartman, 2010).

References

- Antonacci, D. M., & Modaress, N. (2005). Second Life: The educational possibilities of a massively multiplayer virtual world (MMVW). Paper presented at the Kansas Technology Leadership conference. Retrieved from <http://www2.kumc.edu/tlt/SecondLifeEDUCAUSESW2005/SecondLifePresentationOutline.htm>
- Dalgarno, B., & Lee, M. (2010). What are the learning affordances of 3-D virtual environments? *British Journal of Educational Technology*, 41(1), 10-32.
- De Freitas, S., Rebolledo-Mendez, G., Liarokapis, F., Magoulas, G., & Poulouvassilis, A. (2010). Learning as immersive experiences: Using the four-dimensional framework for designing and evaluating immersive learning experiences in a virtual world. *British Journal of Educational Technology*, 41(1), 69-85. doi:10.1111/j.1467-8535.2009.01024.x
- Falloon, G. (2010). Using avatars and virtual environments in learning: What do they have to offer? *British Journal of Educational Technology*, 41(1), 108-122. doi:10.1111/j.1467-8535.2009.00991.x
- Gazzard, A. (2009). Teleporters, tunnels & time: Understanding warp devices in videogames. *Proceedings of the Digital Games Research Association (DiGRA)*. London, UK: Brunel University.
- Inman, C., Wright, V. H., & Hartman, J. A. (2010). Use of Second Life in K-12 and higher education: A review of research. *Journal of Interactive Online Learning*, 9(1), 4463.
- Leonard, L., Withers, L. A., & Sherblom, J. C. (2011). Collaborating virtually: Using Second Life to teach collaboration. *Communication Teacher*, 25(1), 42-47.
- Palloff, R., & Pratt, K. (2005). Learning together in community: Collaboration online. *Proceedings 20th Annual Conference on Distance and Teaching and Learning*. University of Wisconsin, Madison, Wisconsin, August, 2005.
- Stoerger, S. (2010). Creating a Virtual World Mindset: A Guide for First Time Second Life Teachers. *The Journal of Distance Education*, 24(3),
- Wang, Y., & Braman, J. (2009). Extending the classroom through Second Life. *Journal of Information Systems Education*, 20(2), 235247.

- Wang, S., & Hsu, H. (2009). Using the ADDIE Model to design Second Life activities for online learners. *TechTrends*, 53(6), 76-81. doi:10.1007/s11528-009-0347-x
- Wong, G. (Executive Producer). (2006, Nov. 13). *Educators explore Second Life online* [Television broadcast]. CNN.
- Yee, K. & Hargis, J. (2010). *Jumping head first into Second Life for higher education*.

I Have Been Bullied, Objectified, and Mistreated: Three Minute Ego Boosters

Christina Cooper
Chaminade University
3140 Waialae Avenue
Honolulu, Hawaii 96816
christinak.cooper@gmail.com

Carolyn Kuriyama
Chaminade University
3140 Waialae Avenue
Honolulu, Hawaii 96816
ckuriyam@chaminade.edu

Wayne Tanna
Chaminade University
3140 Waialae Avenue
Honolulu, Hawaii 96816
wtanna@chaminade.edu

Objectives:

- Identify students who are in crisis
- Understand the importance of personifying and objectifying
- Instill motivation to create new ideas for keeping the classroom alive

Audience:

All teaching professionals including kindergarten, grade school, high school, junior college, and university instructors and professors.

Activities:

- Hear stories From a Students Perspective who have gone through tough experiences
- Engage in a Personifying and Objectifying activity
- Reflect on how YOU can make a difference in your classroom in just 3 minutes

Description:

Growing up, I've experienced an abusive relationship, eating disorder, and attempt of suicide. I felt alone in my struggles to finding myself. President Obama addressed this problem to our nation last year. He stated, "No child should feel that alone. We've got to make sure our young people know that if they're in trouble, there are caring adults who can help and young adults that can help." This presentation is based on the student's perception of being in the classroom, integrated with the teacher's will to make a difference. The question is, "How do we get these young people and caring adults to help?" Just like education, I believe it starts in the classroom. From my own experiences, I can say that my teachers had the chance to make an impact on me, but never did they care enough to help.

I wanted to start with children in grade school, helping to build their self-esteem through activities. I wanted them to have a stronger sense of themselves so when they did face a tough experience like I did, they wouldn't fall so far. I wanted to make some sort of change, but didn't know how. Never did I experience compassion from a teacher until I took an interpersonal communications class at Chaminade University. In this course, I learned about empathy, personifying and objectifying people, and the importance of opening up. This is where I knew I had to share these lessons with every single person around me.

The solution: "Three minute ego boosters." According to Izzo (2011), "The average number of hours U.S. teachers spend per year on instruction is 1,097" (para. 1). In fact, teachers spend about 8 hours a day and 5 days a week with each student. They are the key to motivating students. "Three minute ego boosters" is what we, Chaminade University, propose to help build a student's self-esteem.

We begin with the personifying and objectifying activity. This idea was developed by a professor through taking 3 minutes out of her lecture each day to talk to her students in hopes of building a small connection with them. From this professor's experience, she has seen the impact it makes, and she has used it in class for quite some time. In addition, we are also pairing the students in groups so they can brainstorm ways to personify, rather than objectify their classmates in those three minutes. Each morning, teachers come up with questions to ask students that will engage them to open up and share their feelings.

A determined student and two highly educated professors would like to share more of their ideas in hopes of changing the use of a classroom. Rather than just knowledge, compassion can be brought into class. Each day, an estimated 160,000 students in the US refuse to go to school because they dread the physical and verbal abuse of their peers (Bullying, 2012). Bully victims are between 2 to 9 times more likely to consider suicide than non-victims (Bullying-Suicide, 2009). While it may take a day to be bullied and hours to contemplate suicide, it takes 3 minutes to make a difference.

References

- Yale University, Office of Public Affairs (2009). *Bullying-Suicide Link Explored in New Study by Researchers at Yale*. Retrieved March 5, 2012 from <http://www.bullyingstatistics.org/content/bullying-and-suicide.html>
- American SPCC (2012). *Bullying*. Retrieved March 5, 2012 from <http://www.americanspcc.com/education/bullying/>
- Izzo, Phil (2011). *Number of the week: US teachers' hours among world's longest*. Retrieved March 5, 2012 from <http://blogs.wsj.com/economics/2011/06/25/number-of-the-week-u-s-teachers-hours-among-worlds-longest/>

A case study of a Japanese-Finnish university online academic writing collaboration

David Dalsky
Kyoto University
Center for the Promotion of Excellence in Higher Education
Kyoto, Japan 606-8501
david.dalsky@gmail.com

Mikel Garant
University of Helsinki
PL 24 (Unioninkatu 40), B623
Helsinki, Finland 00014
mike.garant@helsinki.fi

Poster session: research

Introduction

The Internet has changed many aspects of people's lives such as the way people communicate via email and chat rooms and the way that information is found and shared with collaborative online encyclopedias such as Wikipedia. With Web 2.0, the Internet has changed the way people interact with information in a social context. Sites like YouTube, Facebook, and Twitter, for example, are platforms for media such as videos and photos, or texts of information that are provided by the users and then shared in a social network.

With the rise of this social media, the expanding influence in the workplace (see Tapscott & Williams, 2008), and the mass amount of information on the Internet, educators have argued that instead of memorizing, recalling, and knowing information, it is more critical for students to be able to analyze, share, discuss, find, sort, and create information (Bonk, 2009; Tapscott, 2009; Wesch, 2009). To put it succinctly, "students need to move from being simply knowledgeable to being knowledge-able" (Wesch, 2009).

An academic writing class is one environment where student-centered instruction and critical thinking play an integral role in the learning and teaching process (Elbow, 2000). In order for the students to produce high quality papers, it is likely the role of the teacher to be a facilitator of critical thinking and writing rather than a purveyor of knowledge (Bean, 2001). Indeed, searching for information, evaluating information, and collaborating with others on the Internet in order to find credible sources might be a key component in such a course.

It follows that experiential learning or learning-by-doing (see Dewey, 1938; Gibbs, 1988; Kolb & Kolb, 2005) is a fundamental concept in education that is especially useful to describe the experience of the students discussed in this paper. Kolb's (1984) experiential learning cycle, for example, is based on cycles of learning in which students begin with a concrete experience, move on to reflective observation then abstract conceptualization, and finally, active experimentation.

In the present study, students from Finland and Japan had the concrete experience of transnational communication with English as a lingua franca through email, chat rooms, and an online word processor. The students were able to reflect on these intercultural experiences and, based on these experiences, form abstract conceptualizations that help them broaden and deepen their intercultural understanding of the differing cultural values that may have been responsible for any difficulties in cross-cultural communication. The possibility of experimenting through communication channels when some channels were not working to develop more concrete experiences then cycled back to more observation and the learning cycle continued. It was through this theoretical experience that the students in the present study produced collaborative international papers.

Research Questions:

The research questions for this exploratory case study were the following:

1. Is it possible for students to successfully complete a research paper in a second language through an international collaboration via the Internet?
2. Who would benefit from the collaboration and how? The two groups of students in the study were the younger Japanese students in the academic writing course and the more advanced Finnish students who were enrolled in a cross-cultural communication course.
3. Can online transnational communication be used to enhance intercultural understanding through the content of the papers?

Moreover, as this was the first time to attempt such an international collaboration, we were interested in finding out what problems and difficulties may arise.

Method

Two classes collaborated on this international project. In Japan, the students were members of an English academic writing class of second-year students at Kyoto University. There were 15 students in the class and all of them were Japanese. In Finland, there were 15 students enrolled in a cross-cultural communication class at the University of Helsinki including two Russian students. In both countries four students dropped out of the course so in the end 11 papers were submitted in each country. The students were asked to collaborate on a research paper in pairs. Instructions for the students were to write a paper about some aspect of culture from the Japanese perspective and from the Finnish perspective of at least 1000 words. The online word processor, Google Docs was used for their collaboration.

As this was the first time for the instructors to conduct such an international collaboration, the students encountered some difficulties about the nature of the assignment. For example, in an email correspondence with her Japanese partner, one Finnish student wrote:

Thank you for replying so soon. I have talked to some friends of mine who are taking this cultural studies course, and judging by our experiences with this whole project it seems that there are some communication problems between our teachers. It seems that people have received very different instructions in Finland and Japan... So I thought it would probably be good if we both

told each other which instructions we've received. I think I'll also send an e-mail to my teacher and ask him what we should do.

Other students seemed to have no problems with the instructions and began to discuss the contents of the paper. For example, in the following email from a Finnish student to her Japanese partner, there is some discussion about the clarification of the content of the paper:

Before we settle on a specific topic shouldn't we think about the composition of the paper? Our teacher suggested that we make a comparative paper that states the views on a selected issue from both Japanese and Finnish viewpoints.

Moreover, some students attempted to communicate through other electronic means such as chat rooms. For example, one Finnish student wrote to her Japanese partner:

I hope you'll find the time to answer me soon so that we could get started with working on the paper. In the meantime, I thought I would ask if you have MSN Messenger. If you do, we could perhaps arrange some time so that we could talk about the paper in real time, which would probably be more efficient than just sending e-mails to each other. If you are a Messenger user, you can add me to your contact list.

In the previous examples one can see useful and constructive cooperation between the course participants. This was not always the case as one Finnish student put forth:

My partner was not very co-operative either, we both just pretty much wrote our parts and then just glued them together. He had written the whole thing before he even contacted me! But, no excuses, I guess I just should have been a bit firmer with him/her

Here the student says that there was not really any cooperation between Finland and Japan in the true sense. Another interesting feature of the previous quote is that the Finnish student was not sure if her partner was a boy or a girl because of unfamiliarity of Japanese names.

Results

It can be said with confidence that three of the 11 teams were successful in their intercultural collaboration and produced high quality papers. In most of these cases, the Finns helped the Japanese with their academic writing. For example, in one case, a Finn wrote to a Japanese the following:

On the whole this essay looks ok, but it has some small issues that you could consider. I've understood that in this course you're practicing to write academic texts, and I've already done a course like that, so I can give you some hints, if you don't mind.

A Finn also gave evidence leading to intercultural understanding and advice about particular features of the paper, for example:

One thing I noticed has to do with references. I don't know how you've been taught to write down Internet sources, but we were told we should also include the date we read the web page in the source information. As for the effect two-way communication has on education, I'd say you're probably right. If students don't get the opportunity to express their opinions, it could cause motivational issues. Lately, there's been a lot of discussion in Finland about how school children, especially boys, have problems in class, partly because they feel that they aren't allowed to express themselves. Even though the Finnish education system is described as student-centered, I think it could be made even more so, and one possible way to do this would be through increasing two-way communication in class. There are no references, though. Where did you get all that information from? Then we need to come up with a title and also do something about the structure, come up with sub-titles or something, just list like 1)[block of text] 2)[block of text] and 3) [block of text] isn't really very academic style.

Finally, the students in this successful group expressed their enthusiasm as seen in this email from a Japanese to a Finn:

We finished the paper! Thank you for pointing out the problems in my paper. It is difficult for me to write academic paper since there are many rules. Thank you for teaching me.

Four out of the 11 pairs produced acceptable papers and the following are telling pieces of their email correspondence:

I decided to write my text after yours instead of combining my text and yours into one entity, because I didn't agree with everything you said and because there were also some parts I didn't understand. For example, I don't know where you've gotten your examples about Finnish education... Also, you don't have any references in your text (I did my part rather informally too, but at least I marked the references in the text), you just had a list of references at the end. Usually you mark them in the text, like this: According to Anna Hyrsky, this is the correct way to reference to previous study (Hyrsky 2011: 1) (the last number indicating the page of the book/whatever).

Finally, four of the 11 final papers were done independently and the following comment from one student describes one situation:

Please note that in spite of my attempts, my Japanese partner hasn't contributed to this essay at all. I have no idea what happened to him. This is my part only, as my partner has done his part also separately long time ago.

Discussion

One of the original reasons the instructors decided to create this project was that we hoped it would motivate the students. Basically, we thought that communication with students on the other side of the world would be fun. Was it? For the students who did good and acceptable cooperation and papers, it probably was motivating. For the others, probably not. One-third of the group could not complete the task of writing a paper with their respective partner. This leads to

the question of why? It appears that these students were unwilling or unable to cooperate across translational boundaries.

How could this be remedied in follow up classes? Perhaps initial contact with the foreign partner could be done during class time. This may be problematic because of time differences. In many Finnish universities, there are regulations that forbid Skype from being installed on university computers. One solution is to have the learners bring their own laptops and use them via the university wireless system.

The Finnish students complained a lot initially that the Japanese students did not respond to their emails. Why? The Japanese students were told to contact their Finnish partner by the next class and maybe they waited until the last minute. Some students claimed they never actually made contact with their perspective partner. Perhaps more structure would make this run more smoothly. For example, setting deadlines for specific pieces of the paper such as the introduction, main body section, conclusion, and list of references.

Both Finns and Japanese will be working in international environments where concrete transnational interaction is necessary. Indeed, there may be a need for more classes such as the one described in this paper to encourage collaborative learning and teamwork in a globalized world.

References

- Bean, J. C. (2001). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.
- Bonk, C. J. (2009). *The world is open: How web technology is revolutionizing education*. San Francisco: Jossey-Bass.
- Dewey, J. (1938). *Experience and Education*. New York: Macmillan.
- Elbow, P. (2000). *Everyone can write: Essays toward a hopeful theory of writing and teaching writing*. New York: Oxford University Press.
- Gibbs, G. (1988). *Learning By Doing: A guide to teaching and learning methods. Further Education Unit*. Oxford Polytechnic: Oxford.
- Kolb, D. A. (1984). *Experiential Learning: experience as the source of learning and development*. New Jersey: Prentice-Hall.
- Kolb, A. & Kolb, D. A. (2005). *Learning styles and learning spaces: Enhancing experiential learning in higher education*. Academy of Management Learning and Education, 4(2), 193-212.
- Tapscott, D. (2009). *Grown up digital: How the net generation is changing your world*. New York: McGraw-Hill.

Tapscott, D., & Williams, A.D. (2008). *Wikinomics: How mass collaboration changes everything*. New York: Penguin Group.

Wesch, M. (2009). *From knowledgeable to knowledge-able: Learning in new media environments*. Academic Commons. Retrieved January 15, 2012, from:
<http://www.academiccommons.org/commons/essay/knowledgable-knowledge-able>

Teaching for the Generations

Beverly Davis
Purdue University
5500 State Road 38 East
Lafayette, IN 47903
bevjd@purdue.edu

Michele Summers
Purdue University
5500 State Road 38 East
Lafayette, IN 47903
msummers@purdue.edu

Session Purpose

- To discuss the four generational groups
- To discuss generational values and historical events that informed those values
- To have participants reflect on generational differences by exploring own generational values
- To explore the potential utilization of generational values in teaching any course or discipline

Introduction

For the first time in history, organizations today consist of four generations working together interdependently. As demographic diversity has changed, leaders should recognize the fact that each generation is shaped by similar values and these generational values determine perspectives and attitudes and alter expectations. With effective leadership, this generational diversity can be utilized to allow for cohesion and increased productivity.

The purpose of this conference discussion session will be to share leadership projects from a leadership course at Purdue University. The course, Human Behavior in Organizations, is a foundational course in the Organizational Leadership Program in the College of Technology. Course sessions have been designed so that students are responsible for a generational group throughout the semester. These generational groups become "the experts" on their assigned generational group and share this information throughout the semester as organizational behavior topics are discussed. Students are assigned one of the following four generational groups:

- Generation Y (Millennials): Born between 1977 and 1994
- Generation X: Born between 1965 and 1976
- Baby Boomers: Born between 1946 and 1964
- Traditionalists: Born before 1945

As this course progresses, generational groups must share generational perspectives on such topics as motivation, leadership and organizational structure. Generational value systems become evident as diverse perspectives are shared on these important topics in a course on human behavior. At the end of the semester, each generational group creates a "leadership manual" or guidebook instructing contemporary leaders on best practices when interacting and leading this generational group. A presentation is also shared on the last day of the semester.

During this conference session, generational information will be shared and discussed. In addition, student projects will be shared and instructor experiences and recommendations will be shared with participants.

The facilitators of this session will use an abbreviated application of this generational teaching approach so as to actively engage participants as potential students in the classroom. From this experience, attendees will learn how to use this teaching technique with their own students.

Audience

This workshop would be of interest to instructors of all disciplines. Any instructor who wishes to add new techniques to the class experience will enjoy this session.

Workshop Format

This interactive workshop is designed to allow participants to discuss the topic of generational cohorts and learn how generational values determine human behaviors and relationships in the classroom and workplace. Participants will explore their own and other generational values. Attendees will also experience and learn how to use this information when teaching any topic or discipline in the classroom. Presenters will share student projects and share experiences and recommendations for successful implementation.

- 5 minutes: Introduce presenters and topic
- 15 minutes: Participants form generational groups and discuss generational questionnaires
- 15 minutes: Presenters will share generational information from student projects from classroom and discuss participant questionnaire responses
- 10 minutes: Small groups will discuss how this technique could be utilized in participants' own disciplines
- 5 minutes: Presenters conclude and summarize team discussions.

Presentation Equipment and Room Set-up

Presenters will bring own laptop and will need a room with a projector/screen, flip chart, and moveable chairs and tables if possible

First Impressions: Enhancing Student Learning and Classroom Effectiveness on the First Day of Class

Stephanie deLuse
Arizona State University
Barrett, the Honors College
Tempe, AZ 85287-1612
stephanie.deLuse@asu.edu

Objectives:

During this presentation, participants will:

- a) Increase their awareness of the importance of planning and performing the first day as much, if not more, than every other class day;
- b) Experience some first day approaches and appreciate the rationale of including them in their course; and
- c) Share successes (and failures) to help other participants gear up for the unique teaching situations they face.

Audience:

This presentation will benefit faculty members from any discipline who are interested in improving the quality of their first day of class for the benefit of themselves and their students.

Activities:

This presentation will include the following activities, depending on the size of the group:

- a) A demonstration of the "fears, hopes, and group-influenced guidelines" exercise I do on the first day.
- b) A name exercise appropriate for classes of approximately 30 students.
- c) A "previous knowledge" exercise.
- d) A Talking Drawing exercise.
- e) An on-going discussion of the barriers and benefits of different first day strategies.
- f) Preparation of an action plan of strategies to try at the start of their next class.

Description:

All too often one hears faculty members dismissing the first day of class with "I just give them the syllabus and call it a day. Everything they need to know is in the syllabus." The first day, however, is a key opportunity to set the class in motion in a positive direction on multiple levels (Bennett, 2004; Ianarelli et al, 2010). How one frames the class and the learning tasks can dispel fears and rumors, increase excitement and emotional commitment, and set the tone for the class while at the same time conveying course expectations. And, whether or not the faculty member chooses to share much information about him or her self, the word choice and manner on the first day convey much on its own (Engle, 2011; Ginsberg, 2007).

Taking control and optimizing the first day involves breaking comfortable habits and taking what might feel like "teaching risks" that some faculty may prefer to avoid. This session will help

participants make thoughtful progress toward a first day approach that is inspiring to both the faculty member and the students and takes advantage of the performance aspect of teaching (Goffman, 1959).

The emotional and intellectual investment of the students is key so acknowledging them as individuals, hearing their voices, and creating community go a long way to breaking down barriers and improving student receptiveness to faculty and content, especially in an era of perceived incivility of students (Pekrun, et al, 2010; Knepp, 2012).

The overall goal for this session is to provide participants with ideas for the first day of class and to support them in taking the risk to more thoughtfully, and successfully, set the stage for their classes.

References

- Bennett, Kevin. (2004). How to start teaching a tough course: Dry organization versus excitement on the first day of class. *College Teaching*, 52 (3): 106.
- Engle, Randi A., Phi D. Nguyen, and Mendelson, Adam. (2011). The influence of framing on transfer: initial evidence from a tutoring experiment. *Instructional Science*. 39:603-628.
- Knepp, Kristen A. Frey. (2012). Understanding student and faculty incivility in higher education. *The Journal of Effective Teaching*, 12, 1, 32-45.
- Ginsberg, Sarah M. (2007). Shared characteristics of college faculty who are effective communicators. *The Journal of Effective Teaching*, 7(2) 3-20.
- Goffman, E. (1959). *The presentation of self in everyday life*. New York: Doubleday.
- Iannarelli, Barbara A., Mary Ellen Bardsley, and Chandra J. Foote. (2010). Here's your syllabus, see you next week: A Review of the first day practices of outstanding professors. *The Journal of Effective Teaching*, 10, No. 2, 29-41.
- Pekrun, Reinhard, Thomas Goetz, Lia M. Daniels, Robert H. Stupnisky, and Raymond P. Perry. (2010). Boredom in achievement settings: Exploring control-value antecedents and performance outcomes of a neglected emotion. *Journal of Educational Psychology*, 102, 3, 531-549.
- Scott, Victoria Groves, and Mary Konya Weishaar. (2008). Talking Drawings as a University Classroom Assessment Technique, *The Journal of Effective Teaching*, 8, 1, 42-51.

Technopositivist's Romanticization of Instructional Technologies: Cutting through the Digital Technology Hype

Peter Doolittle
Virginia Tech
111 Hillcrest Hall
Blacksburg, VA 24061
pdoo@vt.edu

Objectives:

1. Participants will understand how the Hype Cycle provides a framework for instructional technology innovation and adoption
2. Participants will understand the essential cognitive processes that underlie beneficial instructional technology use
3. Participants will be able to apply the essential cognitive processes in evaluating the appropriateness of instructional technology use.
4. Participants are able to evaluate current trends in instructional technology use

Audience:

All higher education faculty, administrators, students, and staff who engage students with, or without, the use of digital technologies.

Activities:

Participants will actively engage in a/an:

1. Opening anticipation guide
2. Brief discussion of digital technologies and the hype cycle
3. Experiment demonstrating the cognitive processing underlying learning (regardless of technology use)
4. Jigsaw applying the cognitive processes to various digital technologies
5. Activities/experiments addressing 5 myths of digital technologies and education (i.e., millennials, multitasking, reflection, disruptive technologies/innovation, students' use of technology)

Description:

Digital technologies are going to save education. Student who blog and tweet and podcast and tag and Facebook are 10 times smarter and more creative than those who do not (including students' professors). Welcome to the world of the technopositivist's digital technology hype.

Technopositivists believe in the power of digital technology to transform higher education and student learning - regardless of, in spite of, and in ignorance of current research in learning with technology (Carr, 2010; Davidson, 2011). How should/could digital technologies be used appropriately? Are iPod/iPhones appropriate for higher education (Doolittle & Mariano, 2008)? What is the impact of blogging and sweeting? Do computers in the classroom improve learning or distract students? Can student multitask and improve performance (Negangard, Ozlanski, Pyzoha, & Doolittle, 2012; Watson, Terry, & Doolittle, 2012)?

In the last 15 years there has been an explosion in the claims regarding the effect of digital technologies on learning (Bonk, 2009) and how these new technologies have changed the very nature of our students (Jackson, 2009; Prensky, 2010). What does the research say?

This presentation will address the use of digital technologies in pedagogically appropriate ways, from the perspective of research, no rhetoric. Participants will engage with various technologies and the cognitive processing underlying their use. Please come willing to participate!

References

- Bonk, C. (2009). *The world is open: How web technology is revolutionizing education*. San Francisco, CA: Jossey-Bass.
- Brockman, J. (Ed.) (2011). *Is the Internet changing the way you think? The net's impact on our minds and future*. New York, NY: Harper.
- Carr, N. (2010). *The shallows: What the Internet is doing to our brains*. New York, NY: Norton.
- Davison, C. (2011). *Now you see it: How the brain science of attention transform the way we live, work, and learn*. New York, NY: Viking
- Doolittle, P. E., & Mariano, G. J. (2008). Working memory capacity and mobile multimedia learning environments: Is mobile learning from portable digital media players for everyone? *Journal of Educational Multimedia and Hypermedia*. 17(4), 511-530.
- Jackson, M. (2009). *Distracted: The erosion of attention and the coming dark age*. Amherst, NY: Prometheus.
- Kelly, K. (2010). *What technology wants*. New York, NY: Viking.
- Negangard, E., Ozlanski, J., Pyzoha, J., & Doolittle, P. (2012). Effects of generational differences on the multitasking performance of accountants. Submitted.
- Ormiston, M. (2011). *Creating a digital-rich classroom: Teaching and learning in a web 2.0 world*. Bloomington, IN: Solution Tree.
- Prensky, M. (2010). *Teaching digital natives: Partnering for real learning*. Thousand Oaks, CA: Corwin.
- Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. New York, NY: Basic Books.
- Watson, C. E., Terry, K. P., & Doolittle, P. E. (2012). Please read this while driving. Submitted.

10 Instructional Strategies for Fostering Deep Learning

Peter Doolittle
Virginia Tech
111 Hillcrest Hall
Blacksburg, VA 24061
pdoo@vt.edu

Objectives:

1. Participants will be able to apply 10 instructional strategies upon returning to class on Monday.
2. Participants will understand the essential cognitive processes necessary to make the strategies work.

Audience:

All faculty members, administrators, and students who teach!

Activities:

Participants will engage in a/an:

1. Opening anticipation guide, with think-pair-share
2. Reciprocal teaching infused jigsaw activity to explore several instructional strategies
3. Experiment (using a 3-minute standing conversation) designed to illuminate several essential cognitive processes that underlie effective instructional strategy use
4. Processing activity regarding the essential cognitive processes via a graffiti strategy
5. Demonstration of concept development using a fishbowl
6. Closing 25-word summary

Description:

A careful examination of evidence-based practice in education must be grounded in a thorough understanding of student learning. Any explication of classroom strategies not grounded leaves teachers no room but to imitate the described pedagogies. Indeed, a proactive teaching approach, where teachers consciously construct instructional environments sculpted to foster deep and meaningful student learning, requires teachers to have a clear vision of the foundation of student learning in order to align the teaching and learning experiences.

This approach to teaching that is grounded in an understanding of student learning lies at the nexus of "active learning" and "learner-centered instruction" (Southerland & Bonwell, 1996; Weimer, 2002); that is, proactive teaching focuses on the cognitive and social processing necessary for students to engage deeply, integrate meaningfully, think critically, and apply authentically. This proactive approach to teaching addresses Fink's (2003) concern that, "although faculty members want their students to achieve higher kinds of learning, they continue to use a form of teaching that is not effective at promoting such learning" (p. 3).

In order to provide this grounding, 9 principles of student learning have been delineated, being derived from the existing literature on human/student learning (see Anderson, 2009; Bruning, Schraw, Norby & Ronning, 2003) and other lists of learning principles (e.g., American

Psychological Association, 1997; Chickering & Gamson, 1987). The following list is constrained and guided by the complexity of human learning, the focus of the presentation, and the allotted space/time. These principles represent an amalgam of cognitive psychology and constructivism, providing for a certain balance between cognitive and social views of teaching and learning. That the principles provided influence learning is not in dispute, that these principles represent the essential list is open to conjecture. As such, however, the following principles provide a grounded framework within which to examine evidence-based practice in education.

- Accounting for Context is Essential in the Learning Process
- Constructing and Extending Prior Knowledge
- Processing Information into Knowledge
- Developing, Applying and Assessing Strategic Thinking
- Providing the Scaffolding Necessary for Complex Learning
- Engaging in the Social Mediation of Knowledge Construction
- Using Reflection to Develop Self-Regulated Learning
- Fostering the Transfer of Learning
- Objectifying Social Reality: How Knowledge Becomes Fact

These essential principles will be used as the foundation for validating the implementation of 10 instructional principles:

- Anticipation Guides
- Cooperative Learning: Jigsaw
- Reciprocal Teaching
- 25-Word Summaries
- Just-on-Time Teaching
- Concept Development
- Fishbowl
- Graffiti
- 3-Minute Standing Conversation
- Think-Pair-Share

References

- Ausubel, D. P. (1968). *Educational psychology: A cognitive view*. New York: Holt, Rinehart, & Winston.
- Barab, S. A., MaKinster, J. G., Moore, J. A., Cunningham, & the ILF Design Team. (2001). Designing and building an on-line community: The struggle to support sociability in the Inquiry Learning Forum. *Educational Technology Research and Development*, 49(4), 71-96.
- Cho, K., & Jonassen, D. H. (2002). The effects of argumentation scaffolds on argumentation and problem solving. *Educational Technology Research and Development*, 50(3), 5-22.

- Doolittle, P.E. (1997). Vygotsky's zone of proximal development as a theoretical foundation for cooperative learning. *Journal on Excellence in College Teaching*, 8(1), 81-101.
- Doolittle, P. E., Hicks, D., Triplett, C. F., Nichols, W. D., & Young, C. A. (2006). Reciprocal teaching for reading comprehension in higher education: A strategy for fostering the deeper understanding of texts. *International Journal on Teaching and Learning in Higher Education*, 17(2), 106-118.
- Drezek McConnell, K., & Doolittle, P. E. (2012). Classroom-level assessment: Aligning pedagogical practices to enhance student learning. In C. Secolsky & D. B. Denison (Eds.), *Handbook on measurement, assessment, and evaluation in higher education*. New York, NY: Routledge.
- Jonassen, D., Howland, J., Moore, J., & Marra, R. (2003). *Learning to solve problems with technology: A constructivist perspective*. Upper Saddle River, NJ: Merrill
- Kauchak, D. P., & Eggen, P. D. (2003). *Learning and teaching: Research-based methods*. Boston: Allyn and Bacon
- Van Hover, S., Hicks, D., Doolittle, P., & vanFossen, P. (2011) *Learning social studies: An evidence-based approach*. American Psychological Association Educational Psychology Handbook.
- Zimmerman, B. J., Bonner, S., & Kovach, R. (1996). *Developing self-regulated learners*. Washington, D.C.: American Psychological Association.

Multimodal Interdisciplinary Assignment/Assessment Design in First-Year Writing, Speech, and Religion Courses

Stacia Dunn Campbell
Texas Wesleyan University
1201 Wesleyan
Ft. Worth, TX 76105
sdcampbell@txwes.edu

Carol Johnson-Gerendas
Texas Wesleyan University
1201 Wesleyan
Ft. Worth, TX 76105
cjohnson07@txwes.edu

Gladys Childs
Texas Wesleyan University
1201 Wesleyan
Ft. Worth, TX 76105
gchilds@txwes.edu

Objectives:

Participants will gain:

- 1) Knowledge and praxis about creating assignment loops with "significant learning experiences," that inform assignment design and instructive assessment;
- 2) Knowledge and praxis about representational choices related to genre, "ensembles of modes," and visual design;
- 3) Knowledge and praxis about how to incorporate and use visual/digital literacy tools to read images in multimodal projects across several disciplines.

Audience:

College and university professors/instructors in any discipline seeking to integrate multimodal elements and assessments into writing project design.

Description:

Using presentation and breakout group activities, our panel explores connections between interdisciplinary assessments and multimodal projects. The panel seeks to build on the prior multimodal writing and assessment research of Fink, Kress, Rice, Selfe et al., and others to create meaningful assignments and assessment rubrics for multimodal essays and other digital or mixed-media interdisciplinary projects. This panel examines the development of assessment rubrics by 1) delineating a process for creating an assignment loop that engages students in "significant learning experiences," including an ethical component (Fink); 2) considering the influence that genre, "ensembles of modes," and "design" perform in meaning-making and determining representational choices (Kress; Rice); and 3) exploring convergent media as practiced by university freshman writers.

Selected References

- Fink, L. Dee. *Creating Significant Learning xperiences: An Integrated Approach to Designing College Courses*. San Francisco: Jossey-Bass, 2003.
- Kress, Gunther. *Literacy in the New Media Age*. New York: Rutledge, 2003. Print.
- Kress, Gunther and Theo van Leeuwen. *Reading Images: The Grammar of Visual Design*. 2nd ed. New York: Routledge, 2006. Print.
- Rice, Jeff. *The Rhetoric of Cool: Composition Studies and New Media*. Carbondale: Southern Illinois UP, 2007. Print.
- Selfe, Cynthia L., Stephanie O. Fleischer, and Susan Wright. "Words, Audio, and Video: Composing and the Processes of Production."
- Multimodal Composition: Resources for Teachers*. Ed. Cynthia L. Selfe. Cresskill, NJ: Hampton Press, Inc., 2007. Print.

Using Reflective Practice to Improve Teaching

Donna Elder
National University
11355 N Torrey Pines Rd
La Jolla, CA 91436
delder@nu.edu

Dee Fabry
National University
11355 N Torrey Pines Rd
La Jolla, CA 92037
dfabry@nu.edu

Objectives:

- Learn about the results of the researchers' research study.
- Discuss implications for improving teaching practice.
- Interact with a method for reflecting on teaching practice.
- Design an action plan to use to reflect on his/her teaching practice.
- Determine ways to build communities of practice around active reflection.

Agenda:

- Present Research
- Discussion of Research with participants
- Participants complete part of the Reflective practice survey
- Participants develop an action plan using the data from the Reflective Practice Survey
- Participants discuss ways to build communities of practice around reflective practice.

Audience: anyone who teaches or supervised teachers.

Introduction: The quality of teaching and learning at institutions of higher learning is drawing increasing attention on a global level especially within the context of the current economic realities (Devlin, 2007). Interestingly, there appears to be no universally accepted definition of effective university teaching (Johnson & Ryan, 2000; Paulsen, 2002; Trigwell, 2001). The purpose of this study examined a process for the self-analysis of teaching skills, the selection of areas for improvement, the identification of strategies for increasing deficit areas, and the application of active reflection to monitor the degree of change.

Method: The methodology used for the study was a qualitative case study. Two professors completed a revised Effective Teaching Characteristics (Stronge, 2002) checklist and identified their areas of need which resulted in an Effective Teaching Plan. Over the period of the 2010-2011 academic year, the professors reflected on their Effective Teaching Plans, focusing on what strategies worked; what areas caused challenges or concerns, and what elements of teaching would be the focus for improvement for the following week. During the course the professors exchanged their weekly active reflections and share feedback and ideas. At the end of the course,

each researcher collected student feedback via the Student Reflection and Course Feedback Form, the Student End-of-Course Evaluation, and other appropriate methods.

Results: Both professors increased their teaching effectiveness through this collaborative process. Student feedback was used to validate the results, as well as peer and supervisor observations.

References

- Devlin, M. (2007, August). Improving teaching in tertiary education: Institutional and individual influences. Keynote address at Excellence in Education and Training Convention, Singapore Polytechnic, Singapore.
- Johnson, T.D., & Ryan, K.E. (2000). A comprehensive approach to the evaluation of college teaching. In K. E. Ryan (ED.) *New directions for teaching and learning: Evaluating teaching in higher education: A vision for the future*, 83, 109-123. San Francisco, CA: Jossey-Bass.
- Paulsen, M.B. (2002, Summer). Evaluating teaching performance. *New Directions for Institutional Research*, 114, 5-18.
- Stronge, J.H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Trigwell, K. (2001). *Judging university teaching*. *International Journal for Academic Development*, 6(1), 65-73.

Developmental Stages of the Second Life Avatar

Maureen Ellis
East Carolina University
Business and Information Technologies Education Department
Greenville, NC 27858
ellism@ecu.edu

Patricia Anderson
East Carolina University
Department of Curriculum and Instruction
Greenville, NC 27858
andersonp@ecu.edu

Sharon Collins
East Carolina University
Emerging Academic Initiatives
Greenville, NC 27858
collinss@ecu.edu

Objectives:

During this presentation, participants will

- a) Engage in self-reflection and analysis about their own avatar and the developmental process they used to create their present avatar;
- b) Learn about the developmental stages of the avatar;
- c) Discover different aspects of avatars; and
- d) Consider options for enhancing and promoting avatar development.

Audience:

This presentation will be beneficial for faculty members who teach courses in Second Life, for support personnel who promote the use of Second Life, and for students who are learning and communicating with the Second Life environment.

Activities:

This presentation will include the following activities:

- a) Self-reflection activities designed to help participants become more aware of the development of their avatar,
- b) Examination of developmental stages of the avatar, along with the selection of pictures and examples to test one's understanding of these stages, and
- c) Discussion with the presenters and other participants about the myriad of factors affecting the development of one's avatar.

Description:

Within the environment of Second Life, the user is represented as an avatar, a virtual representation and embodiment of the user, facilitating movement, choice, emotion, and interaction within the virtual environment. An individual's personification with his/her avatar is

the key to an immersive experience (Gazzard, 2009). When a user places his/her avatar in a Second Life environment with other avatars, the realm of possible interactive experiences is multiplied exponentially. Mimicking similar emotions as they would experience in real life situations, users engage in social, physical and mental interactions that take this virtual world to a new level. Chertoff, Goldiez, and LaViola (2010) proposed that virtual environments can provide the individual with a sense of "being there" within the Second Life world. Doyle (2009) described the "sense of our presence in virtual space" (p. 1). Without doubt, the emotional experience of the user via the avatar has become a focus of increasing attention and amazement.

The Second Life avatar is an online manifestation of self in a virtual world, and is designed to enhance interaction in a virtual space, facilitating movement, choice, and interaction within the virtual environment, allowing the user to take on a visible persona (Peterson, 2005). An individual's personification with their avatar, ranging from human form to animal to robot form, is the key to an immersive experience and affords the user the opportunity to engage in surreal and imaginary experiences that transcend the actual world in which they live (Deuchar & Nodder, 2003).

The development of the avatar follows a series of predictable stages, described in this paper and presentation. The five stages are the Basic Avatar, the Experimenting Avatar, the Transitioning Avatar, the Well-functioning Avatar, and the Self-Actualized Avatar. Each of these stages are explained in terms of physical appearance, physical movements, social interactions, emotional reactions, and leadership skills and uses. Descriptions of each stage using these common categories and examples is the focus of this session.

References

- Chertoff, D. B., Goldiez, B., & LaViola, J. J. (2010). Virtual experience test: A virtual environment evaluation questionnaire. *Proceedings of the Virtual Reality Conference* (pp. 103-110). Waltham, MA.
- Deuchar, S., & Nodder, C. (2003). The impact of avatars and 3D virtual world creation on learning. In the *Proceedings of the 16th Annual NACCQ Conference*. Palmerston North, New Zealand.
- Doyle, D. (2009). Embodied presence: The imaginary in virtual worlds (p. 102). *Digital Arts and Culture*.
- Falloon, G. (2010). Using avatars and virtual environments in learning: What do they have to offer? *British Journal of Educational Technology*, 41(1), 108-122.
- Gazzard, A. (2009). Teleporters, tunnels & time: Understanding warp devices in videogames. *Proceedings of the Digital Games Research Association (DiGRA)*. London, UK: Brunel University.
- Peterson, M. (2005). Learning interaction in an avatar-based virtual environment: A preliminary study. *PacCALL Journal*, 1, 29-40.

Mentoring After Graduation: A Beginning Teacher's Critical Reflection on Family-Teacher Relationships

Judy Esposito
Elon University
2338 Campus Box
Elon, NC 27244
jesposito@elon.edu

Mary Knight-McKenna
Elon University
2105 Campus Box
Elon, NC 27244
mmckenna2@elon.edu

Lindsay Clement
Kipp Legacy Preparatory School
9636 Mesa Drive
Houston, TX 77078
lindsay.clement@corps2009.tfaet.org

Research Purpose

This research is a case study of a beginning teacher who continued to work with her teacher education professor, responding to prompts for critical reflection in writing and receiving feedback on her work to develop positive family-teacher relationships in a high poverty school. This project provided a new teacher with the opportunity to honestly examine the many challenges and benefits of engaging with her students' families whose race and socioeconomic class were different from her own.

Literature Foundation

Many beginning teachers enter the profession with the hope and anticipation of making a difference with their students and forming positive relationships with their students' families. For many beginning teachers, what they actually experience is quite a rude awakening. Gay (2000) noted that beginning teachers need more than "hopefulness and optimism" to be effective in working with diverse learners. For white, middle class teachers who want to teach in culturally diverse, urban settings, turning empathy and good intentions into cultural competence can be a huge challenge (Buehler, Gere, Dallavis & Haviland, 2009). Teachers' beliefs and definitions of parent/family involvement are largely influenced by their past experiences, as well as the culture of the school in which they work. If the school norms send the message to parents, as well as to the teachers, that parents' roles are limited and not an integral part of the school's leadership, then teachers are hard pressed to figure out how to approach and develop meaningful parent/family relationships (Souto-Manning & Swick, 2006).

It is unfortunate that the mentoring relationship developed between professor and pre-service teacher over the course of a degree program comes to a close (aside from the occasional email or card), just as the pre-service teachers begin their careers, which is perhaps when they need it the most. What happens when they go out into the "real world" and are suddenly faced with realities

they never imagined before and have no one to whom they can comfortably turn? Beginning teachers may feel comfortable contacting a former professor for a brief update; but topics such as cultural barriers present in family-teacher relationships are not easily addressed in a short phone conversation or email.

Methods

This qualitative research project took place over the course of two academic years and the summer in between. Shortly before graduation, the subject of this case study (Lindsay Clement) was approached by her professor to see if she was interested in joining her in a research project. The professor was inspired by the following reflection that Lindsay wrote for a literacy class assignment: "Including parents in the classroom creates a permeable "membrane" between the home and the school that allows the ideas and information of teachers, students and parents to move freely from side to side." Because Lindsay was accepted into the Teach for America program, and slated to work in a high poverty school, her professor thought Lindsay would make an interesting subject for a case study on how a beginning teacher worked to promote high family engagement in her classroom.

Through the writing and subsequent analysis for two years of weekly journal entries, along with recommended readings and mentoring sessions with her professor, Lindsay was able to reflect critically on her daily interactions with families and examine her own biases related to families different from her own cultural background.

Results and Discussion/Conclusions

Through the process of journaling and journal analysis, reading relevant literature, attending Teach for America meetings, and discussing critical incidents with her former professor, Lindsay came to the realization that it is essential to consider families' strengths and resources when interacting with them. While still using the traditional parent/family involvement paradigm in her classroom, Lindsay showed signs of moving beyond this paradigm to valuing the wisdom and knowledge of families. She noted that she was only able to reach this point of critical reflection because of the ongoing mentoring relationship, the accountability that journaling provided, and the process of analyzing her journal entries as data. Lindsay examined her own traditional paradigm of parent involvement, moved along the developmental continuum of culturally competent interactions with families and gained valuable insights as she navigated relationships with her students' families.

This project prompts teacher educators to consider ways to engage new graduates in a reflective process while they are grappling with the numerous challenges that beginning teachers face. In addition to the mentoring programs designed for new teachers in schools, teacher education programs can consider ways to mentor their new graduates working in the field so as to support their learning and attempts to engage in culturally competent interactions with families.

References

- Buehler, J., Gere, A., Dallavis, C. & Haviland, V. (2009). Normalizing the fraughtness: How emotion, race, and school context complicate cultural competence. *Journal of Teacher Education*, 60(4), 408-418.

Gay, G. (2000). *Culturally responsive teaching: Theory, research and practice*. New York: Teachers College Press.

Souto-Manning, M. & Swick, K. (2006). Teacher beliefs about parent and family involvement: Rethinking our family involvement paradigm. *Early Childhood Education Journal*, 34(2), 187-193.

Utilizing Reading Response Pedagogy with College Students – Getting Them to Read and Comprehend the Textbook

Suzanne Evans
Pacific Oaks College & Children's School
45 Eureka Street
Pasadena, CA 91103
suzevans17@hotmail.com

Objectives:

1. Participants will examine the research on motivating college students to read assigned texts.
2. Participants will discuss the implementation of reading response pedagogy with students in college level courses.
3. Participants will engage in reading response activities used with students and discuss additional strategies to replicate these activities in their courses.

Audience:

College and University faculty in all disciplines.

Activities:

Presenter will utilize a prezzi presentation to share information regarding reading response research. Participants will engage in multiple activities that were utilized with students. Participants will engage in discussions on the impact of the findings and possible action steps to utilize strategies in their classrooms.

Description:

A concern faced by college faculty in every discipline is how to motivate students to read their textbooks before coming to class and be prepared to intelligently discuss the content as active learners. Although textbook reading enhances learning, the vocabulary and language of the discipline, and enhances content comprehension in the discipline, some research indicates that college students are not reading their textbooks (Clump, Bauer & Bradley, 2004; Burchfield & Sappington, 2000; Marchant, 2002; Murden & Gillespie, 1997). In one study, undergraduate college students read only 27.46 percent of the readings before class (Clump, Bauer & Bradley, 2004) and the graduate students read 54.21 percent of the assigned material before class (Marchant, 2002). Other researchers indicate that students find text boring, or need motivation or incentives to read the text on their own (Blue, 2003; Boyd, 2006; Sappington, Kinsey & Munsayak, 2002; Solomon 1979). Lack of reading comprehension skills, low student self-confidence, disinterest in the subject matter, and underestimating the significance of completing the required reading are the main reasons students are resistant to comply with the assigned reading (Lei, Bartlett, Gorney, Herschbach, 2010; Ryan, 2006).

There is often a wide range in the amount of reading comprehension achieved by students. Some students are overwhelmed by vocabulary, concepts, and new ideas and rely on the instructor to explain the reading. Others may diligently read and highlight the text, but are unable to comprehend the text or extract required information or summarize the content. This may be caused by a lack of motivation and of poor reading comprehension skills (Boyd, 2006:

Marchant, 2002; Murden & Gillespie, 1997). A study by Ryan examined the impact of three different strategies to motivate students to read their psychology textbooks. Of the strategies examined (general, global assignments with planned quizzes; focused, explicit homework assignments with minimal teacher comments; or focused, explicit assignments with extensive teacher comments), it was determined that the use of focused, explicit homework assignments with extensive teacher feedback was the most effective for learning and retention of knowledge (Ryan, 2006).

Professors expect students to read assigned texts and think deeply about what they read. Following Ryan's research and principles of reading response pedagogy may provide the key to achieving that goal. One of the best ways to employ reading response pedagogy is by providing students with opportunities to reflect on the meaning of the text, write about their thinking, and discuss their learning (Reif, 2003; Rosenblatt, 1969; Tucker, 2000). Reader-response pedagogy allows students more latitude in responding to what they read and encourages varied responses. Employing a reader-response approach helps maintain the student interest and involvement necessary for optimal learning in a course. This approach enables students to experience relevance in the reading task, involves them in an active encounter with the text, validates them as critical readers who are capable of determining meaning in texts, and provides them with the opportunity to express themselves freely (Thiagarajan, 1988; Tucker, 2000).

Utilizing the research on motivation and reading responses, the author assigned various reading response activities along with reading homework followed by peer and instructor feedback and discussions. For each assigned reading, students engaged in a variety of response activities. Utilizing a modified reading response journal, (Fountas & Pinnell, 2001), students recorded their thinking as they read allowing them the opportunity to write, review and reflect on their personal reactions and summaries about what they read (Manning, 1999; Rief, 2003). Through a variety of exercises during and after readings, the students were guided to read carefully, summarize accurately, recognize and respond to specific points in the material they have read, synthesize ideas and evaluate the ideas they read about in the text. Through these reading responses, students become highly motivated to share their thinking, read more, and demonstrate their deeper understanding. The reading responses used and student reactions will be shared in this workshop.

References

- Blue, T. (2003). I don't know how to read this book! *The Irascible Professor*. Retrieved from <http://irascibleprofessor.com/comments-03-14-03.epr.htm>.
- Boyd, D.R. (2006). Using textbooks effectively: Getting students to read them. *Teaching Resources, Association for Psychological Science*. Retrieved from www.psychologicalscience.org/teaching/tips/tips_0603.html.
- Burchfield, C. M., & Sappington, J. (2000). Compliance with required reading assignments. *Teaching of Psychology*, 27, 58-60.
- Carkenord, D. M. (1994). Motivating students to read journal articles. *Teaching of Psychology*, 21, 162-164.

- Clump, M., Bauer, H., & Bradley, C. (2004). The extent to which psychology students read textbooks: A multiple class analysis of reading across the psychology curriculum. *Journal of Instructional Psychology*, 31(3), 227-232.
- Clump, M. A. & Doll, J. (2007). Do the low levels of reading course material continue? An examination in a forensic psychology graduate program. *Journal of Instructional Psychology* 34, (4), 54-68.
- D'Aloisio, A. (2006). Motivating students through awareness of the natural correlation between college learning and corporate work settings. *College Teaching*, 54(2), 225 -229.
- Hobson, E.H. (2004). Getting Students to Read: Fourteen Tips. IDEA Paper #40. Retrieved from <http://www.idea.ksu.edu/>
- Lei, S.A., Bartlett, K. A., Gorney, S. E., Herschbach, T. (2010). Resistance to reading compliance among college students: Instructors' perspectives. *Project Innovation College Student Journal* 44, 2.
- Marchant, G. (2002). Student reading of assigned articles: Will this be on the test? *Teaching of Psychology*, 29(1), 49-51.
- Murden, T., & Gillespie, C. (1997). The role of textbooks and reading in content area classrooms: What are teachers and students saying? *Exploring Literacy* (pp. 85-96). Pittsburg, KS: College Reading Association.
- Reif, L., (2003). A reader's-writer's notebook: it's a good idea. *Voices From the Middle*, 10(4), 40.
- Rosenblatt, L. (1969) Towards a transactional theory of reading. *Journal of Reading Behavior*, 1(1), 31-51.
- Ryan, T. (2006). Motivating novice students to read their textbooks. *Journal of Instructional Psychology*, 33(2), 135-140.
- Sappington, J., Kinsey, K., & Munsayac, K. (2002). Two studies of reading compliance among college students. *Teaching of Psychology*, 29, 272-274.
- Solomon, P. (1979). The Two-Point System: A method for encouraging students to read assigned material before class. *Teaching of Psychology*, 6(2), 77-80.
- Thiagarajan, S. (1988). Reading assignments: 13 interactive strategies for making sure your students read them. *Performance and Instruction*, 27, 45-49.
- Tucker, L. (2000). Liberating Students through Reader-Response Pedagogy in the Introductory Literature Course. *Teaching English in the Two-Year College*, December, 199-206.

Tuckman, B. (1991). Motivating college students: A model based on empirical evidence. *Innovative Higher Education*, 15(2), 167-176.

Wandersee, J. (1988). Ways students read texts. *Journal of Research in Science Teaching*, 25(1), 69-84.

Educational Model for Teaching Community Health Nursing

Mabel Ezeonwu
University of Washington Bothell
18115 Campus Way NE
Bothell, Washington 98011
mezeo@u.washington.edu

Objectives:

Participants will

1. Be exposed to the practice of combining classroom lectures, service-learning and online teaching in nursing education.
2. Engage in an open discussion about their experiences with hybrid models in different fields.
3. Discuss strategies for maintaining continuity in students' learning across different levels of the delivery process.

Audience:

This presentation is intended for faculty who are engaged in, or interested in community-based learning/service-learning and online learning. This will also be beneficial to administrators interested in hybrid course development as teaching innovation or strategy that frees physical instructional spaces on campus.

Activities:

Presentation activities will include a quick survey at the beginning of the presentation about:

1. The participants' experiences in community engagements through service-learning
2. The participants' experiences with hybrid courses and/or complete online courses

The author will present an overview of the three dimensional delivery modes as used in community health nursing. There will be general discussions about different teaching delivery models that participants have used and the strategies they use to engage and sustain students' interests and promote learning. Ideas for evaluating students' learning outcomes will be discussed.

Description:

The faculty's role is to support students' learning by creating engaging environments that promote active learning. Nurse educators particularly aim to prepare professional nurses who can think critically, use sound judgment, and participate as full partners in shaping health care delivery and policy (Carter, Fournier, Grover, Kiehl & Sims, 2005). The quest for broad innovative teaching-learning approaches pushes faculty to formulate multi-delivery platforms that enhance students' learning. Classroom lectures provide students with the fundamental knowledge of the theoretical underpinnings of community health nursing practice.

The service-learning component exposes students to the basic principles of public health practice. This learning experience challenges students to view public health from a broader perspective and to analyze the impacts of the social determinants of health on populations. Students' direct encounter with health disparities and the challenges of the community presents

them with the opportunity to analyze policy-related strategies for improvement. The leadership roles of nurses are also brought to the fore for the students through such experiences, such as clear communication, team work, group collaboration and advocacy skills. In addition, the value of civic engagement and responsibility are highlighted. This part of the education model not only supports teaching and learning, but unlike other academic specialties, highlights nursing as "socially relevant to all members of society and to institutions of higher learning who claim to serve public good" (Gilles & Mac Lellan, 2010, p. 24).

Online activities complement the classroom lectures and the service-learning component. The ultimate learning community that emerges from the classroom sessions and the clinical outings lays the foundation for a dynamic faculty-student interaction as well as student-student interaction via asynchronous online threaded discussions. Students reflect on their individual clinical experiences while responding to the questions posted by the instructor. They are also required to pose questions to each other and respond to their peers reflections and questions. This online venue allows learners to apply their knowledge to problem solving while stimulating critical thinking, providing the outcome that educators strive to achieve through using discussion as a learning strategy (Martyn, 2003). Students are given enough time to articulate their responses to questions posed by the instructor; ask their own questions; present their own ideas and read their peers' perspectives on the topic of discussion. The back and forth conversation fosters collaboration and learning.

This presentation presents a multi-dimensional teaching approach in community health nursing. Participants will learn about the strategies that are utilized in this model of teaching as well as share their strategies and ideas for utilizing the model in different specialties other than nursing.

References

- Carter, K. F., Fournier, M., Grover, S., Kiehl, E. M. & Sims, K. M. (2005). Innovations in community-based nursing education: Transitioning faculty. *Journal of Professional Nursing*, 21(3), 167-174.
- Gillis, A. & Mac Lellan, M. (2010). Service learning with vulnerable populations: Review of the literature. *International Journal of Nursing Education Scholarship*, 7(1), 1-27. DOI: 10.2202/1548-923X.2041
- Martyn, M. (2003). The hybrid online model: Good practice. *Educause Quarterly*, 1, 18-23. Retrieved on March 9, 2012 from <http://www.educause.edu/ir/library/pdf/EQM0313.pdf>.

Using Rubrics to Increase Student Learning and to Inform Effective Instruction

Dee Fabry
National University
11255 North Torrey Pines Road
La Jolla, CA 92037
dfabry@nu.edu

Objectives:

Participants will

1. Know the three essential features of a rubric
2. Articulate the differences between and purposes for holistic and analytic rubrics
3. Explore a multi-step process for designing rubrics
4. Discuss strategies for using rubrics for reflection on student and instructor learning to increase feedback communication

Audience:

College and University faculty in all disciplines.

Activities:

In this collaborative exploratory session, participants will explore the three essential features of effectively designed rubrics and identify the criteria that make good rubrics valuable for the instructor and the learner. The participants will be guided through a multi-step process for designing holistic and analytic rubrics. Finally, working in collaborative groups, participants will develop strategies for implementing rubrics to increase feedback and interaction.

Description:

Effective teachers use a variety of assessment tools to determine how much and how well students are learning. The effective teacher uses assessment efficiently to monitor student progress and to plan further instruction (Stronge, 2002). "How will we know when (and if) candidates know and can do what they ought to know and be able to do?" is a key question that drives effective teaching and learning (Cochran-Smith, 2006, p. 13). Assessing classroom learning to "inform teaching and learning" is referred to as formative assessment (Angelo & Cross, 1993).

One of the tools used to support educators in the process of obtaining meaningful formative data is the grading rubric. "A useful tool for many teachers is a rubric in which students are provided the parameters of success before working on the assignment; students can then assess their own work prior to submitting it to the teacher. Then the teacher can use the same rubric for feedback" (Stronge, 2002).

Indeed, one of the most effective strategies for providing clear expectations and detailed feedback is the grading rubric. Research supports the assumption that students prefer rubrics with clear ratings accompanied by detailed comments for improvement (Cooner, Stevenson & Frederiksen, 2011; Reddy, 2011, and Smith, 2008).

Teachers are often confused with the differences between types of rubrics. The holistic rubric is used to score the product or process as the name indicates, as the whole. The components or parts are not separately judged. This type of rubric is used for getting the broad picture of skills.

Analytic rubrics are used where each component is scored separately and have a part-to-whole approach (Reddy, 2011). One of the key questions to ask before designing a rubric is to determine whether the learning outcome will be assessed holistically or analytically. The design and development of a rubric depends on the purpose of the assignment and has three essential parts: 1. The evaluation criteria, 2. Quality definitions, and 3. The scoring strategy (Popham, 1997). The evaluation criteria clearly present the requirements for expected successful performance (Parke, 2001). Quality definitions "are detailed explanations of what a student must do to demonstrate the level of achievement of a skill, proficiency, or criteria. The definitions address the concern of telling a good response from a poor one" (Reddy 2011). The scoring strategy presents the scale used for assessing the product or process.

A modification of the eight-step process created by Reddy (2011) for rubric design and development is viable for most educators. The process includes:

1. Identification of the criteria
2. Definition of the levels of performance
3. Creation of the scoring strategy
4. Getting feedback and revising the rubric
5. Determining reliability and validity
6. Implementation
7. Reflection and ongoing revision

Rubrics can be effective assessment tools. How they are used, the kinds of feedback provided with the rubric and the level of interaction among the users and the instructor, and the inclusion of reflection are all critical elements for the successful use of rubrics to improve student and teacher learning.

References

- Angelo, T. & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass Publishers.
- Cochran-Smith, M. (2006). *Policy, practices and politics in teacher education*. Thousand Oaks, CA: Corwin Press.
- Cooner, D., Stevenson, C. Frederiksen, H. (2011, October). Teacher work sample methodology: Displaying accountability of U.S. teacher education program effectiveness. *Journal of College Teaching and Learning*, 8(10), 17-28.
- Reddy, M. (2011). Design and development of rubrics to improve assessment outcomes. *Quality Assurance in Education*. 19(1), 84 - 104.
- Parke, C.S. (2001). An approach that examines sources of misfit to improve performance assessment items and rubrics. *Educational Assessment*, 7(3), 201 - 225.
- Popham, W.J. (1997). What's wrong and right with rubrics. *Educational Leadership*, 55(2), 72-75.

Smith, L. (2008, Jul/Aug). Grading written projects. What approaches do students find most helpful? *Journal of Education for Business*, 83(6), 325 - 330.

Stronge, J. H. (2002). *Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Students' Social, Emotional, and Behavioral Health: Implications for Cooperative Learning

Alisha Francis
Northwest Missouri State University
800 University Drive
Maryville, MO 64468
alishaf@nwmissouri.edu

Linda Sterling
Northwest Missouri State University
800 University Drive
Maryville, MO 64468
Linda@nwmissouri.edu

Elizabeth Dimmitt
Northwest Missouri State University
800 University Drive
Maryville, MO 64468
EKEANE@nwmissouri.edu

Objectives:

- " Familiarize participants with social, emotional, and behavioral health issues which may be present in the student body
- " Discuss the implications of social, emotional, and behavioral health issues for cooperative learning activities
- " Provide practical ideas and skills which can be integrated when utilizing cooperative learning in face-to-face and online class settings

Audience:

Faculty members and faculty development professionals

Activities:

Case study discussion

Description:

Chickering and Gamson (1999) highlight practices which encourage cooperation among their Seven Principles for Good Practice in Undergraduate Education and various forms of collaborative learning are promoted in from a number of vantage points. Various discussions of "Millennial Students" (a group encompassing current traditional college students) emphasize the value of cooperative learning practices in collegiate education given the premium placed on team work and collaboration during this generation's early development (Coates, 2007; Wilson, 2004). In addition, recent research suggests that practices associated with cooperative learning reduce obstacles for first-generation college students (Stephens, Fryberg, Markys, Johnson, & Covarrubias, 2012).

At the same time, the unique characteristics of individual students may have a number of implications in cooperative learning settings. Students' self-reports indicate their perceived levels of emotional health have generally decreased over the last 20 years (Pryor, Hurtado, DeAngelo, Palucki Blake, & Tran, 2010). In some cases, the use of cooperative learning may provide a positive influence by reducing loneliness and social anxiety while leading to increased happiness (Korak, 2008). In other cases, cooperative learning activities may exacerbate emotional health issues. Students who score in the introverted range of personality scales, for example, are less likely to report trusting group members and feeling valued by group members when compared to their extroverted counter-parts (Walker, 2007).

The purpose of this session is to discuss social, emotional, and behavioral health issues with implications for cooperative learning outcomes and offer participants practical suggestions for working with students. Discussion will address considerations related to both episodic and long-term activities as they relate to both students with social, emotional, and behavioral health issues and to other members of cooperative learning groups or teams.

References

- Coates, J. (2007). *Generational learning styles*. River Falls: LERN Books.
- Chickering, A. W., & Gamson, Z. F. (1999). Development and Adaptations of the Seven Principles for Good Practice in Undergraduate Education. *New Directions for Teaching & Learning*, 80, 75-81.
- Korak, R. (2008). The effects of cooperative learning on psychological and social traits among undergraduate students. *Social Behavior & Personality: An International Journal*, 36, 771-782.
- Pryor, J.H., Hurtado, S., DeAngelo, L., Palucki Blake, L., & Tran, S. (2010). *The American freshman: National norms fall 2010*. Los Angeles: UCLA Higher Education Research Institute.
- Stephens, N. M., Fryberg, S. A., Markus, H. R., Johnson, C. S., & Covarrubias, R. (2012, March 5). Unseen disadvantage: How American universities' focus on independence undermines the academic performance of first-generation college students. *Journal of Personality and Social Psychology*. Advance online publication. doi: 10.1037/a0027143
- Walker, A. (2007). Group work in higher education: Are introverted students disadvantaged? *Psychology Learning & Teaching*, 6, 20-25.
- Wilson, M.E. (2004). Teaching, learning, and millennial students. *New Directions for Student Services*, 106, 59-71.

**Collaboration and connecting through online communities:
Using interactive forums to improve writing and editing skills**

Ruth Givens
Azusa Pacific University
901 East Alost Avenue
Azusa, California 91702-7000
jrgivens@apu.edu

Objectives:

During this presentation, participants will:

- a. Learn about how an online course offers opportunities to create a cohort-like atmosphere among students in a literacy class, despite the lack of face-to-face connections.
- b. Give teacher-students opportunities to practice what they teach about writing.

Audience:

This presentation will benefit faculty who teach online courses and want to maintain a collaborative, rather than independent and isolated atmosphere in the course through assignments encouraging students to work together to construct meaningful dialogue about writing and reading. Despite the online format I will be discussing, any teacher needing ideas to improve literacy skills can apply the structure of collaborative forums for their classrooms.

Activities:

This presentation will include the following activities:

- a. Demonstrating the use of multiple forums for interactive discussions led by the students.
- b. Discussing the use of "genre workshops" to create a workshop atmosphere, where students are given opportunities to emulate an idea through a different genre.

Description:

Using genre workshops, lesson plan teams, and content discussions, online students are able to move to an even more active involvement with their online assignments

In the genre workshops, students respond to an article, book excerpt, or memoir and respond or emulate them through a different writing genre. The genre list includes, but is not limited to the following choices:

Exploring Genres List:

- 1.Inner Monologue Representing Internal Conflicts
- 2.Personal Essay
- 3.Philosophical Essay
- 4.Persuasive or Advocacy Letter
- 5.Critique of a Published Source
- 6.Article or Report
- 7.Short Scene from a Play or movie with Notes for Stage Directions/Camera shots
- 8.Dialogue of a Conversation among Two or More People
- 9.Adventure story

- 10.Tabloid article
- 11.Local newspaper article
- 12.Myth, Tall Tale, or Fairy Tale
- 13.Talk Show Interview or Panel
- 14.Character Analysis or Case Study
- 15.Comedy Routine or Parody
- 16.Chart or Diagram with Explanation and Analysis
- 17.Brochure or Newsletter
- 18.Magazine or TV Advertisement or Infomercial
- 19.How To, Step-by-Step Instructions
- 20.Obituary, Eulogy
- 21.Letter to the Editor

After selecting a genre among the list to write their own response, students share their genre piece with their group as they respond, critique, and make suggestions to each other in the forum. A group forum experience gives students a chance to practice what they teach to become better writers and realize the rewards and challenges involved in the process. This presentation will demonstrate how to appropriate multiple forums to engage students in cooperative activities encouraging reading and writing skills.

References

- Bomer, R. (1995). *A time for meaning*. Portsmouth, NH: Heinemann.
- Buchner, A. (2005). *Notebook know how: Strategies for the writer's notebook*. Portland, ME: Stenhouse.
- Burkhardt, R. (2003). *Writing for real: Strategies for engaging adolescent writers*. Portland, ME: Stenhouse.
- Graves, D. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann.
- Heard, G. (2002). *The revision toolbox: Teaching techniques that work*. Portsmouth, NH: Heinemann.
- Morgan, B. (2004). *Writing through the tween years: Supporting writers, grades 3-6*. Portland, ME: Stenhouse.
- Murray, D. (1985). *A writer teaches writing*, 2nd Ed. Houghton Mifflin.
- Sipe, R. & Rosewarne, T. (2006). *Purposeful writing: Genre study in the secondary writing workshop*. Portsmouth, NH: Heinemann.
- Spandel, V. (2005). *The 9 rights of every writer: A guide for teachers*. Portsmouth, NH: Heinemann.

Taking the Time: Pleasure in Revision

Barbara Goodman
Clayton State University
2000 Clayton State Blvd
Morrow, Georgia 30260
barbaragoodman@clayton.edu

Objectives:

During this presentation, participants will:

1. Learn about various pedagogical approaches to revision
2. Discuss how to implement revision more smoothly into their coursework
3. Engage in various activities that demonstrate how faculty and students can work together to create more successful written work

Audience:

This presentation will be beneficial for faculty who require their students to submit written work (e.g. essays, research papers) and want to determine how to more effectively and efficiently implement revision into their curriculum.

Description:

Bernard Malamud wrote: "Somewhere I put it this way: first drafts are for learning what one's fiction wants him to say. Revision works with that knowledge to enlarge and enhance an idea, to reform it. Revision is one of the exquisite pleasures of writing." As recent scholarship suggests (Booten 2012; Butler & Britt 2011; Elbow 2010; Murray 2003), revision can be a creative force in writing. Certainly, freshman composition courses emphasize the importance of revision. Students engage in peer reviews, discuss their writing, and often write several drafts of one paper. Revision is heralded as the means by which writing becomes art. Indeed, a quick survey of the Internet will provide a succession of "revision tips," "revision questions," and "revision lists" for students at various writing levels. Yet, too often students begin to see revision as something imposed, something that indicates the written product was not acceptable. Then, when students find themselves in other classes, it's one and done. They write the paper, get comments, and a grade. The assumption is any rewriting to be done was done before the paper was handed in. Often no rewriting opportunity is offered because the due date is viewed as the final date. Even if a student wished to rewrite or revise the paper the opportunity is not offered. How can these antithetical approaches to writing and revision be resolved? Which pedagogical approaches are conducive for classes not focused on student writing but rather expecting writing to be an integrated part of the course work? Indeed, is revision something desirable for students to do after they have "completed" the assignment and turned in their papers? How do we get students to embrace rewriting and revision for its own sake and not as a "requirement" or "punishment?"

References

- Booten, K. (2012). "Two Arts. Revision and what it leaves behind Two Arts. Revision and what it leaves behind." *Changing English: Studies in Culture & Education* 19 (1): 23-32. GIL. Retrieved March 25, 2012 from Academic Search Complete.
- Butler, J.A, and A. Britt. (2011). "Investigating Instruction for Improving Revision of Argumentative Essays." *Written Communication* 28 (1): p70-96. GIL. Retrieved March 25, 2012 from Academic Search Complete.
- Elbow, P. (2010), "11. Revising by Reading Aloud. What the Mouth and Ear Know." http://works.bepress.com/peter_elbow/33
- Murray, D. (2003). *The Craft of Revision* (5th ed). Beverly, MA: Wadsworth Publishing.

Gender differences in (3D) immersive virtual environment in graduate classes

Precious Guramatunhu-Mudiwa
Appalachian State University
Appalachian State University Reich College of Education 151 College Street
Boone, NC 28608
mudiwap@appstate.edu

Nita Matzen
Appalachian State University
Appalachian State University Reich College of Education 151 College Street
Boone, NC 28608
matzennj@appstate.edu

Objectives:

By the end of the session participants will be able to:

1. Identify the common features of Teleplace
2. List how students engage in Teleplace
3. View a demonstration of Teleplace
4. List the possible challenges of using Teleplace

Audience:

Professors, Instructors, students, instructional technologists and anyone interested in teaching and learning.

Activities:

1. Demonstration of Teleplace to participants showing the log in and navigation of rooms
2. Demonstration of a lesson in Teleplace
3. Collaboration: Participants will break into groups and brainstorm on possible challenges that students may face.
4. Discussion on ideas identified and presenters sharing their own findings
5. Collaboration: Participants share best practices in virtual environments.

Literature Review:

The number of studies involving on-line learning is growing but more needs to be done in studies that involve gender differences in student behaviors based on a variety of variables. One such study involved age and gender differences on-line as measured by self-efficacy, and academic performance (Chyung, 2007), which revealed statistically significant differences. Older students posted more messages than younger students but younger students improved their self-efficacy significantly more. In the same study, females were more efficacious than males and furthermore, females scored significantly higher on the final exam than males.

Other scholars investigated gender differences in on-line learning teaching among college students. For example, significant differences were found between the way male and female students identified the strengths and weaknesses of the online environment on a range of questions regarding flexibility, face-to-face interaction, shy and quiet students, self-discipline,

and self-motivation among community college students (Sullivan, 2001). Of critical importance is that on-line learning is affected by social presence, defined as "the extent to which students perceive themselves as intellectually connected to the other participants in an online dialogue" (Graddy 2006, p. 211). In her study, Graddy postulates that where students self-categorize by gender, males tend to use the expository style and crowd out females because females tend to use an epistolary style leading females to cognitively disengage from the group learning process.

Bronack, Sanders, Cheney et al. (2008) argue that the social aspects of learning in 3D virtual environments are better mitigated through what they termed Presence Pedagogy (P2). Their concept involves a community of learners engaging the constructivist approach where learners become potential peers, instructors, novices and experts, all learning with and from one another. Learning occurs organically with the community of learners fully engaging in reflective practice. Any potential issues individual members of the community may face are immediately attended to by other members who are knowledgeable and proficient at solving the problem. In other words, 3D virtual environments using the P2 approach break down silos in learning and teaching.

References

- Bronack, S., Sanders, R., Cheney, A., Riedl, R., Tashner, J., & Matzen, N. (2008). Presence pedagogy: Teaching and learning in a 3D virtual immersive world. *International Journal of Teaching and Learning in Higher Education*, 20(1), 59-69
- Chyung, S. Y. (2007). Age and gender differences in on-line behavior, self-efficacy, and academic performance. *Quarterly Review of Distance Education*, 8(3), p. 213-222
- Graddy, D. B. (2006). Gender salience and the use of linguistic qualifiers and intensifiers in online course discussions. *The American Journal of Distance* 20(4), 211-229.
- Sullivan, P. (2001). Gender differences and the online classroom: Male and female college students evaluate their experiences. *Community College Journal of Research & Practice*, 25(10), 805-818.

Web-Based Animation in Education

Adrian Heinz
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30024
aheinz@ggc.edu

Xin Xu
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30024
xxu@ggc.edu

Objectives:

The audience will gain valuable knowledge on conducting interdisciplinary research with a team of students and using web-based technology to engage students. In this presentation, we will

- Describe our experience.
- Show the animations.
- Demonstrate the use of the animations as valuable teaching tools.
- Explain challenges encountered.
- Share results and feedback from the pre and post survey.
- Discuss an overview of future work.

Audience:

This presentation is intended for faculty and general ISETL audience who are interested in using animations as a teaching tool to enhance the students' learning experience. It will also provide insight to faculty interested in developing animations for their courses.

Activities:

The audience will be asked to interact with the animations. A follow-up discussion will be conducted to assess the effectiveness of the animations as a teaching tool. The feedback gathered from the audience will be used to further improve our work.

Summary:

Traditionally, most academic institutions rely primarily on lecture to present the material to students. In this way, the teacher is the subject expert and students are passive listeners. In the keynote address entitled "Telling is not Teaching" at the 2011 ISETL conference, Dr. Annie Nardi has stressed that this traditional teaching method is not effective (Nardi 2011). She states that most students do not retain much of what they read or hear. Moreover, lecturing does not accommodate students' different learning styles (Brokaw & Merz 2001, Thomas & Amit 2007). Students achieve better performance when their learning style matches the instructor's teaching style (Ford & Chen 2001). Research results also indicate that using visualization enhances student teaching (Parker & Mitchell 2006, McGrath & Brown 2005).

However, the traditional visual materials such as pictures, diagrams, sketches, process flow charts and network diagrams are stationary and thus, they are rigid, lack interactivity and are not suitable to show time-based processes. A primary example in Biology is the process of cell division, which consists of several phases causing transformations in the cell structure. In mathematics, the different symmetries of square occur after performing rotations and reflections, which is hard for students to visualize.

To this respect, computer animations are valuable educational tools since they combine attractive interactive time-based graphics with sound to create a rich learning experience. They also provide a natural way of learning since most students are now heavily involved in the use of technology such as mobile phones, video games and social networking rather than traditional lectures and textbooks.

In this work, we present educational web-based animations to support teaching and learning. These animations were developed by IT junior and senior students, who worked under the supervision of the researchers. Student developers were asked to contact faculty interested in having animations developed for their courses. These faculties acted as "clients" by providing a topic to the student developers. The project involved two phases. During the first phase, students had to gather requirements, design, develop, implement and test the animations. By the end of the first semester, students created several animations in the areas of biology, mathematics, chemistry, and exercise science. During this process, students gained valuable experience on research methodology as well as technical skills in graphics design, web animations and programming. During the second phase, faculty clients used the animations in their classroom and conducted pre and post surveys to assess student learning. In this presentation, we share our experiences and provide qualitative and quantitative research results from the surveys.

References

- Brokaw, A. J., & Merz, T. E. (2000). The effects of student behavior and preferred learning style on performance. *Journal of Business Education*, 1, 4453.
- Ford, Nigel & Chen, Sherry Y. (2001). Matching/mismatching revisited: an empirical study of learning and teaching styles. *British Journal of Educational Technology*, 32(1), 522.
- Hawk, Thomas F., Shah, Amit J. (2007). Using learning style instruments to enhance student learning. *Decision Sciences Journal of Innovative Education*, 5(1)1-19.
- McGrath, M.B. & Brown, J.R. (2005). Visual learning for science and engineering. *IEEE Computer Graphics and Applications*, 25(5), 56 - 63.
- Nardi, Annie (2011). Telling is not teaching. Keynote speaking at the 2011 ISETL conference, summary available at the ISETL Newsletter, Volume I, Issue 2, Feb 2012 Issue.
- Parker, Brenda & Mitchell, Ian (2006). Effective Methods for Learning: A Study in Visualization. *Journal of Computing Sciences in Colleges*, 22(2), December.

First, Do No Harm: Teaching Plagiarism and Citations as Common Courtesy

Andrew Herman
SUNY Geneseo
1 College Circle
Geneseo, New York 14454
hermana@geneseo.edu

Corinne Tramuta
SUNY Geneseo
1 College Circle
Geneseo, New York 14454
cdt2@geneseo.edu

Objectives:

Upon completing this session, participants will be able to

- Discuss the value and process of promoting intrinsic motivation in a classroom through self-determination
- Articulate a new model for teaching plagiarism that focuses on courtesy rather than punishment

Audience:

This presentation will help any faculty member who teaches a class focused on plagiarism and proper citation and bibliographic techniques and formatting.

Activities:

The presentation will include the following activities:

- Analyzing and discussing your own approach to teaching plagiarism.
- Experiencing and analyzing the strengths and weaknesses of teaching plagiarism as a courtesy rather than a legal requirement.
- Reviewing initial data of students' perceptions between the two approaches to teaching plagiarism and citations.

Description:

As teachers, what we say and do in a classroom has an effect on students' attitudes and learning outcomes (Mottet, Richmond & McCroskey, 2006). More specifically, research has shown that what we say and how we say it can help students be more intrinsically motivated (Ryan & Deci, 2000a; Zook & Herman, 2011). This is because what teachers say in a classroom can help students fulfill their psychological needs for autonomy, competence, and relatedness - key factors in self-determination theory and promoting intrinsic motivation (Ryan & Deci, 2000b). This is important because students' performance as learners improve as intrinsic motivation increases. Vansteenkiste, Simons, Lens, Sheldon and Deci (2004) saw this happen with people learning material from textbooks, as well as engaging in physical activities. Kerssen-Griep, Hess and Trees (2003) connected a teacher's facework to sustaining students intrinsic motivation within a classroom. Promoting this kind of attitude could play an important role while teaching the important topic of plagiarism and proper citations.

Students are rarely intrinsically motivated to learn about the importance of plagiarism. Typically, the motivation is extrinsic in the form of a punitive threat. Similarly, it is difficult to be excited about learning proper citation procedures because the rules seem so mundane and unimportant. By approaching these issues through a lens of self-determination, a teacher has the potential to help students become more motivated to learn proper citation formatting to avoid plagiarism. Teaching appropriate citation procedures as a courtesy – to the original authors, to the readers, and to oneself – provides the opportunity to promote self-determination. The process becomes less threatening and increases the chances of fulfilling our needs for autonomy, competence and relatedness.

References

- Kerssen-Griep, J., Hess, J. A., & Trees, A. R. (2003). Sustaining the desire to learn: Dimensions of perceived instructional facework related to student involvement and motivation to learn. *Western Journal of Communication*, 67, 357-381.
- Mottet, T. P., Richmond, V. P., & McCroskey, J. C. (2006). *Handbook of instructional communication: Rhetorical and relational perspectives*. Boston: Pearson Education.
- Ryan, R. M., & Deci, E. L. (2000a). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- Ryan, R. M., & Deci, E. L. (2000b). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Vansteenkiste, M., Simons, J., Lens, W., Sheldon, K. M., & Deci, E. L. (2004). Motivating learning, performance, and persistence: The synergistic effects of intrinsic goal contents and autonomy-supportive contexts. *Journal of Personal and Social Psychology*, 87, 246-260.
- Zook, J. M., & Herman, A. P. (2011). Course-specific intrinsic motivation: Effects of teacher support and global academic motivation. *Journal on Excellence in College Teaching*, 22 (4), 83-103.

Gateway: A Center for Adult Students

Linda Hughes
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30043
lhughes@ggc.edu

Kathryn Gray-White
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30043
kgraywhi@ggc.edu

Objectives:

The objectives of this interactive teaching session are to review a surprising recent "Gateway" survey of non-traditional students, to brainstorm new ways of helping them succeed, and to create our own collaborative learning community as a model for creating one for our students. Although most of us as educators are aware of the differing needs of our non-traditional students, this recent survey elicited some surprising responses. For example, as busy as they are, these students still want to be provided with opportunities to be part of the greater learning community at their college. They don't want to just slip in and out; they want to contribute. But traditional college events don't work for them. As one student said, "I don't have time for a ski weekend." Therefore, events that are quick and convenient, and family oriented, will work better for them. There are a number of items on the "Gateway" survey that reveal their needs including changes in the transfer and registration process, changes in scheduling, and a place to "park" their kids during K-12 days off. This session will appeal to any educator who works with non-traditional students in two-year and four-year college settings. Audience activities will include a brief reflective exercise and an action-oriented group concept map of possibilities. We will also share our concept map that has proven to be appealing to grantors and donors. That concept is in the process of being brought to life at our college, so this session will, in all honesty, assist us in garnering useful ideas as well as sharing our process with others. We will reference our Georgia Gwinnett College "Gateway" survey, "When Generations Collide" by Lancaster & Stillman, "The M-Factor" by Lancaster & Stillman, "LifeMaps for Midlife Women" by Linda Hughes, and a Purdue University survey on "10 Mistakes Instructors Make" presented by Bill Krug at ISETL 2011.

Engaging Students with Style

Angela Humphrey Brown
Piedmont College
595 Prince Avenue
Athens, GA 30601
abrown@piedmont.edu

Objectives:

The purpose of this session is to explore the role of thinking and learning styles in producing opportunities for student engagement in the college classroom. More specifically, this session will examine 1) Why we need to embrace various thinking and learning styles when planning and implementing instruction; 2) How we can maximize learning opportunities by engaging our students with a focus on thinking and learning styles.

Audience:

This session is intended for faculty who are interested in exploring student engagement. Any teacher who desires to create more engaging learning opportunities for his or her students will find this session to be insightful. For educators who desire to leave ISETL equipped with ideas to use on Monday, this session will be most illuminating.

Activities:

Participants will employ self-assessment as well as participate in discussions and group activities. Additionally those present will engage in instructional planning using styles of thinking and learning.

Summary:

Students who are engaged in the classroom gain in achievement (Silver & Perini, 2010). Furthermore, Silver and Perini claim that we can increase the engagement of our students by connecting to their styles of learning and thinking. For this reason, college educators need to be cognizant of individual thinking and learning styles, and then connect these styles into their instructional planning and delivery with the goal of maximizing learning opportunities (for students). "Teaching that fully takes into account students' styles of thinking and learning will produce achievement superior to that produced by teaching that does not take their styles into account" (Sternberg, 2001, p. 197). Silver, Strong, and Perini (2007) put forth the notion that an effective teacher needs to be strategic in their planning with an intentional emphasis on connecting to a variety of learning and thinking styles. Sternberg (2001) argues that, teachers should allow their students to draw upon their preferred thinking and learning styles in learning new material. He further propounds that if teachers don't embrace a variety of thinking and learning styles, they will (invariably or consequently) favor certain students whose styles match theirs while not favoring those with different styles. Lastly Sternberg reasons that when learning and thinking styles are taken into account during instructional planning and lesson implementation, they improve students' academic performance.

This session helps educators build upon these beliefs in a concrete progression of action designed to engage their students through activities that connect to various thinking and learning styles.

References

- Silver, H.F., & Perini, M. J. (2010). The eight Cs of engagement: How learning styles and instructional design increase student commitment to learning. In R. Marzano (Ed.), *On excellence in teaching* (pp. 319-342). Bloomington, IN: Solution Tree Press.
- Silver, H.F., Strong, R.W., & Perini, M. J. (2007). *The strategic teacher: Selecting the right research-based strategy for every lesson*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Sternberg, R. J. (1999). *Thinking styles*. Cambridge, United Kingdom; Cambridge University Press.
- Sternberg, R. J. (2007). Thinking styles. In A. L. Costa (Ed.), *Developing minds: A resource Book for teaching and thinking* (3rd ed.)(pp. 197-201). Alexandria, VA: Association for Supervision and Curriculum Development.

Putting the Spirit Back In Teaching with Lively Student Engagement

Ellen Kaye Gehrke
National University
3678 Aero Court
San Diego, CA 92123
ekayegehrke@nu.edu

Suzanne Evans
Pacific Oaks College & Childrens School
45 Eureka Street
Pasadena, CA 91103
suzevans17@hotmail.com

Objectives:

1. Discuss how real learning requires engagement, mental involvement and doing.
2. Reflect on ideas, build on them and plan ways to use to liven up and improve the success of learning environments
3. Engage in interactive activities that can be adapted to any subject matter environment
4. Practice "framegame activities" to structure and adapt learning events.

Proposed Audience: This workshop is directed toward educators who are committed to designing and integrating more innovative interactive teaching activities in their classrooms.

Purpose:

Effective teachers know their content, know their students and know how to teach (NBPTS, 2012). Teaching is more than telling. Real learning requires engagement, mental involvement and doing. This first involves looking at the student as an individual within the learning community. Within this community, teachers must involve students prior to introducing concepts and theories (Bain, 2004). Next students must be involved, motivated, and actively learning (Barkley, 2009). When we engage learners and utilize interactive strategies, learning tends to be long-lasting and sustainable (Silberman, 1995). Based on this premise, the purpose of the proposed workshop is to introduce some interactive activities that can be adapted to any subject matter environment. Based on extensive research on interactive learning strategies, the workshop will demonstrate how "frame activities", using a template to structure a learning event can be adapted for any education subject areas (Thiagi, 2002). Frame games are generic game shells into which you can load your own content and instantly create a customized instructional game. Participants are invited to "steal" these ideas, build on them, liven up and improve the success of their learning environments. The exercises are designed to enable all learners, even those who might not otherwise have a voice to participate and lead. For those of us who have increasingly diverse classrooms and sensitivity to cultural differences is critical, paying attention to interactive activities that respect and honor the cultural differences is a major concern.

Activities:

The workshop divides the Frame games into three distinct activity strands. The first is team building activities that engage the participants and create an environment in which the participants themselves control what they reveal about themselves, and decide what they wish to

learn about others. The second category is known as a "Structured Sharing" frame activities. These flexible instructional activities are designed to stimulate discussion, prompt questions, encourage team learning and peer teaching, support affective learning and encourage skill development. The third phase of the workshop demonstrates application, assessment and reflective activities.

The activities permit the easy removal of old content and insertion of new content. These particular type of frame games facilitate the sharing and analysis of participants' experiences, knowledge and opinions. The primary source of information in this type of activity is the participant group. The instructor's role is to facilitate the activity and to correct major myths, misconceptions, and stereotypes. Participants will work individually, work with partners, pairs, and quads to facilitate sharing and discussing with one another. This is followed by the whole group hearing the best unique tips from each group. Thus, the group proceeds through the steps of individual reflection, partnership, quad formation, and whole group presentation followed with closure encompassing a list and discussion points that can be taken away from this workshop and implemented back at home.

Summary:

The workshop "practices what it preaches". It introduces the topic of interactive teaching and uses three interactive approaches to demonstrate how participants can adapt the frame gameactivities to their teaching environment. Participants will be engaged in and have the opportunity to experience these selected activities, not just hear about them, thus demonstrating the purpose of the workshop: Putting the Spirit Back in Teaching with Lively Student Engagement.

References

- Bain K. (2004). *What the best college teachers do*. Harvard University Press.
- Barkley, E. (2009). *Student engagement techniques: A handbook for college faculty*. Jossey Bass.
- National Board for Professional Teaching Standards. (2012). *What teachers should know and be able to do*. Retrieved from <http://www.nbpts.org/>
- Silberman, M. (1996). *Active learning: 101 strategies to teach any subject*. Allyn & Bacon Publishing.
- Thiagarajan (Thiagi), S. (2002). Interactive experiential strategies for multicultural training. 2002 Summer Institute for Intercultural Communication.

**The iPad Game Changer Education Revolution:
How Charleston Southern University School of Education Changed from
"Eek! They're Everywhere, They're Everywhere!" to "i Think i Can, i Think i Can – iPad"**

Norma Harper
Shorter University
Box 15
Rome, GA 30165
nharper@shorter.edu

Brenda Marques
Charleston Southern University
9200 University Boulevard
Charleston, South Carolina 29423-8087
bmarques@csuniv.edu

Cynthia Putman
Charleston Southern University
9200 University Blvd.
Charleston, SC 29423
cputman@csuniv.edu

Objective:

To inform university faculty of a) the process CSU went through to integrate iPad technology into the teaching/learning process, b) the practical applications currently used by CSU education faculty to engage students in the teaching/learning process, and c) the results thus far of using the iPads.

Audience:

Education faculty, any university faculty member interested in using an iPad in the teaching/learning process

Activities/Description:

CSU faculty will discuss the process and applications of the iPad to teaching/learning. Demonstrations and dependent on time and the number of attendees, attendees can explore the applications personally.

Summary:

In 2010 the Charleston Southern University School of Education became aware that iPads were being introduced in a few local schools. By 2011, pilot iPad classrooms were rapidly becoming pilot iPad schools. The iPad revolution was on! This presentation will follow the School of Education's journey from "We need iPads!" to becoming an active participant in the iPad revolution. This bold move proved to be a game changer for our commitment to leading, learning, and serving. Participants will take away reasons to explore the new impetus of iPads, the connection between brain research and the iPad, classroom techniques for iPad use, and specific examples of iPad apps and training to shift participants' thinking to "YES, I can - iPad!"

References

While there are research and practical application articles concerning the iPADs, this presentation will focus specifically on the journey of, and iPad applications used by, Charleston Southern University education faculty in teaching education majors and school faculty. An article is being submitted based on these experiences.

Transforming for the Sake of Transformative Learning through HIP Programs

Jeff King
University of Central Oklahoma
100 N. University Drive
Edmond, Oklahoma 73034
jking47@uco.edu

Ed Cunliff
University of Central Oklahoma
100 N. University Drive
Edmond, Oklahoma 73034
ecunliff@uco.edu

Objectives:

At session's end, participants will be able to:

- explain High Impact Programs (HIP) and how they have been connected to UCO's Transformational Learning model;
- identify programs that they are doing on their campuses that are HIP;
- consider UCO's umbrella approach and whether it, or parts of it, might fit their own institution's mission, needs, and culture;
- identify leverage points to spark collaboration among divisions of the institution as it moves toward wider understanding and buy-in for Transformative Learning undergirded by a HIP approach.

Audience:

The program is intended for:

- faculty willing to think outside of their discipline and see the potential for collaboration across disciplines and across traditional divisions within the university setting, and
- faculty developers who face the challenge of cultivating faculty and administration enthusiasm for HIP practices, learning outcomes assessment, and transformative learning.

Activities:

- Welcoming activity designed to illustrate the slippery and imprecise nature of college educators' characterizations of Transformative Learning and High Impact Practices.
- Participants share about barriers and facilitation methods for working across disciplines and divisional lines.
- Participants share about current HIP programs they are involved in and how those programs might be expanded or linked to others.
- Key word/elevator speech activity: defining and marketing TL-HIP to those who need to know.
- We will integrate participants' methods with our own to make all the ideas generated available for use back home.

Takeaways:

- Knowledge about how to incorporate and/or adapt a TL-HIP approach on one's campus.

- Tactics for getting faculty buy-in for TL and HIP.
- Better understanding of TL - what it looks like, and how to do it.

Description:

Transformative educational experiences are markers for successful student learning and pay dividends not just in disciplinary skill and knowledge but in ways that motivate students to achieve outcomes which are fundamental to a college education: critical thinking, reasoned discourse, civic engagement, creative thinking, leadership and the ability to work in teams, among others. In addition, TL as an instructional strategy helps students develop reflective skills, thereby becoming better self-regulated learners (Zimmerman, 1990) and is a construct shown to be valuable for informing classroom practice (Taylor, 2007, p. 186).

The University of Central Oklahoma has chosen a Transformative Learning approach operationalized via High Impact Programs. This session will share our successes and failures and present information and activities to help others consider whether a TL-HIP approach could be workable on their own campuses.

History of TL at UCO: Institutional concern for best practices in student engagement and learning is not new, though the literature seems to be growing at a faster pace than in the past. The Seven Principles of Good Practice in Undergraduate Education (Chickering & Gamson, 1991) was a pivotal work and one that was adopted by UCO about fifteen years ago, though with very little fanfare. Then, in no particular order, came the National Survey for Student Engagement, Undergraduate Research, the American Democracy Project, and a growing sense that the world was indeed flat (Freidman, 2005). While each of these efforts had value, they were also perceived with some suspicion by faculty wondering what was happening to their discipline.

A strategic planning session within the Academic Affairs division began to bring these various programs together under a single umbrella of "helping students learn through..." This simple, and natural, focus was the beginning of the adoption of transformative learning as the umbrella under which these programs would unite.

From this evolved the academic mission: Helping students learn so that they may become productive, creative, ethical and engaged citizens and leaders. The focal points emerged as "The Central Six" which included: discipline knowledge; leadership; research, creative and scholarly activity; civic engagement and service learning; health and wellness; and global and cultural competency. The specific inclusion of the field of study of the student and the faculty member has been important in recognizing that it is the faculty who implement this within the teaching/learning process.

There is one other critical piece in this patchwork, and that is the inclusion of other divisions within the university. All of the Central Six have components outside the formal classroom. At UCO there were clear connections with Student Affairs, Enrollment Management, as well as Administration which was in charge of many of the health components. The Vice Presidents came together to support the concept and actually gave the "Central Six" title to the concept. From the academic seed had grown a unifying concept now embraced across the campus.

TL Now at UCO: It's important to recognize that the faculty ownership is strong, though as one would imagine not universal (even herding ourselves, we are still cats!) But the concept has been supported within the infrastructure. The newest classroom building, The Center for Transformative Learning, was constructed without a "front" in the classrooms to encourage an interactive process and was equipped with chairs and tables on wheels. Study Tours are supported through a faculty training program in which they learn the ins and outs of the process. The grants office gives special support to faculty who engage students in research projects and who are revising courses to include transformative processes. And assessment and tenure processes now identify and support faculty efforts in these areas.

In the words of the old Virginia Slims commercials: we've come a long way, baby... but it is a never ending process of learning, reflecting, adapting and reframing in the spirit of transformative learning.

References

- Chickering, A. W., & Gamson, Z. F. (1991). Applying the seven principles for good practice in undergraduate education. *New Directions for Teaching and Learning*, 47, Fall 1991. San Francisco: Jossey-Bass.
- Friedman, T. L. (2005). *The world is flat: A brief history of the twenty-first century*. New York: Farrar, Straus, & Giroux.
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, D.C.: Association of American Colleges and Universities.
- Malachowski, M. (2006). Undergraduate research as the next great faculty divide. *Peer Review*, 8, 26-27.
- Mazlow, A. (1971). *The farther reaches of human nature*. New York: Viking Press.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.
- Mezirow, J., & Associates. (2000). *Learning as transformation*. San Francisco: Jossey-Bass.
- Taylor, E. W. (2007). An update of transformative learning theory: A critical review of the empirical research (1999-2005). *International Journal of Lifelong Education*, 26(2), 173-191. Available: <http://www.adulteduc.gr/001/pdfs/Taylor.pdf>
- Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist*, 25(1), 3-17.

iPads: Boon or Bane for the Classroom

Margaret Klemm
Embry Riddle Aeronautical University
600 S. Clyde Morris Blvd
Daytona Beach, FL 32114
klemmm@erau.edu

Susan Sharp
Embry Riddle Aeronautical University
600 S Clyde Morris Blvd
Daytona Beach, FL 32114
sharps@erau.edu

Apple's iPad is the best selling tablet in the world, having sold 55 million iPads by the end of 2011; amazing, given the tablet market has existed for only a couple of years (Gastin, 2012). There appears to be a consensus that the iPad is a revolutionary device with exceptional consumer acceptance and many secondary school districts are purchasing iPads for their students (Smith, 2011; D'Orio, n.d.). Segal (2102) has explored the hypothesis that spontaneous gestures, such as used with an iPad, affect thought and possibly learning in children. Colleges and Universities, on the other hand, are taking a more cautionary approach (Weider, 2011). This year, Embry Riddle Aeronautical University sponsored a University wide iPad initiative. Selected faculty in the University's four colleges were given iPad2s with the designated task of exploring suitable iPad applications (apps) for their specific disciplines. This presentation will focus on our "mastery" of the iPad2, her search for aeronautical apps, the initial usage of apps in the classroom, the grail of mirroring, student acceptance, and, of course, address the question of whether iPads help or hinder teaching (at least for this professor).

The objective for this presentation is to share the experience of adapting the iPad and applications for a technical college aviation course. Demonstration of apps and mirroring will be provided (technology willing). Ideally, this presentation will generate discussion of the appropriateness of iPads in collegiate courses as well as providing a forum for sharing the experience of participants with iPads.

The target audience is educators with an interest in and/or experience using iPads in the classroom. No prior knowledge or use of iPads is required but sharing of experience, suggestions and strategies is welcomed.

The presentation will begin with an overview of ERAU's iPads initiative, discuss the trial, tribulations and successes of iPad usage in the classroom, include demonstrations of iPad apps and mirroring and culminate with group discussion. A key component will be participant's discussion of iPad usage in their classes and disciplines. Other colleges are exploring iPad usage and a dialog is essential (Ringle, 2011; Toor, 2011).

References

- D'Orio, W. (n.d.). iPads in class. *Scholastic Administrator*. Retrieved from <http://www.scholastic.com/browse/article.jsp?id=3755865>
- Gastin, S. (2012). How many iPads can Apple sell? *Time Business*. Retrieved from <http://business.time.com/2012/03/16/how-many-ipads-can-apple-sell/>
- Ringle, M. (2011). *The Reed College iPad study: Summary of Faculty evaluation reports, April 2011*. Retrieved from http://www.reed.edu/cis/about/ipad_pilot/Faculty_iPad_Reports_April2011.pdf
- Segal, A. (2012). *Do gestural interfaces promote thinking? Embodied interaction: Congruent gestures and direct touch promote performance in math*. Dissertation Abstracts International: Section B: The Sciences and Engineering, 4340. <http://ezproxy.libproxy.db.erau.edu/login?url=http://search.proquest.com/docview/928988509?accountid=27203>
- Toor, A. (2011). Shocker! College kids like having iPads in the classroom. Retrieved from http://www.reed.edu/cis/about/ipad_pilot/Faculty_iPad_Reports_April2011.pdf
- Weider, B. (2011). iPads could hinder teaching, Professors say. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/iPads-for-College-Classrooms-/126681/>

Staff Development and its Importance to Teacher Retention and Job Satisfaction

Marilyn Koeller
National University
3390 Harbor Blvd.
Costa Mesa, Ca. 92626
mkoeller@nu.edu

Objectives:

- Increase participant awareness of what teachers view are pros and cons of Induction Programs and Staff Development.
- Share some possible alternatives to improve staff development and teacher Induction.
- Demonstrate specific activities designed to build teacher competencies and improve teacher retention.
- Encourage participants to consider and discuss how staff development could be structured to improve teacher retention.

Audience:

College and University instructors in Teacher Education

Activities:

This presentation will include the following activities:

- After a brief overview of research based on a survey of teachers from several Orange County School Districts and current research, the focus of this discussion will be related to these questions:
 1. What should be the purpose of a new teacher induction program?
 2. What should be the design of an induction program?
 3. How are the professional staff participants trained and evaluated?
 4. How are new teachers assessed for growth and improvement in the induction program?
 5. How is the induction program evaluated for its effectiveness in improving teacher retention and professional development?
- The audience will then be asked to share positive experiences they have had with staff development opportunities geared to improve their competencies.

Description:

Teachers made many comments on the survey. Most wanted mentoring from veteran teachers who could serve also as good role models for them to observe and receive assistance from and to have the opportunity to observe in other teachers' classrooms (Black, 2004; Ingersoll & Kralik, 2004). A teacher commented: "Observing good teaching is better than just being told what to do." They wanted the school and district to provide more support materials in subject areas and training sessions on how to fill out: Student Study Team or CARE referrals, how to complete the school/district report cards, and to receive help with short and long term planning (Fredricks, 2001). Dealing with parents who are both supportive and difficult was specifically mentioned as an area of need (Gibbs, 2005). A comment made was: "What do I do with helicopter parents who like to look in the window of my classroom to see what I am doing and what their child and other students are doing?"

High on the list of importance to them was staff development on effective classroom management strategies with regular observations by administrators who had outlined clear expectations and who would give specific feedback for improvement (Stroot, et al, 1998; Wong, 2004)). They wanted specific feedback and not general accolades (Tillman, 2003). One teacher commented: "I want to know steps and strategies that I can use to keep students on task and to assess their learning." As always many mentioned they wanted to have more planning time with team members and in general to have a reduction in the amount of paperwork (Davis, 2004; Wang, Tregidgo, & Mifsud, 2002). A student said: "I want planning time when I am fresh and not when I am tired at the end of the day and am thinking about what I am going to need to do for the next day." (Bobek, 2002)

It was interesting that a few mentioned that they wanted the school district to provide day care for their children and physical fitness programs at schools for teachers. One teacher's comment that was representative was: "I need reliable day care as my child's welfare is more important than teaching and I do not want to have to miss school because I cannot find day care." Also mentioned was the assistance by the district to help teachers receive National Board Certification. The goal for all these teachers was to become the best possible professional educator. (Britton, Raizen, Paine & Huntley (2003).

References

- Allen, M. (2003). *Eight questions on teacher preparation: What does the research say?* Education Commission of the States.
- Black, S. (2004). Helping teachers helps keep them around. *The Education Digest*, 70(4), 46-51.
- Bobek, B. (2002). Teacher resiliency: A key to career longevity. *The Clearing House*, 75(4), 202-205.
- Britton, E., Raizen, S., Paine, L., & Huntley, M. (2003). *More swimming, less sinking: Perspectives on teacher induction in the U.S.*
- Buckley, J., Schneider, M. & Shang, Y. (2004). *The effects of school facility quality on teacher retention in urban school districts.*
- Columbia Group. (2000). *Teacher recruiting & retention.*
- Davis, H. (2004). *Technology and teacher retention.*
- Dixon, K. (2010). *Mentoring teaching programs: Effectiveness of programs on teacher retention.* Masters Thesis
- Fredricks, J. (2001). Why teachers leave. *The Education Digest*, 66(8), 46-48.
- Gibbs, N. (2005) Parents behaving badly. *Time Magazine*, 165(8), 40-49.
- Ingersoll, R., & Kralik, J. (2004). *The impact of mentoring on teacher retention: What the research says.*

- Ingersoll, R., & Smith, T. (2004). Do teacher induction and mentoring matter? *National Association of Secondary School Principals*, 88(638), 28-40.
- Inman, D., & Marlow, L. (2004). Teacher retention: Why do beginning teachers remain in the profession? *Education*, 124(4), 605-615.
- Kajs, L. (2002). Framework for designing a mentoring program for novice teachers. *Mentoring & Tutoring*, 10(1), 57-69.
- Olson, L. (2002). Calif. study shows progress in retaining new teachers. *Education Week*, 22(8), 9.
- Stansbury, K., & Zimmerman, J. (2002). *Smart induction programs become lifelines for beginning teacher*.
- Stroot, S., Keil, V., Stedman, P., Lohr, L., Faust, R., Schincariol-Randall, L., Sullivan, A., Czerniak, G., Kuchcinski, J., Orel, N., & Richter, M. (1998). *Peer assistance and review guidebook*. Columbus, OH: Ohio Department of Education.
- Tillman, L. (2003). Mentoring, reflection, and reciprocal journaling. *Theory into Practice*, 42(3), 226-234.
- Wang, A., Tregidgo, A., & Mifsud, V. (2002). *Analyzing state policies and programs for beginning teacher induction: a comprehensive framework*. Educational Testing Service.
- Wong, H. (2004). Induction programs that keep new teachers teaching and improving. *National Association of Secondary School Principals*, 88(638), 41-58.

Starting the Journey: Transitioning to Team Based Learning: Purdue's IMPACT Program

William Krug
Purdue University
Young Hall Fourth Floor
West Lafayette, IN 47907
krugw@purdue.edu

Frank Dooley
Purdue University
Agriculture Economics,
West Lafayette, IN 47907
dooleyf@purdue.edu

Objectives:

- Overview of the concepts integrated into team based learning.
- Open with an overview of IMPACT and how it is changing the way classes are taught at Purdue.
- Present the Seven Principles For Practice in Undergraduate Education.
- Review of "Backward Design" (Michaelson and Sweet, 2008)
- Seek participant discussion of how they are incorporating the Seven Principles.
- Discuss the benefits of integrating IMPACT in the delivery and content of undergraduate courses.

Great teachers are never satisfied with their instructional delivery and are always looking at how to best reach the current generation of learners. For those of us who have taught for years it seems that reaching the current millennial generation continues to be a challenge. This high tech multitasking generation that does not like to read seems to frustrate even the best of instructors. To facilitate the teaching process Purdue has instituted a program called IMPACT which incorporated the Seven Principles For Practice in Undergraduate Education (Chickering and Gamson, 1987). The seven principles include:

1. Encourages contact between students and faculty
2. Develops reciprocity and cooperation among students
3. Encourages active learning
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning

IMPACT facilitates moving instruction from a lecture format to a collaborative teaching format. This change not only requires changing the way a course is taught but is also changing the way that classrooms are designed. Since this change also requires facilities change priority is being given to foundational (freshman/sophomore level) that have large enrollments and are experiencing low Confidence and Competency rates. Faculty wanting to develop a course for IMPACT style of delivery works with the staff of IMPACT and the Center for Instructional Services to change the course from a lecture type delivery to collaborative/problem solving style of delivery. When developed the class will be assigned one the classrooms set up for

collaborative learning. Initial IMPACT designed classes will focus on the entry level large classes whereby overview of the material is presented in large lecture rooms or are recorded and then the team based learning module will be taught in IMPACT designed classrooms. Currently the plan is to add seven IMPACT classrooms over the next couple years. IMPACT classroom are arranged so that round tables are used which seats three groups of three students. Each triad of students work on one laptop that is connected to the main projector in the classroom, so if needed their work can be shown for all to see. In addition there are movable white boards that students can use while working on a problem. Instead of lecturing on the material students are given a problem or project to work on that incorporates the reading material. As the triads work the instructor moves among the groups and when a group of students has a good solution or running into a problem then their material can be projected on the screen for discussion by the class.

References

- Michaelsen, L. K., Black, R.H. & Fink, L.D. (1996). What every faculty developer needs to know about learning groups. *To Improve the Academy: Resources for Faculty, Instructional and Organizational Development*. New Forums Press Co.
- Michaelsen, L. K. & Sween, M. Exerpt from chapter 2 of *Team-Based Learning for Health Professions Education: a Guide to Using Small Groups for Improving Learning*, Stylus Publishing, LLC: Sterling, VA, 2008.
- Watson, W.E., Michaelsen, L.K. & Sharp, W. (1991) Member competence, group interaction and group-decision-making: A longitudinal study, *Journal of Applied Psychology*, 76 801-809.
- Wiggins, G., McTighe, J.H. (1998) *Understanding by design*. Columbus, OH: Merrill Prentice Hall.

I flipped before it was cool: Redesigning your course for engagement

Jill Lane
Clayton State University
2000 Clayton State Blvd.
Morrow, GA 30260
JillLane@clayton.edu

Objectives:

During this mini-workshop presentation, participants will:

- Learn about different technologies to capture lectures
- Engage in an activity that allows them to flip a lesson
- Engage in sample activities to experience how they work

Audience:

This presentation is appropriate for faculty members who teach face-to-face, hybrid or blended classes and want to learn how to use their class time to engage students in applications of content.

Activities:

This presentation will follow the model for a flipped classroom whereby participants will be presented with the content online and engage in an activity that helps them design a flipped lesson.

Summary:

Consider the following scenario...

During a previous class you assigned homework to prepare your students for the next topic. Your lecture begins and a few minutes into it you ask a question, only to realize that the answer comes in the form of blank stares. Your students fail to respond because they don't understand, didn't do the homework to prepare or both.

Sound familiar. Quite a few years ago and after much frustration with not having my students come to class prepared I decided it was time for a change. At the time, active and collaborative learning were the buzzwords on college campuses and because I hated it when I was the only one doing the talking in class I decided to make a switch. The only problem I encountered was that students still were not coming to class prepared to engage. The solution, develop a course where outside readings and lectures contained embedded activities that forced them to prepare and regular class time became a series of discussions and homework-like activities that allowed me to facilitate learning and better assess student understanding. Little did I know that I was flipping before it was cool!

Research on student learning has shown that engaging in activities that are relevant help students retain more and better apply the material being taught (Bonwell & Eison, 1991; Chickering & Gamson, 1987; Sorcinelli, 1991). Advancements in technology that allow for capturing of lectures, streaming of videos, and online quizzing and discussions are expanding the boundaries

of the classroom and affording us the opportunity to shift the traditional teaching paradigm (Lage, Platt, & Treglia, 2000; Educause, 2012). The notion of the flipped classroom allows us the opportunity to apply the research and the technology and make the best use of class time to facilitate the learning process.

Sounds easy right? Well, like any other teaching endeavor it does require some pre-planning and time in order to make it work. Simply recording lectures and having students passively watch them online will probably result in the scenario mentioned above. In this session, you will experience a flipped classroom first-hand and engage in activities to help you design a flipped class so you too can be cool!

References

- Bonwell, C. C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom. In *ASHEERIC Higher Education Report No. 1*. Washington, DC.
- Chickering, A., & Gamson, Z. (1987). Seven principles for good practice. *AAHE Bulletin*, 39, 3-7.
- Educause. (2012, February 7). *7 things you should know about flipped classrooms*. Retrieved August 30, 2012, from <http://www-cdn.educause.edu/ir/library/pdf/ELI7081.pdf>
- Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education*, 31 (1), 30-43.
- Sorcinelli, M. (1991). Research findings on the seven principles. (A. Chickering, & Z. F. Gamson, Eds.) *New Directions for Teaching and Learning*, 47.

Enhance student cognition: Flow with inquiry and virtual tools

Teresa LeSage Clements
UH-Victoria
3007 N. Ben Wilson
Victoria, TX 77901
lesaget@uhv.edu

Barba Patton
UH-Victoria
3007 N. Ben Wilson
Victoria, TX 77901
pattonb@uhv.edu

Objectives:

During this presentation participants will:

- a. Engage in learning more about inquiry and virtual resources that inspire students to learn with intrinsic motivation,
- b. Learn about cognitive "flow" and how to help students achieve higher levels of thinking, and
- c. Engage in a lively discussion on different ways to teach inquiry to promote student aha's, the eureka's, and flow experiences.

Audience:

This presentation is valuable to all higher education faculty that want to improve their students' cognitive thinking skills, solve problems, and gain knowledge with inquiry instructional strategies.

Activities:

- d. Present the need to prepare all students with inquiry skill sets for life- long learning and careers.
- e. Demonstrate several inquiry strategies and solicit additional inquiry methods from participants.
- f. Discussion with participants on inquiry instruction implemented in courses using virtual tools to enhance student learning.

Description:

Educators need to prepare students with inquiry skill sets for college and occupations that lead to careers in the 21st century. These skill sets need to be taught with lifelong learning and working pursuits (ACTE, 2010). In addition, these learned skill sets need to be able to connect the new knowledge with application at the lowest level and leap to promote synergy with the creation of new knowledge at a greater level. We do not want just "smart" students or good "test" takers, but students that can think, apply and work well, and innovate. Sometimes the mind has mental leaps straight to the innovation or answer after pondering a problem - the eureka or aha moments. Inquiry thinking skills encourage reasoned solutions, which can lead to the innovation and flow. Flow is how we learn naturally. Flow helps students feel good about what they are learning and experience intrinsic motivation (ASCD, 2012). The instructional strategy of

"inquiry" immerse within most curriculums can enhance student cognitive thinking processes. These cognitive connections evolved within our minds into greater learning.

Inquiry can take the shape of many forms, although most educators agree that inquiry is a constructivist approach to teaching based on the learner's prior knowledge to maximize student understanding (Cruikshank, 2005). Although, you can bundle and embed virtual tools with inquiry learning strategies within most subjects and instruction delivery methods, which include for example, cooperative learning, direct instruction, and individualized instruction. One bonus of embedding virtual tools with instruction is that all learners seem to benefit (Smart, M. P., 2008; Svedkauskaite, Reza-Hernandez, Valdez, & Durian, 2009).

The steps to inquiry can be as simple as the five steps of the Cycle of Inquiry (Bruce, 2009), which are as follow: First a question(s) is asked (the problem is identified or hypothesis is formed); Second, the investigation is planned and conducted; Third, the students connect and create new knowledge; fourth, the students discuss the results; and fifth, the students evaluate and reflect on what was learned. New questions will be generated and the process repeats.

Attend this presentation and explore how educators can encourage and improve student inquiry skills using virtual information technology and futuristic technology, media and tools, such as Wikis, Second Life, social net working, gaming, interactive tablets, iPods, and other electronic devices. Over two billion people around the world use the Internet and communicate daily on PCs and cell phones (Internet World Stats, 2011). The virtual universe is a vast cosmos ripe for educators and students for quick access to global knowledge. Students like being engaged with their learning, they like interesting learning environments with tools that seem fun to learn with, and they need rigorous sequenced methods with adaptable flexibility that acknowledges increasing and ever-changing knowledge (ACTE, 2010). Csikszentmihalyi (Aquilar, 2005) defines a learning mental state as "flow" which is a sense of ecstasy when a person is completely involved in what he or she is doing. We would like to help you teach with "flow" and that your students' learning is "flowing."

Humans are naturally curious and enjoy learning, if they can relate and be actively involved. Students are using virtual resources naturally. It makes sense to use the tools that nurture learning with inquiry that help develop purposeful life-long learning skills.

References

- Aguilar, E. (2012). *Beyond student engagement: achieving a state of flow*. Edutopia. <http://www.edutopia.org/blog/student-engagement-elena-aguilar>
- Association for Career and Technical Education (ACTE). (2010). **Up to the challenge: The role of career and technical education and 21st century skills in college and career readiness**. http://www.p21.org/storage/documents/CTE_Oct2010.pdf
- Association for Supervision & Curriculum Development (ASCD). (July 2005). *Conference Report Finding the right pressure to experience flow*. 47 (7)

<http://www.ascd.org/publications/newsletters/education-update/jul05/vol47/num07/Finding-the-Right-Pressure-to-Experience-Flow.aspx>

Bruce, B. (2009). Inquiry

<https://apps.lis.illinois.edu/wiki/display/ib1/Home;jsessionid=2DB385045DC93A86F75702B9D3B8DF2A>

Cruickshank, D., Metcalf, K., Bainer, D. & Jenkins, K. (2011). *The act of teaching* 6th ed. McGraw Hill

Internet World Stats (2011). <http://www.internetworldstats.com/stats2.htm>

Smart, M. P. (2008). *The word and the world: Technology aids English-language learners*. Edutopia. <http://www.edutopia.org/technology-software-english-language-learners>

Svedkauskaite, A., Reza-Hernandez, L., Clifford, M., Valdez, G. & Durian, D. (2009). *Critical issue: using technology to support limited-English-proficient (LEP) students' learning experiences*. North central regional educational laboratory.

What Teachers Do Right in the Classroom

Maggie Levicoff
Delaware Valley College
700 E. Butler Ave
Doylestown, PA 18901
LevicoffMR3828@delval.edu

Allison Buskirk-Cohen
Delaware Valley College
700 E. Butler Ave
Doylestown, PA 18901
Allison.Cohen@delval.edu

Objectives:

Participants will

- Discuss their teaching methods that have gained the students attention
- Engage in group discussion and reflection
- Seek participants input as to what they believe teachers are doing "right" in the classroom
- Converse about the pros of their classroom atmosphere
- Compare and contrast an "effective" classroom vs. an "ineffective" classroom

Audience:

This teaching session is appropriate for instructors of all levels and all disciplines.

Activities:

After reviewing the presentation information, participants will break into groups and share their most effective and inspirational teaching moment/method to each other followed by volunteered disclosure to the presenters and audience. Fill in worksheets and interactive assignments will be supplied.

Description:

Effective teaching is hard to measure. Teaching and learning styles vary widely, causing confusion in the classroom. The highlights of research on good teaching show that the instructors are clear about their instructional goals, are knowledgeable about their content and the strategies for teaching it, communicate to their students with is expected of them and why, and are thoughtful and reflective about their practice (Porter, 1988, p. 75).

Porter (1988) expressed, along with a plethora of other highlights, teachers who accept responsibility for student outcomes are more effective than teachers who see their students as solely responsible for what they learn and how they behave (p. 78). It is useful for teachers to believe that, when the teaching/learning process breaks down, both the teacher and the student must assess the situation and make corrective adjustments (p. 78).

Teaching and learning are at the heart of higher education (Light, 2009, p.22). A number of studies have concluded that the single most important factor determining the quality of the

education a student receives is the quality of the teacher, and that the effective teachers can produce significantly greater student learning gains than less effective teachers (Cooper, 2006, p.2).

Good teaching skills can alternate the entire atmosphere of the classroom. This session will address effective teaching skills and how they can benefit the classroom setting.

References

Bubb, Robert. (2012). *Your Graduate Training Level in Psychology: Effective Strategies for Success*: Los Angeles, CA: SAGE Publications, Inc.

Cooper, James M. (2006). *Classroom Teaching Skills*. Belmont, California: Wadsworth, Cengage Learning

Light, Greg. (2009). *Learning and Teaching in Higher Education: The Reflective Professional* Second Edition: Forest Stewardship Council.

Porter, Andrew C., Jere Brophy. (1988) *Synthesis on research of Good Teaching: Insights from the work of the Institute for Research on Teaching*. Educational Leadership: Andrew Porter.

Improving Teaching Evaluations: What students really want from you

Gina Mariano
Troy University
377 Hawkins Hall
Troy, AL 36082
gjmariano@troy.edu

Danielle Lusk
Jefferson College of Health Sciences
101 Elm Avenue, S.E.
Roanoke, VA 24013
dllusk@jchs.edu

Purpose of the Research

Student evaluations of faculty can be seen as a measure of teaching effectiveness, but questions have been raised regarding the validity and reliability of these evaluations (Theall & Franklin, 2001). They can be used as part of the decision making process for promotion and tenure, yet faculty often discount their reliability. Many higher education institutions now have their student evaluations online, but is the information gained from these evaluations valuable?

Research has shown that classes with fewer than 15 students receive higher student evaluations than larger classes (Centra, 2003). There is also a common belief that instructors labeled as easy get more favorable student evaluations, however the research has not supported this belief (Bleske-Rechek & Michels, 2010). What has been found to positively correlate with higher student evaluations is student perceptions of their own learning and student/teacher interaction (Dee, 2007). If students perceive that they are learning, they often rate instructors higher (Clayson, 2009), similarly, if they perceive instructors as helpful and interested in their success, these instructors receive higher evaluations (Dee, 2007).

More recent studies have shown that among online student evaluations, students do not use the evaluations for primarily negative reasons (Bleske-Rechek & Michels, 2010). Although online student evaluations have increased in recent years, few students were thought to complete them and those students who did complete them were thought to use them as a means to vent frustration, however the data does not support this (Theall & Franklin, 2001; Otto, Sanford, & Ross, 2008). Some researchers have even suggested that ratings may be influenced by the halo effect (Otto, Sanford & Ross, 2008), where students may be rating instructors as mostly high or low based on one characteristic, such as easiness, not specific aspects of their performance. Still other studies have shown that attractiveness of instructors was related to positive ratings (Fenton, Mitchell & Stinson, 2004).

The reasons students choose to rate instructors positively or negatively must be further explored in order to better understand why students choose to enroll in certain instructor's courses over others. Current research has found that teachers will not improve evaluations from students by giving higher grades and less work (Centra, 2003). Student evaluations can provide useful information (Theall & Franklin, 2001) and should be taken seriously. This study will examine

what factors contribute to student selection of instructors through the use of online student evaluations.

Methodology

This pilot study will be conducted at a large Southeastern university. Approximately 600 undergraduate students will complete an online 20-item questionnaire. This questionnaire will include student demographic information (i.e. gender, major, year). And how many times they have taken an instructor. Some questions will include 1) Have you chosen a course because of the instructor? 2) Was your decision to change majors (if you have changed your major) influenced by an instructor? 3) Have you taken an instructor multiple times by choice? There will also be 3 short essay questions related to qualities and preferences students seek out when selecting an instructor.

Factor analysis was chosen for the study the variables of teacher qualities. Linear regression will also be conducted on select items from the survey and the slope and regression lines will be compared using t-tests. The results will discuss the relationship between instructor characteristics and course selection. Data collection will begin in May and end in July, with duration of 8 weeks.

This study is relevant in that it sheds light on student decision-making when selecting courses taught by multiple instructors. It will be helpful to understand factors that contribute to some instructors repeatedly have full courses while others do not. It also provides instructors with information about what characteristics students currently value and identify areas of teaching that may need improvement.

Implications

The finding from this study will help increase faculty understanding of the motivating factors behind students' selection of instructor. In order to improve faculty teaching effectiveness and student satisfaction, the perceptions and behaviors of students must be better understood. The results of the study will help faculty to improve current instructional practices.

Limitations

This pilot study will be conducted at one large Southeastern University. Future studies will include several universities in the Mid-Atlantic region and Southern states.

References

- Bleske-Rechek, A. & Michels, K. (2010). RateMyProfessors.com: Testing assumptions about student use and misuse. *Practical Assessment, Research and Evaluation*, 15(5), 1-12.
- Centra, J. A. (2003). Will teachers receive higher student evaluations by giving higher grades and less course work? *Research in Higher Education*, 44(5), 495-518.
- Clayson, D. E. (2009). Student evaluations of teaching: Are they related to what students learn? : A meta-analysis and review of the literature. *Journal of Marketing Education*, 31(1), 16-30.

- Dee, K. C. (2007). Student perceptions of high course workloads are not associated with poor student evaluations of instructor performance. *Journal of Engineering Education*, 96(1), 69-78.
- Felton, J., Mitchell, J., & Stinson, M. (2004). Web-based student evaluations of professors: The relations between perceived quality, easiness and sexiness. *Assessment & Evaluations in Higher Education*, 29(1), 91-108.
- Otto, J., Sanford, D. A., & Ross, D. N. (2008). Does ratemyprofessor.com really rate my professor? *Assessment & Evaluation in Higher Education*, 33(4), 355-368.
- Theall, M. & Franklin, J. (2001). Looking for bias in all the wrong places: A search for truth or a witch hunt in student ratings of instruction? *New Directions For Institutional Research*, 109, 45-56.

Lilly's Purple Plastic Purse: Exploring Best Teaching Practices through Children's Literature

Caroline Maurer
Wilkes University
84 South Street
Wilkes-Barre, Pennsylvania 18766
caroline.maurer@wilkes.edu

Erin McHenry-Sorber
Wilkes University
84 South Street
Wilkes-Barre, Pennsylvania 18766
erin.mchenrysorber@wilkes.edu

Dorinda McHenry
Wilkes University
84 South Street
Wilkes-Barre, Pennsylvania 18766
dorinda.mchenry@wilkes.edu

Objectives:

During this presentation, participants will:

1. Identify qualities of good teachers.
2. Create strategies for utilizing children's literature with pre-service teachers.
3. Discuss pedagogical techniques for teaching pre-service teachers.

Audience:

This presentation is ideal for faculty who teach pre-service teachers or provide training for practicing teachers on best teaching practices. The session will introduce participants to great teachers in children's literature and examine their teaching qualities.

Activities:

This presentation will include both whole group interaction and small group participation through the following activities:

1. Brainstorming activities designed to help participants think about best teaching practices.
2. Presentation of children's literature and how it can be used to teach teachers.
3. Exploration of children's literature to meet various teachers and their teaching practices.
4. Discussion on how to use the book to share the teaching practice with both pre-service and in-service teachers.

Description:

We have all experienced good teachers. Some of those great teachers in my life have been found in the pages of children's literature.

For example, in *The Year of Miss Agnes* by Kirkpatrick Hill we find a book filled with wonderful stories on the way of Alaskan life in 1948, but it also is bursting with great examples of a teacher who made a difference in the lives of her students. Whether it is the way she immersed the class in the arts, cared for the physical needs of the children, or accepted and differentiated instruction for the child with special needs, Miss Agnes demonstrated best teaching practices.

There are many children's books with great teachers and we wondered how we could use those books to teach the pre-service teachers in our university classes. Paterson (2001), in talking about why children read books, states that children read "for adventure, for escape, for laughter, or for more serious concerns - to understand themselves, to understand others, to rehearse the experiences that someday they may live out in the flesh" (p. 139-140).

Kiefer (1995) adapted Michael Halliday's (1973) functions of language to describe how children responded to picture books. The functions of language she adapted included: informative; heuristic; imaginative; and personal. Expanding on that framework, we questioned how to use children's literature to dialogue with teachers about teaching practices to inform (informative), to wonder and explore (heuristic), to reflect about what could be (imaginative), and to connect (personal) the stories to their practice.

This session will allow us to look at books for ways in which we can support teachers to learn about themselves as teachers and connect stories to their teaching practices.

References

- Halliday, M.A.K. (1973). *Explorations in the functions of language*. London: Edward Arnold.
- Kiefer, B. Z. (1995). *The potential of picturebooks: From visual literacy to aesthetic understanding*. Columbus, OH: Prentice Hall.
- Kirkpatrick, H. (2002). *The year of Miss Agnes*. New York, NY: Aladdin Paperbacks.
- Paterson, K. (2001). *The invisible child*. New York, NY: Dutton Childrens Books.

Reacting to the Past: Teaching a Student Run Course

Linda Mayhew
The University of Texas at Austin
Liberal Arts Honors and Humanities
Austin, Texas 78712
lmayhew@austin.utexas.edu

Julie Casey
The University of Texas at Austin
Liberal Arts Honors and Humanities
Austin, TX 78712
jcasey@mail.utexas.edu

Objectives:

During this presentation, participants will:

- a) Learn about interactive-learning techniques for teaching liberal arts courses from instructors who have used these pedagogies in the classroom
- b) Participate in a micro-workshop to experience the pedagogical strategies themselves
- c) Discuss specific aspects of these teaching techniques
- d) Reflect on what elements of these pedagogies might apply to their own courses
- e) Have the opportunity to receive materials and further guidance on how to use these teaching methods with their own students.

Audience: This presentation will be beneficial for faculty who teach liberal arts courses and want to learn how to get students more actively and creatively engaged with the subject material.

Activities:

This presentation will include the following activities:

- a) Listening to a brief presentation about these interactive learning techniques from instructors who have used these pedagogies in their humanities courses.
- b) Participating in a "micro-workshop", or simulation of these techniques, where session attendees experience what the students experience.
- c) Reflection/discussion about the simulated lesson experience
- d) Discussion with presenters and other participants about how to apply these teaching strategies in their own classrooms.

Description:

Reacting to the Past is a student-run historical role-playing course. In this course, students are assigned roles associated with a particular time period and read accompanying historical texts. Students use these tools to argue their characters' perspectives, giving speeches and writing essays as they attempt to persuade peers of their point of view. Throughout the course students develop leadership and critical thinking skills as they work independently and in groups to analyze material and construct debates.

Recent students have quantified the increased learning that occurs in the Reacting classroom. In *The Chronicle of Higher Education*, Mark Carnes, creator of Reacting to the Past, notes that role-playing classes are not new to the higher education classroom. Reacting, however, creates a different atmosphere where students enter a "liminal space" and talk about historical characters and issues in the present tense (Carnes 7). A study in 2009 showed the Reacting pedagogy "produced higher self-esteem, empathy, and belief that people can change over time and across contexts. Rhetorical skills were developed through the seminar" (Stroessner, Beckerman, and Whittaker 617). Additionally, students in this study demonstrated higher self-esteem and a comfort level with unpredictability. This finding contradicts existing research that correlates high self-esteem and a sense of control. Finally, the course's teamwork enables a tightly knit learning community, even at large institutions. Students benefit academically and personally from these partnerships, which translates into higher retention rates (Higbee 68-71).

Our interactive session will model of this student-centered course. Faculty presenters and student preceptors will describe the principles of Reacting to the Past game play and provide historical context for Athens 403 B.C. We will assign roles to session participants and invite them to participate in the Trial of Socrates. Whether you are a Radical Democrat, Moderate Democrat, Socratic, or Oligarch, you will have a chance to debate Socrates' crimes of corrupting the Youth, disobeying the Gods, and endangering Athenian ideals. The outcome of this trial is historical fact. But in this game, the participants' ability to persuade and argue innocence or guilt will determine Socrates' fate.

As teachers, we can be most effective by placing students in a learning situation. Reacting to the Past games are based on the principle that students learn best when directing their own education. Come experience this level of engagement and motivation in our micro-game set in Athens 403 B.C.

References

- "Reacting to the Past: Pedagogical Introduction." Reacting to the Past. Barnard College. 20 Sept.2010.<http://reacting.barnard.edu/sites/default/files/inline/reacting_pedagogical_introduction-9-20-2010.pdf>
- Carnes, Mark C. "The Liminal Classroom." 8 October 2004. *The Chronicle Review*, Volume 51, Issue 7. <http://chronicle.com/section/The-Chronicle_Review/41/>
- Carnes, Mark C. and Ober, Josiah. *The Threshold of Democracy: Athens in 403 B.C.* New York, NY: Pearson, 2005.
- Higbee, Mark D. "How Reacting to the Past Games 'Made Me Want to Come to Class and Learn': An Assessment of the Reacting Pedagogy." In Jeffrey L. Bernstein, ed., *Making Learning Visible: The Scholarship of Learning at EMU*. Ypsilanti, MI: Eastern Michigan University, 2008
- Lightcap, Tracy. "Creating Political Order: Maintaining Student Engagement through Reacting to the Past." *PS: Political Science and Politics* (2009), 42: 175-179.

Plato. *The Republic*. Trans. Desmond Lee. New York, NY: Penguin Group, 2007.

Stroessner, Steven J., Laurie Susser Beckerman, & Alexis Whittaker. "All the Worlds a Stage? Consequences of a Role-Playing Pedagogy on Psychological Factors and Writing and Rhetorical Skill in College Undergraduates." *Journal of Educational Psychology* 101 (2009), 605-620.

The World of Athens: An Introduction to Classical Athenian Culture. Second edition. New York, NY: Cambridge University Press, 2008.

Using Op-Eds, LTEs, and Other Media Tools to Teach Theory to Students

Cheryl McFadden
East Carolina University
209 Ragsdale Hall
Greenville, NC 27858
mcfaddench@ecu.edu

Shelly Hoover-Plonk
East Carolina University
213 Ragsdale Hall
Greenville, NC 27858
hooverplonkr10@students.ecu.edu

Objectives:

Participants will complete the following:

1. Critique a current Op-Ed from the New York Times
2. Analyze the Op-Ed and the LTE in terms of organizational theory
3. Craft a LTE in response to the Op-Ed
4. Develop an assessment instrument for evaluative purposes

Audience:

This presentation is appropriate for both undergraduate and graduate faculty.

Activities:

Participants will be divided into 4 groups and will critique a current Op-Ed. Participants will analyze the Op-Ed in terms of organizational theory. Each group will develop a 150 word LTE in response to the Op-Ed. Finally, participants will develop an assessment instrument that evaluates the LTE.

Description:

The lecture style format in higher education has persisted through time, but research has indicated that students achieve more meaningful learning outcomes when engaged in active and relevant learning experiences. This presentation will engage participants in an alternative teaching methodology, using media tools to teach organizational theory. The approach was utilized in a doctoral level course with positive results garnered through multiple assessments.

References

- Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco: Jossey Bass.
- Barr, R. B., & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. *Change*, 27(6), 12-25.

- Berk, R. A. (2005). Survey of 12 strategies to measure teaching effectiveness. *International Journal of Teaching and Learning in Higher Education*, 17(1), 48-62.
- Berry, W. (2008). Surviving lecture: A pedagogical alternative. *College Teaching*, 56, 149-153.
- Carini, R. M., Kuh, G. D., & Klein, S. P. (2006). Student engagement and student learning: Testing the linkages. *Research in Higher Education*, 47(1), 1-32.
- Carlson, A. (2005). Using problem based learning to teach thermodynamics: The good, the bad, and the ugly. Paper 2005-2092 presented at the ASEE Annual Conference, Portland, OR.
- King, A. (1993). From sage on the stage to guide on the side. *College Teaching*, 41(1), 30-35.
- Lieb, S. (1991). Principles of Adult Learning. Retrieved September 24, 2011, from University of Hawaii Honolulu Community College Web site:
<http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/adults-2.htm>
- McDaniel, K. N. (2010). Harry Potter and the ghost teacher: Resurrecting the lost art of lecturing. *The History Teacher*, 43(2), 289-295.
- O'Sullivan, D., & Copper, C. (2003). Evaluating active learning: A new initiative for a general chemistry curriculum. *Journal of College Science Teaching*, 32, 448-452.
- Pascarella, E., & Terenzini, P. (1991). *How college affects students: findings and insights from twenty years of research*. San Francisco: Jossey-Bass.
- Shao, L. P., Anderson, L. P., & Newsome, M. (2007). Evaluating teacher effectiveness: Where we are and where we should be. *Assessment and Evaluation in Higher Education*, 32(3), 355-371. doi:10.1080/02602930600801886
- Sivan, A., Leung, R., Woon, C., & Kember, D. (2000). An implementation of active learning and its effect on the quality of student learning. *Innovations in Education & Training International*, 37(4), 381-389.
- Stark-Wroblewski, K., Ahlering, R. F., & Brill, F. M. (2007). Toward a more comprehensive approach to evaluating teaching effectiveness: Supplementing student evaluations of teaching with pre-post learning measures. *Assessment and Evaluation in Higher Education*, 32(4), 403-415.
- Struyven, K., Dochy, F., Janssens, S., & Gielen, S. (2008). Students' experiences with contrasting learning environments: The added value of students' perceptions. *Learning Environments Research*, 11, 83-109. doi:10.1007/s10984-008-9041-8
- Trigwell, K., & Prosser, M. (1991). Improving the quality of student learning: The influence of learning context and student approaches to learning on learning outcomes. *Higher Education*, 22(3), 257-266.

Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active Learning in Higher Education*, 11(3), 167-177.

Eight Tips for Getting Your Students to Read

Karen Megay-Nespoli
St. Joseph's College
155 West Roe Blvd.
Patchogue, New York 11772
kmegay-nespoli@sjcny.edu

Objectives:

During this presentation participants will

- a) Reflect on the issue of reading and how it affects each participant
- b) Discuss the role of the college teacher in getting students to read for the course
- c) Discuss reasons why students do not complete the assigned readings
- d) Discover different ways to engage students in course readings

Audience:

This presentation will be beneficial for faculty who would like to increase student reading in their courses.

Activities:

This presentation will include the following activities:

- a) Discussion with other participants about the issue of reading and how it affects each participant.
- b) Small group discussion about whose problem this is and why?
- c) Brainstorm and share different ways to engage students in course readings

Description:

On any given day 70% of the students will not have read the assigned course readings (Burchfield & Sappington, 2000). Reading textbook and other required material prepares students to be able to answer questions and contribute to classroom discussions. Reading can also help show students the connections between lecture and what they have read. However, many students do not like to read, especially when it's required reading. Although there is a direct correlation between reading required material and course grades, many students avoid reading.

Bean, as cited in Learning Resource Networks (n.d.), identifies a number of reasons why university students struggle with and avoid reading:

- Students today skim for information, similar to how they process information they read online
- Students often multitask while reading (watch television, scan the internet, listen to music, text friends)
- Students may not know how to organize their reading based on the structure of textbooks and articles
- Students can have difficulty understanding the content, language and vocabulary in college textbooks and research articles

Bean (1996) believes that college teachers need to assume responsibility for getting students to "read for the course." This statement helped to shift my thinking and practices. I prefer a shared responsibility model providing students with many of the same tools I use to teach my literacy students.

Come to this session to learn more about this shared responsibility model. In this workshop I will engage you in activities designed to help you better understand all of the dynamics involved in getting students to read the course material. I will share eight tips, and a few more, to get your students reading.

References

- Bean, J. C. (1996). *Engaging ideas: The professor's guide to integrating writing, critical thinking and active learning in the classroom*. San Francisco: Jossey Bass
- Burchfield, C. M. & Sappinton, J. (2000). Compliance with required reading assignments. *Teaching of Psychology*, 27(1) p. 58-60.
- Culver, T. F., & Morse, L. W. (2010). Helping students use their textbooks more effectively. In M. Weimer (Ed.), *11 Strategies for getting students to read what's assigned*. Retrieved March 8, 2012 from <http://www.FacultyFocus.com>
- Hobson, E.H. (2003, November). Encouraging students to read required course material. Workshop presented at the 28th Annual Conference of the Professional and Organizational Development (POD) Network in Higher Education, Denver, CO.
- Larson, J., Young, A., & Liebham, M. B. (2011). Reading to learn: Engaging university students in meaningful reading and discussion. *Teaching Journalism and Mass Media*, 1(1) p. 21-31.

Two Heads Are Better Than One: Course Co-Development and Peer Coaching

Judith Menoher
National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
jmenoher@nu.edu

Denise Hexom
National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
dhexom@nu.edu

Objectives:

During this presentation, participants will

- Share strategies found to be effective in course development collaboration, as well as the obstacles.
- Share samples of courses (designed to be delivered in an onsite, online, or hybrid format) where course designers/instructors have been mentored and coached.

Audience:

This presentation will be beneficial for faculty responsible for course development where standards are matched to program learning outcomes and course learning outcomes, courses are designed for multiple formats (online, onsite, and hybrid), and must include interactive activities. It will also benefit participants who are interested in peer coaching/mentoring for course and instructional improvement.

Activities:

This presentation will include the following activities:

- Sharing of process to effectively co-develop courses by presenters and participants.
- Group development of course development strategies.
- Discussion of how instructors can utilize peer coaching/mentoring to improve both the course being taught and the instructor teaching the course.

Description:

National University has offered courses in multiple formats for quite a while now. Recently, our Department of Special Education developed a new program to meet new standards from the California State Department of Education. More than 28 new courses were developed, some in partnership with the Department of Teacher Education. As courses were developed, it was found that courses developed by co-authors tended to be much richer in quality and rigor.

In this presentation, the two co-presenters will share the processes they followed in developing two online classes. Each class was developed with a different strategy because of the course content and knowledge of the developers. Both worked equally well.

The two course developers also peer coach/mentor each other through their online courses. This is an effective way to improve course content as well as to improve instruction.

The end products of this collaboration are improved courses, both in content and instructional strategies. In addition, our course instruction has improved through our peer mentoring/coaching.

References

- Bawane, J. & Spector, J. (2009). Prioritization of online instructor roles: Implications for competency-based teacher education programs. *Distance education*, 30(3), 383-398.
- Chen, C., & Peng, X. (2010). The impact of hyperlink on online course design: A case study of mba economics course. *The business review*, 142(2), 42-47.
- Johnson, S., & Aragon, S. (2003). An instructional strategy framework for online learning environments. *New directions for adult and continuing education*, No. 100.
- Kirtman, L. (2009) Online versus in-class courses: An examination of differences in learning outcomes. *Issues in education*, 18(2), 103-117.
- Moule, P. (2007). Challenging the five-stage model for e-learning: a new approach. *Research in learning technology*, Vol. 15, No. 1, March 2007, 37-50
- Okpala, C., Hopson, L., Fort, E., Chapman, B. (2010). Online preparation of adult learners in post-secondary education: A triangulated study. *Journal of college teaching and learning*, 7(5), 31-36.
- Salmon, G., (2002). Five Stage Model of E-learning. Retrieved from:
http://www.slideshare.net/ADFT_USQ/wo7u7ld/youstartfromhere-version3_
- Vlachopoulos, P., Cowan, J. (2010). Reconceptualizing moderation in asynchronous online discussions using grounded theory. *Distance Education*, Vol. 31, Iss. 1; pg 23.
- Zhao, Y., Lein, J., & Tan, H.S. (2005). What makes a difference? A practical analysis of research on the effectiveness of distance education. *Teachers college press*, 107(8), 1836-1884.

Group Work for the 21st Century

Barbara Millis
University of Texas San Antonio
One UTSA Circle, JPL 4.04.08C
San Antonio, Texas 78249
barbara.millis@utsa.edu

Objectives:

This interactive workshop will involve learners in group activities that explore the research and best practices for structured group work. Participants will become familiar with the principles of effective group work manifested in highly structured models such as team-based learning (TBL), process-oriented guided inquiry (POGIL), problem-based learning (PBL) and cooperative learning (CL). The session will focus on research related to deep learning, the biological basis of how people learn, including metacognition, and other research-based findings that produce intentional, purposeful educators. Web references, handouts, and images influenced by a "Zen-of-PowerPoint" approach, will reinforce key ideas.

Discussion:

Virtually all current research emphasizes the value of peer interactions and group-based learning, but all group work is not created equal. Many faculty members, for example, assign group projects where students select their own team mates, meet outside of class without clear records of accountability and contributions, and produce a final product that does not take into account individual efforts. The research on effective group work, which most faculty members do not have the time or inclination to consult, does lay out key principles that faculty and faculty developers, the intended audience, can emphasize.

This session will be framed by a theoretical framework synthesized from group-based practitioners in TBL, POGIL, PBL, and cooperative learning.

Some specific outcomes or "take-aways" will be:

- (1) A renewed realization that the faculty we work with will be in different stages of their own professional development;
- (2) Some insights into the value and key elements of effective group work and some specific classroom management tools based on best-practices (team folders, quiet signal, sponge activities, not pre-identifying a spokesperson) that foster it;
- (3) A review of the international research on deep learning (motivation, active learning, interaction, and a deep foundational knowledge based on concepts) and how carefully structured group work - through active learning and student interactions - becomes a tool to bring about deep learning;
- (4) An appreciation of the need to sequence activities to promote deep learning so that motivating homework (pre-class assignments) becomes the basis of class interactions - structured group activities - that build on the knowledge acquired prior to the class meeting;
- (5) An understanding of Bransford, Cocking, and Brown's three key learning principles (How People Learn, 2000): prior knowledge and a deep foundation knowledge based on concepts, and

metacognition and how they relate to the deep learning research and also to Angelo and Cross's Classroom Assessment Techniques;

(6) An awareness that Leamnson and others define learning as "stabilizing, through repeated use, certain appropriate and desirable synapses in the brain" (p. 5) with clear implications for sequencing learning to produce "repetition without rote";

(7) A researched based reminder of the need to give students the conceptual framework (schemas) to understand and process ambiguous material through "previewing."

Participants will be involved through group work and paired conversations. The presenter will model some group-based activities such as the "Three-Step Interview", "Think-Pair-Share," and "Numbered Heads Together" (renamed "Structured Problem Solving")

References

Ambrose, Susan, Bridges, Michael W., DiPietro, Michele, Lovett, Marsha C., Norman, Marie K. (2010). *How Learning Works: Seven Researched- Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass.

Angelo, T. A., & K. P. Cross. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Commission on Behavioral and Social Sciences and Education National Research Council. Washington, DC: National Academy Press.

Leamnson, R. (2000). *Thinking about Teaching and Learning: Developing Habits of Learning with First Year College and University Students*. Sterling, VA: Stylus Press.

Millis, B. J. (2010). Promoting deep learning. IDEA Paper #47. IDEA Center. Retrieved February 19 from http://www.theideacenter.org/sites/default/files/IDEA_Paper_47.pdf

Millis, B. J., Ed. (2010). *Cooperative Learning for Higher Education Faculty: Across the Disciplines, Across the Academy*. Sterling, WV: Stylus Press.

Preparing a Thesis-Focused Professional Portfolio

Barbara Millis
University of Texas San Antonio
One UTSA Circle, JPL 4.04.08C
San Antonio, Texas 78249
barbara.millis@utsa.edu

Objectives:

This interactive workshop will involve learners in group activities that explore the research and the best 21st Century practices for professional portfolio construction. The presenter will emphasize the need to provide focus and highlighting in the reflective commentary, and clarity and integrity in the appendices. The teaching philosophy statement should have a thesis and specificity. Through modeling, rubrics, and specific examples, the experienced presenter will offer coaching tools to participants. Web references, handouts, and images influenced by a "Zen-of-PowerPoint" approach will reinforce key ideas.

Discussion:

Professional portfolios are becoming increasingly evident in job searches, promotion and tenure reviews, and teaching award competitions. Despite the fact that research on portfolios has been ongoing since the 1980s, many faculty are unsure of how to conceptualize and structure a portfolio that gives them a "voice." They often regard the end product as a collection of "stuff," not a unified creation.

This session will be framed by "best practices" provided by the literature on faculty professional portfolios, but more importantly it will be framed by the experiences of a faculty development expert who has been coaching faculty since the AAHE called the first portfolio planning meeting in the United States. Her coaching practices have lead in part to 16 winners of a statewide regent's outstanding teaching award during the last two years.

Some specific outcomes or "take-aways" will be:

- (1) An awareness of the need to focus a portfolio through a structured thesis that provides unity, coherence, and a "voice";
- (2) Specific ways to coach faculty to reach a level of specificity in their portfolios and teaching philosophy statements enabling readers to "see" them in action;
- (3) Tools to help faculty members plan and prepare the teaching portion of their professional portfolio;
- (4) Tools to help faculty write cogent sentences with active verbs and key words in key places;
- (5) An awareness of the need for the reflective commentary to both focus and highlight key strengths by being highly selective while referencing all appendices;
- (6) An awareness of the need to provide clarity and integrity in the annotated appendices;
- (7) Familiarity with paper and eportfolios characterized by hyperlinks;
- (8) Rubrics that faculty developers can share with faculty and graduate students to help them evaluate their own portfolios and teaching philosophy statements or to use with colleagues providing helpful critiques;

Participants will be involved through group work and paired conversations. The presenter will model and lead participants in group-based activities to further their coaching skills and enable them to critique portfolios and teaching statements.

The audience might be faculty, faculty developers, or even graduate students.

This session will focus on practices from a variety of current sources that are research-based and hence lead to 21st Century teaching and learning.

References

- Denham, T. (2011) Preparing your Professional Portfolio. *Careers and Worklife*. Retrieved February 19, 2012 from <http://blog.timesunion.com/careers/preparing-your-professional-portfolio/1229/>.
- Edgerton, R., Hutchings, P., and Quinlan, K. (1991). *The Teaching Portfolio: Capturing the Scholarship in Teaching*. American Association for Higher Education, Washington, D.C.
- Millis, B. J. (1995). Shaping the reflective portfolio: A philosophical look at the mentoring role. *Journal on Excellence in College Teaching*, 6(1), 65-73.
- Ory, J. (2000). "Teaching Evaluation: Past, Present and Future" in K. E. Ryan (Ed.). *Evaluating Teaching in Higher Education: A Vision for the Future*, 13- 18. San Francisco: Jossey-Bass.
- Seldin, P. & Associates (1999). *Changing Practices in Evaluating Teaching*. Boston, MA: Anker Publishing.
- Seldin, P., Miller J. E., Seldin, C., and McKeachie, W. (2010). *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*. San Francisco: Jossey-Bass.

Active Learning in the Sciences

Becky Morrow
Duquesne University
600 Forbes Ave.
Pittsburgh, PA 15282
morrowb@duq.edu

Objectives:

- Participants will recognize the need for better teaching of the sciences
- Participants will gain knowledge of the scientific literature that supports active learning techniques
- Participants will gain comfort in the use of multiple active learning techniques
- Participants will design a "Teaching Tidbit" incorporating active learning techniques
- Participants will understand the connection between active learning techniques and assessment of student learning (i.e. "Engagements")

Audience:

This is specifically designed with exercises in the sciences, but is really aimed toward anyone interested in learning about active learning.

Activities/Description:

This session is set up to teach participants about active learning techniques by having the participants engage in the techniques throughout the session. For instance, a video with common public science misconceptions will be shown followed by a "Think-Pair-Share" where participants discuss the video in pairs then share with the group as a whole. Other active learning techniques such as clicker questions, case studies, brainstorming, and problem based learning will be incorporated as well. Participants will then design a "Teaching Tidbit" with various active learning techniques for their classrooms.

References

Ruhl, K., C. Hughes, and P. Schloss, "Using the Pause Procedure to Enhance Lecture Recall"

Hake, R., "Interactive-Engagement vs. Traditional Methods: A Six-Thousand-Student Survey of Mechanics Test Data for Introductory Physics Courses "

Laws, P., D. Sokoloff, and R. Thornton, "Promoting Active Learning Using the Results of Physics Education Research"

Scientific Teaching by Jo Handelsman, Sarah Miller, and Christine Pfund. Hardcover. 184 pages
Publisher: W.H. Freeman & Company, in collaboration with Roberts & Company Publishers
(2006)

Designing Learning Opportunities to Link Theory to Practice

Bridget Murray
Henderson Community College
2660 S. Green St.
Henderson, Kentucky 42420
bridget.murray@kctcs.edu

Objectives:

Participants will engage in active learning demonstrations.
Participants will explore new techniques for supporting the desire to learn.
Participants will examine the roles of the learner and co-learner.
Participants will reflect on applying new learning techniques in his/her discipline.

Audience:

This session is suitable for instructors in all disciplines. The techniques have implications and are relative to all coursework.

Activities:

The session will include games, role plays, illustrations, props, and projection activities.

Description:

My personal philosophy is influenced by my many years of working with young children. The foundation of early childhood education is based on developmentally appropriate practices (DAP). The term refers to three types of knowledge: 1) what is known about child development and learning; 2) what is known about the strengths, interests, and needs of each individual child in the group; and 3) knowledge of the social and cultural contexts in which children live (Bredekamp, 1997). As I have studied learning theory in my doctoral studies, it occurred to me that DAP applies to learning at all levels. At the college level, instruction should be based on: 1) what we know about adult learning theory; 2) what is known about the individual students based on age, gender, interests and needs; and 3) relevance to the cultural, social, and workplace contexts.

The work of Malcolm Knowles (1998) has helped me to raise my instruction to a level to meet the needs of adults. The activities presented in this workshop support these key characteristics of adult learners: Adults bring to the learning situation a wide range of experiences, adults learn best when the learning directly applies to their life situation, and adults are task-oriented in their learning.

In my college classroom, I strive to design appropriate instruction for adult learners. Some of the adult learning techniques I use are: scenarios, demonstrations, interactive discussions, role play, projections, technology, games, inquiry-based projects, cooperative learning, and field assignments. I will be sharing examples of these techniques. I will explain how they are implemented in my classroom but they are open-ended and applicable to many different courses. Participants will have time to reflect on the activities and suggest applications for his/her field of study.

All instructors are challenged to find ways to engage students and inspire excitement for learning with the end product result of new knowledge and skills. Today we find our students

are challenged with many demands on their time. Arthur and Tait (2004, 213) emphasize the division between work and non-work lives is no longer bounded by clear time markers. For this reason it is imperative that we provide opportunities for students to reflect on their learning and their reasons for pursuing additional knowledge.

I seek to be a co-learner with my students. In his classic book, *Pedagogy of the Oppressed*, Freire describes this process as viewing students as partners in the learning process and the instructor as a co-learner if we expect them to become inquirers and thinkers. As I am designing active learning opportunities I become much more engaged with the material and transfer this enthusiasm to the students. This workshop will demonstrate my passion for teaching and learning.

References

- Arthur, L. and A. Tait. 2004. Too little time to learn? Issues and challenges for those in work. *Studies in the Education of Adults*, 36(2). 222-34
- Bredenkamp, S. 1997. *Developmentally Appropriate Practice in Early Childhood*. Washington, D.C: National Association for the Education of Young Children.
- Freire, P. *Pedagogy of the Oppressed*. New York: Seabury Press, 1973.
- Knowles, M.S. 1998. *The adult learner: A neglected species* (3rd ed). Houston: Gulf Publishing.

"Open Learning in the Higher Education – Opportunities and Limitations of the Jigsaw Puzzle"

Jennifer Charlotte Müller

International Graduate Centre for the Study of Culture (GCSC), JLU Giessen/Germany

International Graduate Centre for the Study of Culture (GCSC), JLU Giessen

35394 Giessen, Germany D-35394 Giessen

Jennifer.Mueller@sowi.uni-giessen.de

Objective:

During this presentation the participants will learn about the educational objectives of the Jigsaw Puzzle and practice this method of cooperative learning.

Objectives for Learners and Teachers:

1.) Learners: Self-control/Self-regulation of Learning

1.) Teachers: Differentiation of Teaching

2.) Learners: Learning Activity itself

2.) Teachers: Teachers as Consultants

Learners and Teachers:

Connection of living and learning

Common "designing engineers"

Audience:

This Presentation aims to support the teaching staff from all disciplines, who want to learn about Open Learning Forms and Teaching Forms and plan to engage students for self-regulated learning.

Activities:

This presentation contains four pivotal activities:

1.) Core Group Phase I:

Formation of Expert Groups about four Open Learning Methods

2.) Expert Group Phase:

Discussing the content in the Expert Group

3.) Core Group Phase II:

Presenting des Results of the Expert Group in the Core Group

4.) Reflection and Discussion

with the other participants on the advantages and disadvantages of the Jigsaw Puzzle

Description:

After a brief introduction to Open Learning Models by the lecturer, the seminar group will be divided into two Core Groups. Those Core Groups will be divided into several Expert Groups. The Expert Groups now come together and discuss the content for which they have been found to be (future) professionals. The topics for the four Expert Groups are: (1) Compass Learning, (2) Jigsaw Puzzle, (3) Project and (4) Simulation Game. In the final phase, the Core Group makes the results from the single Expert Group available for all members of the Core Group. The didactic-methodical plan for the sessions looks like this:

Time: 5 Min.

Phase: Introduction

Activity: Introduction to the Open Learning Models by the lecturer

Didactic Commentary: The participants will be informed about Open Learning Models.

Media: PowerPoint-Presentation

Time: 5 Min.

Phase: Core Group I

Activity: Formation of the two Core Groups and thematic choice for the Expert Groups

Didactic Commentary: The participants have the chance to choose one topic, in which they are especially interested.

Media: One Handout (Topic 1, 2, 3 or 4) for every participant

Time: 15 Min.

Phase: Expert Group

Activity: Discussion of the four topics (1) Compass Learning, (2) Jigsaw Puzzle, (3) Project and (4) Simulation Game in the Expert Groups

Didactic Commentary: The participants discuss these topics in the Jigsaw Puzzle Setting, because of the big topic "Open Learning Models". So they have the opportunity to learn to know four Open Learning Forms.

Media: The Handouts, Paper/Poster and Pen for Visualization of the results

Time: 15 Min.

Phase: Core Group II

Activity: Coming back to the Core Group and presenting the results from the Expert Groups

Didactic Commentary: With presenting the results from their Expert Groups, there is a special responsibility for every participant/expert in the Core Group. Everyone is important for the learning success of the Core Group.

Media: The visualized results from the Expert Groups (Posters/ Flipcharts, Notes etc.)

Time: 10 Min.

Phase: Discussion

Activity: Reflection and Discussion about the Advantages and Disadvantages of the Jigsaw Puzzle

Didactic Commentary: In the Discussion the participants have the opportunity to weigh the pros and cons of the Jigsaw Puzzle. They can also relate this insights to their profession.

Media: Maybe Flipchart

The Jigsaw Puzzle is the ideal method to activate students to activate themselves. The proportion of learning by doing is in the Jigsaw Puzzle very high und leads to a better learning outcome and relieved teachers.

References

Breitfeld, T. (2009): *Neue Lehr- und Lernformen im Spiegel der pädagogischen Praxis: Eine Evaluation des Gruppenpuzzles*. Hamburg: Diplomica Verlag.

Lin-Klitzing, S. (2011): *Lehrerfortbildung zum Offenen Unterricht. Ein empirischer Vergleich verschiedener Durchführungsformen*. Baltmannsweiler: Schneider.

Lin-Klitzing, S., Roth, M.K. (2005) (Hrsg.): *Offene Unterrichtsformen. Fächerbeispiele für das Gymnasium*. Düsseldorf: Pädagogik- und Hochschulverlag.

Lin-Klitzing, S., Neff, B. Krüger, E.: "Offene" Lehr/Lernformen an der Hochschule - ein hochschuldidaktisches Fortbildungskonzept. Durchführung - exemplarische Umsetzung - Evaluation (2006). In: *Neues Handbuch Hochschullehre*. Hrsg. von B. Berendt, H.P. Voss, J. Wildt. Berlin: Raabe Fachverlag für Wissenschaftsinformation. L1.5. S. 1-26.

Get SMART: The use of Interactive Whiteboards in Pre-service Teacher Education

Loren Naffziger
National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
lnaffziger@nu.edu

Erika McCulloch
National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
emcculloch@nu.edu

Introduction

Salazar (2010) suggests that the educators of today need to incorporate "the use of educational technology" with "pedagogically sound" curriculum to engage students (p. 3). The definition of educational technology is the hardware, systems, and software required for addressing the learners' needs. Computers, networks, and mobile devices are a part of the technology that can be used as educational technology according to Salazar. In addition, with the abundance of IWB in K-12 classrooms we can add them as an integral tool for educators.

Lisenbee (2009) found the use of IWB facilitates positive learning outcomes in children. Mercer et al. (2010) report case study findings which support the use of IWB for dialogues that incorporate "reasoning (that is) explicit and support the cumulative co-construction of knowledge and understanding" (p. 201). Mercer et al. recommend the use of IWB in a Constructivist teaching method that includes pedagogical applications. The scaffolding of learning, supporting of the temporal development of learning, involving pupils in co-constructing knowledge, encouraging of evaluation and synthesis, developing of a learning community, supporting of the provisionality of students' evolving ideas, guiding of the lesson flow, and developing of pupil questioning are cited as applications. The use of IWB in pre-service teacher education coursework is another recommendation found in the literature (Campbell & Kent, 2010).

Campbell and Kent (2010) support the training of pre-service teachers in the functions and pedagogical uses of IWB. In their published study, they present two case studies of universities that implemented IWB training with pre-service teachers. Their findings support the premise that pre-service teachers need the opportunity to learn the functions of IWB as well as how to integrate the technology into their pedagogy. In order for the future classroom teachers to accomplish these goals, universities must have willing faculty who are able to demonstrate by example the effective practices of IWB implementation in academics.

National University (NU) provides the education and clinical practice support of pre-service teachers to the majority of students in Teacher Education programs in the state of California. While NU provides approximately two-thirds of its courses in an online format, the clinical practice seminars are found in face-to-face classroom environments. These seminars to the

students' clinical practice are provided at one of more than 30 regional centers located within the state. NU has begun a pilot project that incorporates the use of IWB in the seminars that accompany clinical practice. This project is encountering problems that are typical to the implementation stage of a new technology.

Problem Statement

The staging of technology in a classroom does not translate into its use as the literature notes (Venkatesh, Thong, Xu, 2012; Brown, Dennis, & Venkatesh, 2010). There are numerous barriers to the use of a new technology in the classroom environment as Lane and Lyle (2010) have noted. Those obstacles to the implementing of educational technology include technology expertise, gender, and the age of the participants (Lane & Lyle). Therefore, the problem for NU is the attainment of a worthwhile goal of implementing the use of IWB in its Teacher Education program is being hindered by several barriers.

Method: An action-oriented research response

To overcome the impediments to the use of IWB an action-oriented research response is being implemented by the Department of Teacher Education. Action-oriented research involves several steps as outlined by Mills (2003). Specifically, Mills describes action-oriented research as a four-step process, which includes identifying an area of focus, collecting data, analyzing the data, and developing an action plan. The first step is identified as increasing the use of IWB in the clinical practice seminar. The data collection is the interviewing of faculty, which are the potential end-users of the IWB and observing the use or lack thereof the technology in seminars. The informal analysis of the data suggests that the barriers to IWB use are focused on the lack of specific professional development for the faculty. Therefore, an action plan that includes the opportunity for professional development in this area is underway.

The action plan involves providing multiple resources for the faculty to gain the necessary information, materials, and skills necessary for using the IWB technology. Salazar (2010) notes the need for training of faculty to ensure educational technology uses are pedagogically appropriate and technically sound. NU has retained an instructional technology specialist to develop faculty instructional materials and to provide the training necessary to facilitate the faculty's use of IWB hardware and software. A website houses the instructional materials, which include videos of screen-captured presentations to aid the faculty in their professional development in this educational technology. The conversion of Power Points to SMART Notebook software is also ongoing, which provides the ready access to commonly used lecture materials for the faculty. In addition, hands-on training in the regional centers is underway to ensure the faculty are supported in their skill development and implementation of the use of IWB. This combination of ready access to resources and personalized attention addresses the strategies recommended by Lane and Lyle (2010) for promoting the use of educational technology. The need for continuous improvement to this plan is evident as well as supported by the literature.

Research strategy

This pilot project will use of the Instructional Design System that Piskurich (2009) espouses is being used to promote the ongoing improvement to this action plan. Informal feedback from the participants will be initially used to modify the design and development of this action plan. In addition, an anonymous survey will be presented to the faculty and their clinical practice seminar students to gather qualitative data on the experiences the stakeholders have in using IWBs. This data will be analyzed and used to address the professional development needs of the faculty and students in the Teacher Education program at NU.

Conclusions

The use of IWB in Teacher Education is important due to the increasing use of this technology in K-12 schools (Simba Information, 2010). The use of technology by faculty in their practices requires specific support that includes personal attention to their professional development needs (Lane & Lyle, 2011). In order to promote the use of IWB in the clinical practice seminars NU is using an action-oriented research approach that includes implementing site specific trainings. In addition, online resources are available to the faculty, which provides ready access to content materials as well as instruction on how to use the hardware and software. The collection of qualitative data will serve as tools to evaluate the effectiveness of this project and address the Instructional Design System requirements Piskurich (2009) endorses.

References

- Brown, S. A., Dennis, A. R., & Venkatesh, V. (2010). Predicting Collaboration Technology Use: Integrating Technology Adoption and Collaboration Research. *Journal of Management Information Systems*, 27, (2), pp. 9-53. DOI 10.2753/MIS0742-1222270201.
- Campbell, C. & Kent, P. (2010). Using interactive whiteboards in pre-service teacher education: Examples from two Australian universities. *Australasian Journal of Educational Technology*, 26(4), pp. 447-463.
- Lane, C. A. & Lyle III, H. F. (2011). Obstacles and supports related to the use of educational technologies: the role of technological expertise, gender, and age. *Journal of Computers in Higher Education*, 23, pp. 8-59. DOI 10.1007/s12528-010-9034-3.
- Lisenbee, P. (2009). Whiteboards and web sites: Digital tools for the early childhood curriculum. *Young Children*, pp. 92-95.
- Mercer, N., Hennessy, S., & Warwick, P. (2010). Using interactive whiteboards to orchestrate classroom dialogue. *Technology, Pedagogy and Education*, 19(2), pp. 195-209.
- Mills, G. E. (2003). *Action research: A guide for the teacher researcher* (2nd ed.). Upper Saddle River, New Jersey: Pearson Education.

- Piskurich, G. M. (2009). *Rapid training development: developing training courses fast and right*. San Francisco, CA: Pfeiffer.
- Salazar, J. (2010). Staying connected: Online education engagement and retention using educational technology tools. *Clinical Laboratory Science*, 23(3), pp. 3-53.
- Simba Information. (2010). *National Survey of Interactive Whiteboard Usage*. Retrieved from <http://www.simbainformation.com/National-Survey-Interactive-6694283/>.
- Venkatesh, V., Thong, J. Y. L., Xu, X. (2012). Consumer acceptance and use of information technology: Extending the unified theory of acceptance and use of technology. *MIS Quarterly*, 36(1), pp. 157-178.

Blending a Digital Mix: Integration of SMART Technologies, Lecture Capture, and Video Conferencing

Loren Naffziger
National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
lnaffziger@nu.edu

The college classrooms of today are often present on the computer monitors, iPads, and Smart Phones of the school's students. In order to keep the students engaged, professional educators need to utilize the technologies of the digital age to capture and maintain the interest of the students (Salazar, 2010). When students are in the traditional face-to-face classroom environments, the use of educational technology can be instrumental in student engagement and learning (Lisenbee, 2009). The use of Smart Boards, a technology interactive whiteboard, is one tool that educators can use to increase engagement in the classroom. The ability to present content on a SMART Board and capture the lecture for online learning is step further into the digital age for most universities. By combining strong curriculum with educational technology, universities can utilize the assets of their faculty expertise to educate students in both on-ground and online venues.

The use of the Internet is a powerful educational tool when it provides multimedia technologies for its students (Dey, Burn, & Gerdes, 2009). Capturing and delivering the lectures of a university's professors on the web allows students to engage the learning at their convenience and pace. Enhancing the lecture capture with the use of SMART Boards can provide a multi-sensory learning experience for the instructor as well as the student. When a lecture utilizes an instructor's presence and voice with written content (e.g., PowerPoint), the multimedia content engages the cognitive structures of the students in a positive manner (Dey et al.). The study results presented by Dey et al. suggest that students prefer to see their instructors during a lecture and their learning outcomes are enhanced by lecture capture technologies.

Video-conferencing adds another dimension to communication by using the Vidyo system. This platform allows for the connecting of students, faculty, and support personnel in real-time meetings that are not limited by locations. The addition of this platform with lecture capturing provides a rich interactive environment that can be used as a digital object for online education.

National University (NU) is conducting a pilot project that utilizes SMART Board technologies with lecture capture software. The project's goals include the integration of SMART Boards in on-ground classrooms, capturing lectures for immediate student use (e.g., reviewing content), and developing a video library of lectures for embedding in online courses. This presentation will provide an overview of the project and a review of its status.

Picture This: Fifteen Strategies for Developing Visual Literacy Skills in Non-Art Classes

Objectives:

After this presentation, participants will:

- a) be more attuned to visual communication skills;
- b) be familiar with research findings on visual literacy among digital natives; and
- c) have two usable ideas for building visual literacy components into their courses.

Audience:

Teachers interested in developing their students' visual communication skills.

Activities:

This presentation will include the following activities:

- a) At opening "quiz" based on the graphics used in one study to test visual literacy.
- b) Specially designed "light bulb cards" will be handed out to each participant to encourage them to capture two usable ideas that come up during the presentation.
- c) Several times throughout the presentation, I'll invite participants to share their ideas for adding visually-oriented components into their classes.

Description:

At last year's ISETL conference, Dr. Michael Skinner from the College of Charleston presented the results from a study he conducted on the use of graphic organizers in a graduate-level research methods class. In one section, he imbedded graphs, diagrams and flowcharts into his PowerPoints and had students draw in class to graphically represent ideas and relationships between ideas. In another section of the same course, he did not use these graphic techniques. The students in the class that used graphic organizers consistently scored higher on the quizzes, finishing with a 92.7% average compared to 89.4% (a notable difference among graduate students). Skinner demonstrated that the use of visuals during instruction had an effect on students learning the course content (Skinner 2011).

This presentation prompted me to wonder if we could also develop students' visual communication skills through the way we present material and how we design our assignments. My interest in this topic stems from my experiences as a docent at an art gallery and as a member of my city's Municipal Arts Commission. Both experiences have raised my awareness of the wide range of skills adults have in making sense out of visual images. I've also noticed this gap among the college seniors in my interdisciplinary studies classes who are studying a range of subject areas. Unless they take art or design classes, their visual communication skills seem to atrophy in college. Certainly visual literacy skills could be addressed by taking students to art museums and galleries on campus (Coman 2004). Are there, however, opportunities to build these skills even without overtly teaching art or visiting an art museum? Might visual communication skills be enhanced by the way we deliver course content and the way we structure our assignments?

It's commonly assumed that the "digital natives" in our classrooms have a high level of visual literacy skills due to their life-long relationship with interactive technology such as video games, smart phones and computers. However, a study at Virginia Tech found this assumption to be

false (Brumberger 2011). For one, far more millennial learners (85%) relied on the written directions from MapQuest than on the visual directions (15%), indicating that visuals are not routinely chosen over verbal texts. Also, the use of visually-oriented computer programs, such as Adobe Illustrator or Photoshop, was relatively low and the majority of students use ready-made templates when creating presentations for class. Another study showed that teachers (so people older than 22) outscored college students on a survey that asked participants to identify the intended meaning of instructional illustrations (Boling et al 2004). These empirical studies suggest that even digital natives have room to grow in their visual communication skills.

While the primary reason for using visuals in class is to enhance student learning of the course content, there is also an opportunity to build our students' visual communication skills at the same time. The opportunity to imbed visual literacy skills into classes is even more pronounced with online courses (Jin and Boling 2010). The overall goal for this session is to provide ideas and encouragement for adding visual literacy elements into non-art classes.

References

- Boling, Elizabeth, Malinda Eccarius, Kennon Smith and Ted Frick. 2004. Instructional Illustrations: Intended Meanings and Learner Interpretations. *Journal of Visual Literacy* 24 (2): 185-204.
- Brumberger, Eva. 2011. Visual Literacy and the Digital Native: An Examination of the Millennial Learner. *Journal of Visual Literacy* 30 (1): 19-46.
- Coman, Liz. 2004. Fostering Adult Literacy in Art Museums. *Journal of Visual Literacy* 24 (1): 75-80.
- Curtis, D. 1987. *Introduction to Visual Literacy*. Prentice Hall.
- Jin, Sung-Hee and Elizabeth Boling. 2010. Instructional Designer's Intentions and Learners' Perceptions of the Instructional Functions of Visuals in an e-Learning Context. *Journal of Visual Literacy* 29 (2): 143-166.
- Skinner, Michael. 2011. The Effects of Graphic Organizers on the Achievement and Course Evaluations of Postsecondary Students. Paper presented at the International Society for Exploring Teaching and Learning annual conference, San Diego, CA.

Embracing Nuance: The Role of Service-Learning in Developing Critical Thinking

Billy O'Steen
University of Canterbury
PB 4800
Christchurch, New Zealand 8140
billy.osteen@canterbury.ac.nz

Lane Perry
University of Canterbury
PB 4800
Christchurch, New Zealand 8140
lane.perry@canterbury.ac.nz

Objectives:

Through their engagement in this presentation, it is intended that participants will:

- consider and discuss students' development of critical thinking in their contexts
- analyze the relevant literature and evaluate it in terms of their contexts
- analyze the case study presented and evaluate it in terms of their contexts
- create and share ideas about teaching critical thinking based on the evidence presented and discussed

Audience:

This presentation is intended for administrators, faculty, faculty developers, and a general ISETL audience who may be interested in critical thinking, service-learning, and universities' responses to natural disasters.

Activities:

The following Presentation Activities will be used to achieve the Presentation Objectives:

1. Participants will be invited to share their definitions of critical thinking and how it is taught in their own contexts
2. Participants will be invited to briefly analyze the relevant literature on teaching critical thinking and share their thoughts as to its accuracy
3. Participants will be invited to analyze the case study of the Christchurch service-learning course through primary source artifacts and multi-media (photos and video)
4. Participants will be invited to share their ideas for teaching critical thinking based on the evidence presented

Summary:

Critical thinking is clearly stated by most universities in their mission statements or graduate profiles (e.g., Harvard, Oxford, MIT, Stanford, University of Sydney) as an essential skill for students to develop. Despite this clarity, it is difficult to identify specific instances where students are taught to think critically. Further, it is even more difficult to find examples of measuring students' ability to do so (Kember et al., 2000; Leung & Kember, 2003). This presentation will address these gaps by describing a service-learning course specifically designed to measure and teach critical thinking.

The course, CHCH101: Rebuilding Christchurch, was created at the University of Canterbury in Christchurch, New Zealand in response to many students' relief efforts following the devastating earthquakes in 2010 and 2011. While the students' altruistic actions were appreciated and needed, it was not clear what they learned from the experiences alone. Thus, the course was designed to provide them with an academic opportunity to critically reflect on and learn from their experiences.

In experiential education scholarship, it has been established that reflection is the most important component of learning (Dewey, 1938; Kolb, 1984; Mezirow, 1991). In service-learning scholarship, it has been demonstrated that effective reflection leads to gains in academic enhancement, civic engagement, and personal growth (Giles & Eyler, 1999; Clayton et al., 2005; Kuh, 2008). The challenge has been to identify these gains in an empirical and rigorous manner. We attempted to do just that with regard to critical thinking in the service-learning course.

Before, during, and after the four offerings of the course (as of March 2012), data was collected from students through pre- and post-course surveys (Kember, 2000) and assignments in order to measure the development of their critical thinking and reflection. An analysis of the quantitative data strongly suggests that students' ability to think and reflect critically improved as a result of the course (i.e., instances of statistically significant differences in means at a $p < .05$). The qualitative data indicates that this improvement occurred because of discernible and progressive shifts in their thinking about service and volunteerism from assurance to doubt to nuance. Arguably, it is this third state of mind - nuance - that is the goal of critical thinking in that it requires being able to consider different assumptions, contexts, and points of view. And, it is that ability that should be the outcome of a university education.

References

- Clayton, P., Ash, S., Bullard, L., Bullock, B., Moses, M., Moore, A., OSteen, W., Stallings, S., & Usry, R. (2005). Adapting a core service-learning model for wide-ranging implementation: An institutional case study. *Creative College Teaching Journal*, 2(1), 10-27.
- Dewey, J. (1938). *Experience and education*. New York: Touchstone Publications.
- Eyler, J., & Giles, D. (1999). *Where's the learning in service-learning?* San-Francisco, CA: Jossey-Bass.
- Kember, D., Leung, D., Jones, A., Loke, A., McKay, J., Sinclair, K., Tse, H., Webb, C., Wong, F., Wong, M., & Yeung, E. (2000). Development of a questionnaire to measure the level of reflective thinking. *Assessment & Evaluation in Higher Education*, 25(4), 381-395.
- Kolb, D. (1984). *Experiential learning: Experiences as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall, Inc.
- Kuh, G. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, D.C.: Association of American Colleges and Universities.

Leung, D. & Kember, D. (2003). The relationship between approaches to learning and reflection upon practice. *Educational Psychology*, 23(1), 61-71.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.

Interns' Self-Assessment through Reflective Journals and Performance Evaluations

Lolita Paff
Penn State Berks
Tulpehocken Road
Reading, PA 19610
LAP21@psu.edu

Objectives:

- Provide a brief review of internship literature and data which forms the basis of this research.
- Discuss purposes and intended outcomes of internships.
- Share internship administration and learning assessment approaches.
- Share outcomes of newly implemented reflection component.
- Develop a list of "best practices" based on collective discussion.

Activities:

The session will begin with a series of brief survey questions to gauge the audience's experiences with internships. Then, an overview of the existing literature and an analysis of the study results will be provided. Open discussion format will be utilized to consider alternative approaches, critique the reflection component under study, and ultimately develop a list of "best practices."

Audience:

The primary audience is faculty interested in internships, student reflections in learning, and assessment.

Summary:

This study focuses on an attempt to "close the loop" with respect to data obtained from internship supervisors over a six year period. Students are required to participate in the internship program; it is a 300-hour, 6-credit capstone experience designed for senior-level business students. Thirteen soft skills are evaluated on a five-point scale. More than 150 student evaluations were obtained during the period 2005-2010.

Much of the existing literature on internships is discipline-specific. For example, in finance (Maskooki, et al, 1998), communications (Sapp and Zhang, 2009), accounting (Tackett, et al, 2001), information systems technologies (Henry, et al, 2001), and marketing (see Divine, et al, 2007 and Alpert, et al, 2009). Other veins of inquiry include the key elements of internship program design (Divine, et al, 2008), student perceptions about the value of their internship experiences and advice to internship supervisors (Hergert, 2009; Rothman, 2007; Cook, et al, 2004), academic life to professional environment transition issues (Candy and Crebert, 1991), the congruence between interns' and supervisors' perceptions regarding the critical elements of a successful internship (Henry, et al, 2001), internship success as predictor of career success (Knouse, et al 1999; Callanan and Benzing, 2004; Gault, et al, 2000; Raymond and McNabb, 1993) or conversely, academic characteristics as predictors of internship success (Beard and Morton, 1999).

In contrast to the existing literature the focus of this work is on interns' self-assessments before, during and after their internship. As Cambra-Fierro and Cambra-Berd-n, 2007, p.37) state, "students need to acquire general skills and interact with their environment in an active, critical and reflective way that allows them to face the real world in the future." The presentation will walk participants through the internship program's step whereby students develop internship learning objectives, write reflectively on their experiences, provide self-assessment, and reflect on the similarities and differences between their supervisors' evaluations and their own. Recent evidence of the process and results is provided.

By sharing this data, it is hoped that the discussion will shed light on soft skill development in our classrooms and programs. In addition, it is anticipated the discussion will elucidate ways internship programs and the related learning assessment can inform program development and pedagogy. It is hoped that these results and the ensuing discussion will not only benefit faculty and administrators across a broad spectrum of disciplines where internships are part of the academic program, but will lead all who teach to consider how they can incorporate reflection as part of students' learning activities.

References

- Alpert, F., Heaney, J., Kuhn, K. (2009). Internships in Marketing: Goals, structures and assessment- Student, company and academic perspectives. *Australasian Marketing Journal*, 17(1), 36-45.
- Beard, F. & Morton, L. (1999). Effects of Internship Predictors on Successful Field Experience. *Journalism and Mass Communication Educator*, 53(4), 42-53.
- Callanan, G. & Benzing, C. (2004). Assessing the role of internships in the career-oriented employment of graduating college students. *Education and Training*, 46(2), 82-89.
- Cambra-Fierro, J. and J. Cambra-Berd-n. 2007. Students' self-evaluation and reflection (part 1): "measurement." *Education and Training*. 49(1): 36-44.
- Candy, P. & Crebert, R. (1991). Ivory Tower to Concrete Jungle. *Journal of Higher Education*, 62(5), 570-592.
- Cook, S., Parker, R., Pettijohn, C. (2004). The Perceptions of Interns: A Longitudinal Case Study. *Journal of Education for Business*, 79(3), 179-185.
- Divine, R., Miller, R., Wilson, J.H., Linrud, J. (2008). Key Philosophical Decisions to Consider When Designing an Internship Program. *Journal of Management and Marketing Research*, Dec., 1-8.
- Divine, R., Linrud, J., Miller, R., Wilson, J.H. (2007). Required Internship Programs in Marketing: Benefits, Challenges and Determinants of Fit. *Marketing Education Review*, 17(2), 45-52.

- Gault, J., Redington, J., Schlager, T. (2000). Undergraduate Business Internships and Career Success: Are They Related? *Journal of Marketing Education*, 22(1), 45-53.
- Gordon, D. (2002). Tracking Internship Outcomes through Comparative Quantitative Assessment. *Journal of Career Planning and Employment*, 62, 28-32.
- Henry, J., Rehwaldt, S., Vineyard, G. (2001). Congruency between student interns and worksite supervisors regarding critical elements of an internship experience. *Information Technology, Learning, and Performance Journal*, 19(1), 31- 41.
- Hergert, M. (2009). Student Perceptions of the Value of Internships in Business Education. *American Journal of Business Education*, 2(8), 9-13.
- Knouse, S., Tanner, J., Harris, E. (1999). The Relation of College Internships, College Performance, and Subsequent Job Opportunity. *Journal of Employment Counseling*, 36(1): 35-43.
- Maskooki, K., Dasaratha, V.R., Raghunandan, K. (1998). Internships in Undergraduate Finance Programs. *Financial Practice and Education: Journal of the Financial Management Association*, 8(2), 74-82.
- Raymond, M.A., & McNabb, D. (1993). Preparing Graduates for the Workforce: The Role of Business Education. *Journal of Education for Business*, 68(4), 202-206.
- Rothman, M. (2007). Lessons Learned: Advice to Employers from Interns. *Journal of Education for Business*, 82(3): 140-144.
- Sapp, D., & Zhang, Q. (2009). Trends in industry supervisors' feedback on business communications interns. *Business Communications Quarterly*, 72(3), 274-288.
- Woodlock, P. (2001). Corporate Resource and Risk Management. *The Ohio CPA Journal*, April-June, 54-56.

Are you a Friendly Ghost or One Who Haunts Students via Online Classes?

Barba Patton
University of Houston- Victoria
School of Education and Human Development
Victoria, TX 77901
pattonb@uhv.edu

Teresa LeSage Clements
University of Houston- Victoria
School of Education and Human Development
Victoria, TX 77901
lesaget@uhv.edu

Summary:

Today, there are very few students attending an institute of higher learning who is not having to take some courses online or at least have classes with online components. With this in mind, one must remember that few of the professors in today's high education institutes were taught in this format. Therefore many are self-taught or working with little training from technology support. Thus it is imperative that they are provided with as much information to help them improve their online teaching techniques as possible. One must remember that face to face classes and online classes differ greatly.

The purposes of the study were to determine what students 1) desired characteristics in an online class instructor; 2) characteristics they do not find desirable and 3) determine what they believe would be the perfect online instructor. Objective of the research is to provide online instructors with input to enable them to make improvements in their own classes and in doing this they will meet more of the needs of the students.

This poster will present results of student responses in the two surveys seeking likes and dislikes in an online instructor. The first study was conducted in 2010 and had 32 subjects. The second study had 30 students and was conducted in 2012. The subjects in the both studies were teacher candidates. Each had had two or more online classes. The comparative group study was also teacher candidates who had had more online classes than their predecessors. All subjects were at approximately the same period in their educational program and the demographics were very similar for both groups.

References

- Allen, E. I. & Seaman J. (2006). *Making the grade, online education in the United States*, Sloan Consortium 2006
http://www.sloan-c.org/publications/survey/pdf/making_the_grade.pdf
- Beghetto, R. A. (2007). Ideational Code-Switching: Walking the Talk About Supporting Student Creativity in the Classroom. *Roeper Review*. 29, 4, 265-270.

- Carnevale, D. (2006). Company survey suggests strong growth potential for online education. *Chronicle of Higher Education*. 53 (13) A35.
<http://chronicle.com/weekly/v53/i13/13a03502.htm>
- Carnevale, D. (2006). Online courses continue to grow, report says. *Chronicle of Higher Education*. 53(14) 36.
- Gorham, J. (1988). The relationship between verbal teaching immediacy behaviors and student learning. *Communication Education*, 17, 40-53.
- Helterbraun, V. R. (2008). The Ideal Professor: Student Perceptions of Effective Instructor Practices, Attitudes and Skills. *Education* 129 (1) 125-138.
- Jones, S. (2002). The internet goes to college. <http://www.pewinternet.org/>
Internet World Stats (2007) <http://www.internetworldstats.com/asia/cn.htm>
<http://www.cnnic.net.cn/en/index/00/index.htm>
- Kruger, R. J. (1997). Oral communications skills necessary for successful teaching: The students perspective. *Educational Research Quarterly*. 21(2) 13-26.
- McCroskey, J. C. Richmond, V. P., Sallinen, J. M. Fayer & Barraclough R. A. (1995). A cross-cultural and multi-behavioral analysis of the relationship between nonverbal immediacy and teacher evaluation. *Communication Education*. 45, 200-211.
- Newman, F. & Scurry, J. (2001). Online technology pushes pedagogy to the forefront. *Chronicle of Higher Education*, 7/13/01 B7 <http://chronicle.com/weekly/v47/i44/44b00701.htm>
- Pew Internet & American Life project (2007).
http://www.pewinternet.org/pdfs/PIP_Broadband%202007.pdf
- Polk, J. A. (2006). Traits of effective teachers. *Arts Education Policy Review*. 107(4), 23-29.
- Polacheck, D. (2006) the interactive college classroom. *International Journal of Learning*. 13 (5), 61-67.
- Stigler J. W. & Hiebert, J. (1999), *The teaching gap*. New York. The Free Press.

Evidence Based Teaching Practices: Incorporating Research into Practice

Jobeth Pilcher
Baylor Health Care System
8992 Texas Trail
Terrell, TX 75160
jobethp@att.net

Laurie Bedford
Walden University
2609 Badger Dr.
Sturgis, SD 57785
laurie.bedford@waldenu.edu

Objectives:

During this presentation, participants will:

- Describe the need to demonstrate best practice pedagogies in the classroom
- Apply the Integrated Level of Evidence to teaching problems

Audience:

This presentation will be beneficial for faculty, staff, and administrators who are interested in ensuring that they are engaging in research based practices. Appropriate attendees include TLC directors and staff, consultants, instructional designers and faculty members

Activities:

This presentation will include the following activities:

1. A guided discussion of the current trends in higher education pedagogy and the need to provide best practice information to faculty in all disciplines
2. An overview and description of the Integrated Level of evidence model
3. Small group activities applying the Integrated Level of Evidence model to case studies

Description:

Education has changed very little over the past 100 years. As graduate programs continue focus on research, practitioners have very little guidance on pedagogy as they embrace the teaching responsibilities that are typically associated with an appointment at a research institution. As a result, these educators tend to teach the way they were taught (Brown, Kirkpatrick, Greer, Matthias, & Swanson, 2009), which generally tends to be passive lecture based instruction with instructor focused pedagogies. More recently, this has been identified as a concern and is beginning to change (Pritchard, 2010). As student populations diversify, they are expressing their needs in more explicit ways and expecting those unique needs to be met in the classroom (McKeachie & Svinicki 2011). Faculty members and those who support them are becoming increasingly interested in student centered approaches aligned with contemporary literature. They are understanding that there is no one best way to teach (Brown, Kirkpatrick, Greer, Matthias, & Swanson, 2009) and that no one method should be standard. They recognize that lecturing, for example, has a purpose and a place in contemporary pedagogy when balanced with other evidence based practices (Pritchard, 2010; Burgan, 2006). This evolution has lead to an

increased need to better understand how research based methods can be best supported within the context of individual preference, skills, content and experience. The Integrated Level of Evidence model for education (Pilcher & Bedford, 2011) will be introduced in this session as a strategy to situate these issues within the context of quantitative, qualitative, and mixed methods research, along with the expertise of the professional educator in deciding what evidence is most appropriate to learners and unique settings. Case studies will be presented to provide participants opportunities to apply the model to practice situations.

References

- Allington, R. L. (2006). What counts as evidence in evidence-based education? *Reading Today*, Dec 05/Jan 06, 16.
- Brown, S. T., Kirkpatrick, M. K., Greer, A., Matthias, A. D., & Swanson, M. S. (2009). The use of innovative pedagogies in nursing education: An international perspective. *Nursing Education Research*, 30(3), 153-158.
- Burgan, M. (2006). In defense of lecturing. *Change*. Available online at <http://fp.arizona.edu/geog695c/PDFs/In%20Defense%20of%20Lecturing.pdf>.
- Pilcher, J. & Bedford, L. (2011). Hierarchies of evidence in education. *The Journal of Continuing Education in Nursing*, 42(8), 371-377.
- Pritchard, D. (2010). Where learning starts? A framework for thinking about lectures in university mathematics. *International Journal of Mathematical Education in Science and Technology*, 41(5), 609-623.
- Svinicki, M. & McKeachie, W.J. (2011). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (13th ed). Belmont, CA: Wadsworth.

Effectively Using Active Learning and 21st Century Technology to Teach Accounting or Any Technical Course

Donald Raux
Siena College
515 Loudon Road
Loudonville, New York 12211-1462
raux@siena.edu

Objectives:

1. Audience will gain knowledge of the advanced technology tool of Homework Management and Student Response System sites.
2. Audience will gain knowledge of how such sites function as a memory support in learning.
3. Audience will develop skill in using these tools in assigning homework, classroom reinforcement, during class time, and how they help student review key concepts.
4. Audience will evaluate the merit of these tools as instructional supports in their own classrooms.
5. Audience will gain understanding of ways to integrate homework management systems into their courses.

Audience:

Any instructor teaching at any level who is interested in using state of the art homework management web sites as an instructional tool to imprint information and increase retention.

Activities:

1. Short clip from YouTube on instruction and today's students and brief discussion of the Y generation
2. Short power point presentation on benefits of active learning and homework managers
3. Short on-line tours of the various homework manager and student response system sites.
4. Small group examination of the systems toured.
5. Whole group discussion of findings, including merits and pitfalls
6. Whole group discussion of the use of these sites as an instructional tool
7. Summary of ways to enhance instruction using homework management systems.

Summary:

College students often have less motivation and more constraints on their time than in previous generations and many are not autonomous, responsible learners. As a result, many professors take on too much responsibility for the students' learning. The consequence of a professor assuming too much responsibility for student learning is that students remain passive and lack confidence in their abilities to learn on their own (Weimer, 2002). Today, because we do not explicitly teach college students the skills to become lifelong learners, such as determining a personal need to know more, many college graduates are not self-directed learners (Candy, 1991). Becoming a lifelong learner is an essential skill for success in one's career and personal life and it is becoming more essential in today's fast-changing, globally connected world.

Many students fail to develop the responsibility for learning skills on their own. When the responsibility for learning shifts from the professor to the students, the instructor supports students in their taking responsibility for their own learning and helps them acquire skills they can use to learn in the future. These learning-to-learn skills include time management and how to read and critically evaluate literature. Students become proficient in independent learning and self-assessment of their own abilities to learn and of their strengths and weaknesses only when they have numerous opportunities to practice these skills and consistently receive formative feedback to help them to improve.

As Prensky 2008 summarizes, the world of students is a fast-paced, visually stimulating world of "light" in which they are connected to multiple forms of media simultaneously "through their media and myriad personal devices, both electronic (such as TV) and digital [such as the Internet and cell phone]" (41). As college instructors these facts mean we are no longer viewed as the window to life "out there" as many of us felt in the 60s and 70s. No longer do students hang onto our every word as we attempt to engage them through auditory means. Now the world "out there" is available to young people from childhood on--in a visual, auditory, real-life, up-close manner that can surpass instructors' second-hand accounts in the classroom; in students' eyes, they can learn anything they want by themselves or with their peers as guides.

So how do we reach them and support their learning outside of the classroom setting, when their cultural tools are so different than our own? The answer is obvious; we must reach across the textbook and enter their digital world, incorporating some of their media into our powered down instruction. Among other means, I have found the homework management sites to be a viable bridge to the culture of college students as well as a valuable learning tool that reinforces memory by incorporating active learning, immediate feedback and reinforcement of classroom material and they use an interface that is current.

So what exactly is included in homework management and student response systems? After a brief introduction to the websites, the presenter will afford participants the opportunity to explore each site. Participants will break into groups and will review the sites and screen shot samples provided. During this small group discussion, audience members will focus on an evaluation of these sites, along with an exchange of possible ways this medium may be incorporated into instruction. Small groups will then reconvene into a whole, and presenters will record the exchange of ideas on flip charts.

At the end of the session, I will discuss successful applications and assignments that I have used or plan to use in my own classroom, along with others that colleagues have utilized. Throughout this exchange, a discussion of the merits and pitfalls of such homework management sites in their college courses will be deliberated audience members.

References

Benware, Carl A. and Deci, Edward L., "Quality of Learning With an Active Versus Passive Motivational Set", *American Educational Research Journal*, Vol. 21, No. 4, Winter, 1984, 755-765.

- Candy (1991) *Self-Direction for Lifelong Learning*. Jossey-Bass
- Eisner, Susan P. "Teaching generation Y college students-three Initiatives." *Journal of College Teaching and Learning*, Vol.1, No.9, September 2004, 69-84.
- Morton, L.P. (2002, Summer). Targeting generation Y. *Public relations Quarterly*. 47 (2), 46-48.
- Mustacchi, J. (2008). What's relevant for YouTubers?. *ASCD: Educational Leadership*, 65, 67-70.
- National Training Laboratories, June 2006, www.ntl.org.
- Prensky, M. (2008). Turning on the lights. *ASCD: Educational Leadership*, 65, 40-45.
- Raux, Donald J., "Implementing Active Learning in College Accounting Classes", *Explorations in Teaching and Learning*, Vol. 16, No. 1, Winter, 2004.
- Roberts, D., Foehr, U., & Rideout, V. (2005) *Generation M: Media in the lives of 8-18 year-olds*. Washington, DC: Kaiser Family Foundation.
- Rose, D.A., Meyer, A., Strangman, N., & Rappolt, G. (2002) *Teaching Every Student in the Digital Age: Universal Design for Learning*. ASCD Publications.
- Salopek, J.J. (2003, June). Going native: crossing the generation gap by going learning to speak. *T+D* 57 (4), 17 (3).
- Weimer (2002) *Learner-Center Teaching*. Jossey-Bass
- WileyPlus, John Wiley and Sons, Inc., October 2005; <http://www.wiley.com/college/wileyplus/>.
- Woolfolk, A. (2008) *Educational Psychology: Active Learning Edition* (10th ed.). New York: Pearson Education.
- <http://www.youtube.com/> YouTube-Broadcast Yourself website
- <http://he-cda.wiley.com/WileyCDA/Section/id-101003.html> Wiley Plus information site.
- <http://kb.cengage.com/display/CengageNOW/CengageNOW> Cengage Now information site.
- <http://www.mhhe.com/business/homework/> Homework manager information site.

Five Factors to Consider When Moving from Small to Midsize Class Sizes

Christine Remley
Lock Haven University
131 Robinson Learning Center
Lock Haven, PA 17745
cremley@lhup.edu

Introduction

Research shows that class size often influences course and instructor evaluations, student motivation and accountability, grades, and learning (Wright, Horn, Sanders, 1997). These elements may be interdependent in that motivation may be increased if students are engaged in problem solving, which is consistent with small class size, as opposed large class lecture-based courses. In general, higher-order learning is more easily achieved in smaller class settings than in larger ones. The dilemma is how to maintain the critical thinking skills achieved in a small group learning environment while not fully implementing the large-group lecture style teaching methods.

Facilities

Despite the advantages of small class sizes, colleges and universities are often pushed into offering large classes due to a variety of forces often related to shrinking budgets. To address many of the concerns, universities have increased class sizes, however, many colleges simply do not have the classrooms available to facilitate class sizes of 100+ students as this is a new phenomenon to their institution - it has just never happened "here" before. More likely, classrooms that previously housed 20 to 25 students are now being stretched to capacity with 45 to 50 desks squeezed in the space. It is no longer possible to move freely around the classroom or move desks into small learning groups. Students are now confined to their seats and rows are cluttered with backpacks. Instructors are restricted to the front of the classroom and a single Smartboard/whiteboard/ chalkboard (Arias & Walker 2004).

Teaching strategies must change. The available facilities impact student learning and assessment. This presentation will discuss the most efficient way to meet student needs within the confines of a crowded space.

Course Planning

A standard syllabus is designed with a number of course objectives that must be met by students upon completion of the course. These objectives may be based on discipline standards, seminal knowledge in the field, or program expectations. When the course is written, it is likely that a "standard" class size is considered. Although teaching methods may vary, the final results should be similar, regardless of the instructor.

The facilities, the equipment, and the number of students impact the implementation of the course and the eventual success of meeting the stated objectives. As the class size continues to

grow, the ability for a faculty member to continue to meet the stated objectives may be negatively impacted. Accommodations must be made to ensure that methods of instruction, course objectives, and required assessment activities are reasonable based on the materials and learning space available (Karen L. Smith Faculty Center for Teaching and Learning, 2011).

Instructors facing a permanent change in course enrollment must consider the implications on course planning and the impact on student learning. Participants will consider the short and long term planning implications of changing class sizes.

Pedagogy

Siegfried and Kennedy (1995) suggested that there are not significant differences in how different class sizes are taught, noting that many faculty members are unlikely to adjust the class format or teaching methods each semester simply because of differing class sizes. However, doubling class size requires some adjustments, particularly when it is determined that these changes are long-term and unlikely to recede back to the preferred small class size.

Adapting instructional methods from small classes to the midsize room can take practice; common techniques to be discussed include (Yee, 2011):

- Providing advance notes that include significant blanks, so students have to listen intently and mentally engage the material
- Constant questioning to the room rather than providing answers
- Students work individually on problems
- Pause occasionally, leaving only silence in the room, for students to reflect on critical topics
- "One minute papers" to ask content questions, which can be collected to gauge whether students really understand the material.
- Allow to interact not only with the material, but with each other.
- Employ a shifting array of techniques.

Student Assessment

Teaching a class of 20 future teachers, it is likely that each student will make an individual presentation to the class. Future teachers should be assigned lots of opportunities to write and curriculum based projects to demonstrate understanding. These activities require timely instructor review and critical feedback. When the class size is increased to 40 or 50 students, it is no longer feasible to dedicate an entire part of the semester for individual presentations or require lengthy writing assignments for grades. A shift in thinking is necessary to continue to prepare teachers without removing the critical pieces of the learning process (McKeachie, 1980). Yet, a lecture only course is not the answer.

Presentations are now completed in small groups or recorded as an out of class assignment. Projects require clear (strict) guidelines that focus on a few key components that allow an instructor to easily assess the product and provide more timely feedback. Technology may also play a key role in student assessment such as electronic course companions, clickers, and peer-teaching. These are just a few of the examples to be discussed during this session.

Program Accountability

Accreditation agencies such as Middle States and NCATE require ongoing assessment that demonstrates student learning outcomes tied to objectives. They require faculty to collect meaningful data that show students are learning and they are able to apply their knowledge. There are some data that suggest that class size has little impact on student learning (cite) while other research tout the results as definitive proof that small class size is preferable.

In the past, data were collected in the smaller upper level courses. As the population changes and the "smaller" course is now 40 students, consideration must be given to the time and effort it takes to collect and analyze these data. In addition, data driven changes must take into account the other factors such as facilities and pedagogy.

Ways to streamline accreditation assessment in midsize classrooms will be discussed.

Participant Activity

Participants will consider small class strategies currently used and discuss ways to shift them for use in a midsize classroom. After a brief presentation of the 5 factors, the participants will work together to consider what changes can be made and ways to implement and assess the suggested changes. A series of tools will be provided to guide the discussion and a variety of innovative methods will be considered.

References

- Arias, J. J. & Walker, D. M. (2004, Fall). Additional Evidence on the Relationship between Class Size and Student Performance. *The Journal of Economic Education*, 35(4), 311-329.
- Karen L. Smith Faculty Center for Teaching and Learning (2011). *Face to Face: Midsize Classes*. Retrieved from:
<http://www.fctl.ucf.edu/TeachingAndLearningResources/LearningEnvironments/midsizeclass.php>
- McKeachie, W.J. (1980, February). Class size, large classes, and multiple sections. *Academe*, 66(1), 24-27.
- Paulson, D. R. & Faust, J. L. (undated). *Techniques of active learning*. Retrieved from:
<http://www.calstatela.edu/dept/chem/chem2/Active/main.htm>
- Schiming, R. C. (2012). *Class Size Article*. Retrieved from:
<http://www.mnsu.edu/cetl/teachingresources/articles/classsize.html>
- Siegfried, J. J. & Kennedy P. E. (1995, May). Does pedagogy vary with class size in introductory economics? *The American Economic Review*, 85(2), Papers and Proceedings

of the Hundredth and Seventh Annual Meeting of the American Economic Association
Washington, DC., 347-351

Silverstein, B. (1985). Teaching a large lecture course in psychology: Turning defeat into victory. In L. Benjamin, R. Daniel & C. Brewer (Eds.). *Handbook for teaching introductory psychology*, Hillsdale, NJ: Lawrence Erlbaum.

Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education 11*: 57 - 67, Retrieved from:
http://www.sas.com/govedu/edu/teacher_eval.pdf

Yee, K. (2011). Interactive techniques. Retrieved from:
http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Assessment/content/101_Tips.pdf

What Do You Do When The Luggage Doesn't Show Up For 9 Days?: Designing An Effective Study Abroad Experience

Joy Faini Saab
West Virginia University
602 Allen Hall
Morgantown, WV 26506-6122
joy.saab@mail.wvu.edu

Objectives:

During this interactive workshop participants will:

- a. Examine practical examples of course design and implementation from actual international study experiences.
- b. Dialogue about problems and solutions typically encountered on a study abroad experience.
- c. Explore study abroad project ideas related to their own areas of expertise.

Audience:

This interactive workshop will be beneficial for faculty who desire to design or participate in a study abroad experience with their colleagues or students.

Activities:

This interactive session will include the following activities:

- a. Examination of the artifacts and photos from 5 actual study abroad courses involving undergraduates, graduates, faculty, and practicing professionals.
- b. Small groups of participants will engage in creative problem solving with actual problems encountered on study abroad experiences.
- c. Participants will work collaboratively to design study abroad experiences related to their interests and expertise.

Description:

What do you do when the luggage doesn't arrive for 9 days? Yes, this actually happened to our group one year when we participated in the North American Study Tour of the schools in Reggio Emilia, Italy. This interactive session will provide an opportunity for participants to review artifacts of the five study abroad courses designed by the presenter. The group will examine course proposals, budgets, insurance, cultural preparation, curriculum, syllabi, course projects, and practical issues related to group study abroad experiences.

As educators in contemporary society explore opportunities to prepare globally-minded citizens (Mansilla & Jackson, 2011), it is imperative to consider the constantly changing cultural considerations for the contexts of study abroad (Banks, 1993; Zirkel, 2008). Study abroad experiences provide rich opportunities for broadening the scope of our students' learning contexts and bring inherent practical challenges (Santanello & Wolff, 2007; Smieja, D'Ambruoso, & Richman, 2010).

During this interactive session, participants will interact and engage in creative problem solving around the practical issues of designing an effective study abroad as well as the unexpected and perplexing challenges that often occur. Come to this session to explore this exciting topic and benefit from the artifacts and lessons learned from actually study abroad experiences.

References

- Banks, J. (1993). Multicultural Education: Historical Development, Dimensions, and Practice. *Review of Research in Education*. AERA: Washington, D.C. (19) 3-49.
- Mansilla, V. & Jackson, A. (2011). *Educating for Global Competence: Preparing Our Youth to Engage the World*. Council of Chief State School Officers. EdSteps Initiative & Asia Society Partnership for Global Learning. Asia Society, New York, New York.
- Santanello, C., Wolff, L. (2007). Designing Assessment into a Study Abroad Course. *Frontiers: The Interdisciplinary Journal of Study Abroad*. 189-195.
- Smieja, J., D'Ambruso, G., and Richman, R. (2010). Art and Chemistry: Designing a Study-Abroad Course. *Journal of Chemical Education*. 87 (10), 1085-1088
- Zirkel, S. (2008). The Influence of Multicultural Educational Practices on Student Outcomes and Intergroup Relations. *Teachers College Record*. (110) 6. 1147-1181.

You're Taking Undergraduates to Study Schools in NYC?: The Challenges & Benefits of Urban Field Placements

Joy Faini Saab
West Virginia University
602 Allen Hall
Morgantown, WV 26506-6122
joy.saab@mail.wvu.edu

Objectives:

During this interactive workshop participants will:

- a. Examine practical examples of course design and implementation from actual urban field experiences.
- b. Dialogue about problems and solutions typically encountered on an urban field experience.
- c. Explore urban field experience project ideas related to their own areas of expertise.

Audience:

This interactive workshop will be beneficial for faculty who desire to design or participate in an urban field experience with their colleagues or students.

Activities:

This interactive session will include the following activities:

- a. Examination of the artifacts and photos from actual urban field experience courses involving undergraduates, faculty, and practicing professionals.
- b. Small groups of participants will engage in creative problem solving with actual problems encountered on urban field experiences.
- c. Participants will work collaboratively to design urban field experiences related to their interests and expertise.

Description:

As contemporary university faculty strive to design effective, contextualized, and meaningful course experiences, a field experience is often included. Our faculty decided to explore, design, and implement an urban field experience so our students could experience increased cultural diversity on a first hand basis. This interactive session will provide an opportunity for participants to review artifacts of the urban field experience course designed by the presenter. The group will examine budgets, cultural preparation, curriculum, syllabi, course projects, and practical issues related to group urban field experiences.

As educators in contemporary society explore opportunities to prepare culturally responsive citizens (Reed & Diez, 1989), it is imperative to consider the constantly changing cultural considerations for the contexts of multicultural education (Zirkel, 2008). Urban field experiences provide rich opportunities for broadening the scope of our students' learning contexts and bring inherent practical challenges (Morton & Bennett, 2010; Pugach & And, 1997; Wade & Raba, 2003).

During this interactive session, participants will interact and engage in creative problem solving around the practical issues of designing an effective urban field experience as well as the unexpected and perplexing challenges that often occur. Come to this session to explore this exciting topic and benefit from the artifacts and lessons learned from actually urban field experiences.

References

- Morton, M., & Bennett, S. (2010). Scaffolding Culturally Relevant Pedagogy: Preservice Teachers in an Urban University/School Collaboration. *Journal Of Ethnographic & Qualitative Research*, 4(3), 139-150.
- Pugach, M. C., & And, O. (1997). The University of Wisconsin-Milwaukee's Collaborative Teacher Education Program for Urban Communities.
- Reed, C., & Diez, M. (1989). Empowerment for Teachers in Multicultural Schools: Inviting the Teaching-Learning Exchange. Milwaukee, Wisconsin: Alverno College.
- Wade, R., & Raba, S. (2003). The Chicago Experience: Border Crossing for Social Studies Preservice Teachers. *Theory And Research In Social Education*, 31(2), 153-173.
- Zirkel, S. (2008). The Influence of Multicultural Educational Practices on Student Outcomes and Intergroup Relations. *Teachers College Record*. (110) 6. 1147-1181.

Differentiating Assessment Products: Addressing the Needs of All Learners

Cristina Salinas
National University
8044 Villa Avada Crt.
Las Vegas, NV 89113
cincctx79@yahoo.com

Cathy Pohan
National University
20 East River Park Place West
Fresno, CA 93720
cpohan@nu.edu

Objectives:

Participants will be able to

1. Identify why differentiating assessment products is an appropriate strategy for responding to diverse student readiness levels, interests, and learning styles;
2. Describe the backward planning model for designing differentiated learning activities and assessment products; and
3. Design differentiated learning activities and assessments that align to identified learning outcomes.

Audience:

College and University Educators

Activities:

Participants will

- Select a learning outcome currently being assessed by a written paper or reflection
- Identify general grading criteria used to evaluate student learning
- Determine a menu of acceptable (differentiated) assessment product options that meet the learning outcome.

Teaching as Performance

Jerry Samples
University of Pittsburgh at Johnstown
450 Schoolhouse Road
Johnstown, PA 15904
samples@pitt.edu

Ann Marie Stewart
University of Pittsburgh at Johnstown
450 Schoolhouse Road
Johnstown, PA 15904
stewart1@pitt.edu

Doug Reed
University of Pittsburgh at Johnstown
450 Schoolhouse Road
Johnstown, PA 15904
dougreed@pitt.edu

Objectives:

This session will cause the participants to think about teaching in a different way. Participants will:

- a. Evaluate their current teaching method to determine where they are actors;
- b. Develop ideas on how to improve their teaching performance;
- c. Commit to one method that can be added to the class to get the students to perform while demonstrating content understanding.

Audience:

Anyone desiring to become a master teacher should join us in this interesting exchange that is really interdisciplinary.

Activities:

- a. A brief discussion of the topic and how it has been used by the presenters will illustrate possible performance situations
- b. Ideation and brain-storming will allow for new and exciting ways of making teaching a performance
- c. A few short role-playing situations will be provided to act out as time permits.
- d. Feedback will be given that assesses both the performance from a theatrical view and a more common peer review of teaching - you will be amazed.

Description:

In the Elvis Presley song "Are You Lonesome Tonight?" there is a lyric (borrowed poorly from Shakespeare) that goes like this: "You know someone said that the world's a stage and each must play a part." Teachers are performers who want the students to rate them high, just as actors want to receive great reviews. Teachers also want to model their discipline and inspire the

students to learn content and be able to think critically as they use the content to solve problems, write, speak and advance their learning.

The presenters are from vastly differing disciplines, but all use performance to model and develop their students. In the theater this modeling applies directly to the application of the trade whereas, in engineering and business the modeling is a means of inspiring learning and facilitating interaction. Kanov indicates that his performance in class is being evaluated and that it is he, not the content, that is evaluated. Thus, he feels a tie between being an MC or facilitator and the learning that occurs. Wankat and Oreovicz state that all lectures are performances: "poor performances lead to poor lectures" and learning; "master performances can lead to outstanding lectures if the content and interpersonal rapport are also masterful." One way to transfer the performance skills, along with content and rapport is to get the student involved. In the theater, students in class who are also in performances provide the true test, but in drama classes students are required to perform as part of the class. In other classes the level of demonstration of acquired skills and content can be more difficult to evaluate: but there are ways if we just let go of the lectern. Lowman does warn that "being front and center is not universally exhilarating" to all instructors. This does not mean that the classes taught by these instructors are not valuable but it does imply that there may be an adverse effect on student learning. Horning makes the teaching as performance analogy as a way of evaluating teachers as performers are evaluated and written about. The statement, "The analogy between teaching and performance may provide criteria to meet the need for more precise and constructive teaching evaluation" makes the argument clear. While Armstrong asserts that the "Teachers are actors. We perform." This then leads to the final idea that "Teaching is artistry."

So, are we actors? Do we perform? Is teaching an art form? How are we evaluated? Do we model well so that our students have great learning environments that allow content to be properly understood, thought about, and utilized upon graduation? Finally, can they perform?

References

- Armstrong, P, "Teaching as Standup comedy: the metaphor of scripted and improvised performance of teaching," *Education - Line*, <http://www.leads.ac.uk/educol/documents/00003086.htm>, accessed March 2, 2012.
- Horning, A.S., "Teaching as Performance," *The journal of General Education*, Penn State University Press, <http://www.jstor.org/stable/27796766>, accessed March 1, 2012.
- Kanov, Jason, "Managing Large Classes," Center for Instructional Innovation and Assessment, Western Washington University, <http://www.youtube.com/watch?v=YDa22DwDWmE>, accessed March 5, 2012.
- Lowman, J., *Mastering the Techniques of Teaching*, Second Edition, San Francisco, CA Jossey-Bass Publishers, 1995.

Wankat, P.C. and Oreovicz, F.S., *Teaching Engineering*, New York, McGraw-Hill, Inc., 1993.
(Available at [https://engineering.purdue.edu/ChE/News and Events/Publications/teaching engineering](https://engineering.purdue.edu/ChE/News%20and%20Events/Publications/teaching%20engineering).)

Beyond Multiple-choice and Clickers: Using Mobile Devices to Promote Classroom Interaction

Ramalingam Saravanan
Texas A&M University
3150 TAMU
College Station, Texas 77843-3150
sarava@tamu.edu

Objectives:

During this presentation, participants will:

1. Become aware of the capabilities and limitations of using mobile devices for instant feedback.
2. Learn about new strategies for classroom interaction using laptops, tablets, and phones.
3. Understand the practical challenges, both technological and logistical, of mobile learning.

Audience:

This presentation will benefit instructors interested in exploring ways to promote classroom engagement using mobile devices (or computer labs) for instant feedback, in ways that go beyond clickers and multiple choice testing. The tools to be discussed are primarily aimed at face-to-face instruction, but could also be adapted for synchronous online instruction.

Activities:

1. Hands-on experience: Participants will be able to explore the use of a web-based tool for classroom response using their own mobile devices.
2. Interaction and feedback: Participants will be able to share their reactions and responses with other participants.

Description:

Multiple-choice tests and bubble test forms (scantrons) have become ubiquitous in higher education, especially as class sizes have increased. The feedback that an instructor (or a student) receives after taking a multiple-choice test is delayed in time and limited in scope. Classroom response systems (clickers) address one deficiency of such tests, by providing immediate feedback (Bruff, 2009). However, multiple-choice tests using clickers still provide only limited feedback when compared to free-response questions. For example, if the majority of the class picks a wrong choice, it is not always easy to fathom the reasoning behind that choice.

Most students already have laptops, tablets, or mobile phones that provide more general forms of response than answering a multiple choice or numeric question. The communication potential of these devices, which could facilitate novel forms of "instructional networking", remains largely untapped (Gabriel, 2011). Students have the ability to text one-sentence answers (tweets) to free-response questions, or mark a spot on an image displayed on their mobile browser. New, web-based tools are emerging that can aggregate these kinds of feedback, and promote novel forms of classroom interaction. Although they present exciting possibilities, there are still several technical and instructional hurdles to overcome before these tools can be used routinely in the classroom.

This presentation will address the advantages and challenges of using a web-based instant feedback tool for instruction, based upon classroom experience. Issues to be discussed include the technical challenges, integration with social networking infrastructure, privacy issues, the potential for distractions (Bugeja, 2007), and implications for peer learning (Smith et al., 2009).

References

- Bruff, D., *Teaching with Classroom Response Systems: Creating Active Learning Environments*. San Francisco: Jossey-Bass, 2009.
- Bugeja, M.J., Distractions in the Wireless Classroom, *Chronicle of Higher Education*, vol. 53, no. 21, pp. C1-C4. (January 26, 2007)
- Gabriel, T., Speaking Up in Class, Silently, Using Social Media, *New York Times*, May 13, 2011 (<http://www.nytimes.com/2011/05/13/education/13social.html>)
- Smith, M.K., W.B.Wood, W.K. Adams, C.K. Wieman, J.K. Knight, N. Guild, and T.T. Su. Why peer discussion improves student performance on in-class concept questions. *Science*, 323(1), pp.122-4, 2009.

Remember forever or forget after the test: What makes the difference?

Julie Schrock
Meredith College
3800 Hillsborough St
Raleigh, NC 27607
schrockj@meredith.edu

Objectives:

Analyze student perceptions of what leads to long-term retention of content from an information processing perspective
Identify/develop strategies that could be incorporated into a course to enhance student long-term retention of content

Activities:

- Participants will predict how they believe students responded to the question posed
- Participants will compare their predictions to what students said
- Participants will analyze the student responses from an information processing perspective
- Participants will consider implications for instruction
- Participants will consider a course they currently teach and identify a strategy they could incorporate

Audience:

Course instructors from any discipline

Description:

Long-term retention of course content is the goal of every course instructor. The literature is clear on the limits of lecturing related to student learning. Lectures result in passive students, with student attention waning after 10-15 minutes; and lectures result in students memorizing facts, and developing little deep understanding. As a result, students soon forget much of what was "learned." (Walker, Cotner, Baeppler, & Decker, 2008; McKeachie & Svinicki, 2006; Lujan & DiCarlo, 2006). Lujan and DiCarlo contend that instructors feel as though there is so much content that needs to be covered that they resort to lecturing because of its efficiency.

Critics of lecture (e.g. Lujan & DiCarlo, 2006; Walker et al., 2008; and Yazedjian & Kolkhorst, 2007) advocate for active learning strategies that require students to engage with the material in an active way through discussion, problem solving, group work, and hands-on exercises. Cognitive views of learning emphasize how to help students become more effective processors of information (Mayer, 1992). The process of meaningful learning involves learners selecting relevant information, organizing that information in a meaningful way, and integrating that information into existing knowledge structures. The integration of new information into existing knowledge structures in a meaningful way results in long-term retention of content. What strategies effectively support students to become skilled at this process?

One way to identify how to teach for long-term content retention is to ask students what learning experiences they have had that resulted in them remembering what was learned for a long time.

Bowen et al. (2011) contend that there is value in asking the students themselves to characterize their learning experiences. "If teaching is to become more learner-centered and collaborative, then it is particularly important to take into account what students themselves have to say." (p. 21) In this session participants will compare their predictions about what students said facilitates long-term retention of content, and quickly forgetting course content after it was "learned" with student responses to the question, "What courses have you taken that you will remember the content long after the final exam is over, and what courses have you taken that you forgot the content soon after the final exam, and what made the difference?" Participants will consider the implications for instruction, focusing on a particular course they could modify to better facilitate student long-term retention of content.

References

- Bowen, G., Burton, C., Cooper, C., Cruz, L., McFadden, A., Reich, C., & Wargo, M. (2011). Listening to the voices of todays undergraduates: Implications for teaching and learning. *Journal of the Scholarship of Teaching and Learning*, 11(3), 21-33.
- Lujan, H.L., & DiCarlo, S. E. (2006). Too much teaching, not enough learning: What is the solution? *Advanced Physiological Education*, 30,17-22.
- Mayer, R. E. (1992). Cognition and instruction: Their historic meeting within educational psychology. *Journal of Educational Psychology*, 84(4), 405-412.
- McKeachie, W. J., & Svinicki, M. (2006). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (12th ed.) Boston: Houghton-Mifflin.
- Walker, J. D., Cotner, S. H., Baepler, P. M. & Decker, M. D. (2008). A delicate balance: Integrating active learning into a large lecture course. *CBE-Life Sciences Education*. 7, 361-367.
- Yazedjian, A., & Kolkhorst, B. B. (2007). *Implementing small-group activities in large lecture classes*. *College Teaching*, 55(4), 164-169.

Classroom Management Strategies for Reducing Incivility in the University/College Classroom

Cynthia Schubert- Irastorza
National University
11255 North Torrey Pines Road
La Jolla, CA 92037
cschubert@nu.edu

Suzanne Evans
Pacific Oaks College & Children's School
45 Eureka Street
Pasadena, CA 91103
suzevans17@hotmail.com

Objectives:

Participants will

1. Recognize the most common uncivil student behaviors seen in both the online and on ground classrooms.
2. Explore proven classroom management strategies for responding to and teaching uncivil students more effectively.
3. Discuss the need to set standards, establish expectations, define boundaries that allow for cultural diversity and student learning styles, and reflect on prevention and classroom management strategies.

Audience:

College and University faculty in all disciplines.

Activities:

The session will open with a brief presentation of various uncivil student behavior profiles and an overview of research on the subject of dealing with difficult students. The presenters will then introduce and guide participants through proven strategies, techniques, and resources designed to help faculty navigate through challenges of difficult students and problematic situations in both the online and on ground teaching environment. Participants will be encouraged to discuss implementation of these strategies and share personal experiences.

Description:

Drawing from the research on dealing with uncivil and challenging college students, this presentation highlights proven strategies to help faculty deal effectively with adult students in both online and on-ground classes. Although there is extensive research on dealing with difficult people (Brinckman & Krishner, 2002; Bramson, 1981), there are limited studies about difficult students in higher education (Nordstrom, Bartels, & Bucy, 2009).

It has been estimated that approximately twenty percent of college students display uncivil behavior and active resistance to learning. (Meyers, 2003). Every teacher encounters difficult or uncivil students (Clayton, 2000; McKinney, 2005; Morrisette, 2001) and uncivil behaviors can

generate situations that spoil the learning experience for everyone involved. Based on the literature, incidents of student incivility are increasing.

In order to promote learning, faculty members have a responsibility to ensure civil and respectful behaviors in the classroom (Feldman, 2001). The classroom is merely a microcosm of the outside world (Meyers, 2003, Nordstrom, et. al, 2009). It is therefore vital for the instructor to intervene when students disrupt the classroom (Ko & Rossen, 2004). Since higher education faculty strive to create an open, collaborative and caring atmosphere in their classrooms, it is vital for the instructor to utilize both prevention and intervention strategies (Bartlett, 2004; Butler, 2003; Whiteneck, 2005). Although, there are no foolproof methods to prevent disruptions by difficult students, key strategies such as setting clear expectations and communicating early and often are the strongest ways to prevent problems from taking root (Butler, 2003).

The presenters will describe the most frequently observed difficult student behaviors such as when a student: undermines authority; leaves class repeatedly; appears not to pay attention during class; smells strongly of body odor, strong perfume or cigarette smoke; practices annoying and/or disruptive behaviors; monopolizes the conversation; falls asleep in class; is repeatedly tardy; refuses to participate in class discussions or group work; shares or copies work; submits a plagiarized paper; or is just plain disrespectful.

Faculty will examine how their teaching styles, conduct, and inter-personal communication styles can inadvertently contribute to unruly classroom environments. Specific strategies include: the using specific communication skills, establishing a collaborative learning environment, setting clear expectations, modeling and defining appropriate conduct, using frequent feedback and evaluations, and reframing potential conflicts.

Utilization of research-based strategies for keeping one's "cool," teaching uncivil students more effectively, and reducing their impact on others in the class will be shared. Participants will have the opportunity to experience these strategies and exchange strategies they have found to be effective in coping with and teaching the most challenging students.

References

- Amada, G. (1994). *Coping with the disruptive college student: a practical model*. College Administration Publication, Inc. Asheville, NC.
- Bartlett, T. (2004). Taking control of the classroom. *Chronicle of Higher Education* (9/17): A8-A9.
- Bramson, R. (1981). *Coping with difficult people*. New York, NY: Dell Publishing. Random House.
- Brinkman, R. & Kirschner, R. (2002). *Dealing with people you can't stand: How to bring out the best in people at their worst*. New York, N.Y., McGraw Hill.

- Butler, K. (2003). How to manage "difficult" students online. Australian Flexible Learning Framework.
- Clayton, M. (2000). Professors struggle to rout out rudeness. *Christian Science Monitor* (3/21): 16.
- Feldmann, L. J. (2001). Classroom civility is another of our instructor responsibilities. *College Teaching* (Fall): 137-140.
- Ko, S. & Rossen, S. (2004). *Teaching online: A practical guide*. Boston, MA: Houghton Mifflin.
- McKinney, K. (2005). Dealing with disruptive behavior in the classroom.
http://www.cat.ilstu.edu/teaching_tips/handouts/dealingb.shtml
- Meyers, S. (2003). Strategies to prevent and reduce conflict in college classrooms. *College Teaching* (Summer): 94-98.
- Morrisette, P. J. (2001). Reducing incivility in the university/college classroom. *International Electronic Journal for Leadership in Learning* (5/14).
<http://www.ucalgary.ca/%7Eiejll/volume5/morrisette.html>
- Nordstrom, C., Bartels, L., Bucy, J. (2009). Predicting and curbing classroom incivility in higher education. *College Student Journal*. FindArticles.com. 23 Mar, 2011.
http://findarticles.com/p/articles/mi_m0FCR/is_1_43/ai_n31415093/
- Rodriguez, L. Classroom Management. 4Faculty.
<http://www.4faculty.org/includes/108r2.jsp>
- Whiteneck, P. (2005). Teaching the Difficult Student. *Community College Week* (2/14): 4-5.

Encouraging Creativity in Higher Education: Gifts from the Sandbox

Cynthia Schubert-Irastorza
National University
11255 North Torrey Pines Rd.
LaJolla, CA 92037
cschubert@nu.edu

Janet Richards
National University
3800 Concourse, Suite 150
Ontario, CA 91764
jrichard@nu.edu

Objectives:

Participants will

1. Explore current research on the need for, purpose and definition of, creativity.
2. Share participant experiences and achievements (or failures) related to developing teaching materials and/or learning environments that encourage innovation, imagination or creative thinking.
3. Demonstrate suggested techniques and provide appropriate resources on proven strategies for creating teaching materials and/or learning environments that encourage innovation, imagination or creative thinking.
4. Apply suggestions for creating teaching materials and/or learning environments that encourage innovation, imagination or creative thinking to their own instructional assignments.

Audience:

College and University faculty in all disciplines.

Activities:

- Brief overview of current research on creativity and higher education, to include participant involvement in a discussion about the need for, the purpose and the definition of creativity
- Sharing session asking participants to relate their experiences with developing teaching/learning materials designed to encourage creative thinking.
- Presenters introduce and guide participants through a hands-on game experience that illustrates specific techniques for "experiencing the joy of learning," "having fun" and "making new connections."
- Participants are asked to discuss how they would apply or adapt the strategies learned during the session to their own learning environment.

Description:

Creativity, imagination and innovation are highly valued talents in today's rapidly changing and increasingly global society (Bellanca & Brandt, 2010). Business and industry employers are calling for college graduates who can solve problems and make new knowledge connections (Beghetto & Kaufman, eds., 2010). However, many scholars, social scientists and educational

reformers suggest that educational institutions, in particular, tend to stifle imagination by insisting on the "one right answer" value of rational thought which does not allow for the development of creativity and imagination or lead to innovation, (Collins & Halverson, 2009).

Based on predictions from current research on strategies for fostering student learning in the 21st century, both teachers and students will need to communicate, interact, teach and learn in new and different ways (Jackson, Oliver, Shaw, Wisdom, eds., 2006; Gardner, 2009). A growing body of literature authored by educators, psychologists and business consultants offers advice and suggestions for fostering creativity and nurturing imagination in schools and at home as well as in multi-national corporations. The majority of these recommended strategies focus on breaking out of established mental patterns and incorporating elements of fun, joy, exploration and play that are frequently associated with the natural gifts of young children, (Gregerman, 2000; Robinson, 2011; Gardner, 2009; von Oech, 2008)).

The purpose of this presentation is to provide educator-participants with an overview of current efforts to explore the role of creativity in higher education and to provide useful resources that will help both teachers and their students understand and cultivate their own creative potential.

References

- Beghetto, R. A. & Kaufman, J. C. (Eds.). (2010). *Nurturing creativity in the classroom*. London: Cambridge University Press.
- Bellanca, J., Brandt, R. (2010). *21st century skills: Rethinking how students learn*. Bloomington, IN: Solution Tree,
- Collins, A. & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. New York: Teacher's College Press.
- Gardner, H. (2009). *Five minds for the future*. Cambridge, MA: Harvard Business School Press.
- Gregerman, A. (2000). *Lessons from the sandbox: Using the 13 gifts of childhood to rediscover the keys to business success*. Chicago, IL: Contemporary Books.
- Jackson, N., Oliver, M., Shaw, M., Wisdom, J. (Eds.). (2006); *Developing creativity in higher education: An imaginative curriculum*. New York, N.Y.: Routledge.
- Robinson, K. (2011) *Out of our minds: Learning to be creative*. (2nd Edition) Mankato, MN Capstone Press.
- Von Oech, W. (2008) *Whack on the side of the head: How to unlock your mind for innovation*, (3rd Ed.). New York: Warner Books

Student independence as a factor of effectiveness in online learning

Peter Serdyukov
National University
11355 N. Torrey Pines Rd.
San Diego, CA 92037
pserdyuk@nu.edu

Robyn Hill
National University
705 Palomar Airport Rd.
Carlsbad, CA 92011
rhill@nu.edu

Objectives:

Participants will:

1. Recognize the importance of student choices and independence in online learning as a factor of learning efficiency
2. Discuss the need to set expectations and define boundaries that allow for student independence in learning
3. Explore proven strategies for student self-directed learning
4. Identify effective means for developing independent life-long learners

Audience:

College and university faculty in all disciplines.

Activities:

The session will open with a brief presentation of the concept of student independence in online learning and an overview of research on the subject of self-directed learning. The presenters will then introduce and guide participants through proven strategies, techniques, and resources designed to help faculty navigate the challenges of online learning while highlighting opportunities for reducing limitations on student initiative. Participants will be encouraged to discuss implementation of these strategies and share personal experiences.

Description:

Drawing from the research on online learning, specifically of working adult students, this presentation highlights proven strategies to help faculty achieve effective learning outcomes in online classes with adult students by increasing their independence. Along with the concepts of freedom of intelligence and of learning (Dewey 1938), presenters discuss the issue of student independence (self-efficacy) that is closely related to confidence and motivation and has important implications for learning. Research (Bandura, 1997) has shown that "self-efficacy is a strong predictor of academic performance and course satisfaction in traditional classrooms." Therefore, this factor should be examined with regard to online environments, especially since online learning may lack some of the appealing characteristics of face-to-face classes. Self-determination theory (Gagne and Deci 2005) makes the distinction between autonomous

motivation and controlled motivation. When people engage in something voluntarily it may be exciting and they become intrinsically motivated. In contrast, controlled motivation suggests pressure or obligation to engage in an activity. Self-determination theory posits a continuum that ranges from amotivation to intrinsic motivation, which is invariably self-determined.

As freedom of learning implies continuity of learning, one of the ultimate goals of the educational system is to develop life-long learners (Longworth and Davies 1996). In addition to specially selected knowledge, schools must equip students with adequate skills to continue their independent quest for knowledge for the rest of their active lives. This leads to the idea of learner-centered education and consideration of the principle of independent or self-directed learning (Hiemstra 1982). According to Cross (1981), about 70 percent of adult learning is self-directed learning. Self-directed learning is an important aspect of adult education. It is both a goal of adult education and the process that leads to successful learning (Merriam, 2001).

In view of the new paradigm of education moving towards web-based delivery of learning, online education requires consideration of the principle of independent, self-directed learning and its implications for adult learners (Song and Hill 2007). Buchler (2003) asserts that "technology has introduced a new dimension to self-learning and independent study via online learning." This dovetails with a report from Learning Independence (2007) noting that what students want is "self-directed learning opportunities, interactive environments, multiple forms of feedback, and assignment choices that use different resources to create personally meaningful learning experiences, ...more hands-on, inquiry-based approaches to learning...In online instructional methodology courses offered at National University, students are offered clear guidelines and, at the same time, opportunities for choosing the content in addition to course required literature, learning strategies, and time and pace of study, which all help to develop self-sufficiency and self-reliance.

Another prospect for independent learning opened with the spread of web-based social networking. A major feature of networking is that it is freely initiated by any participant, therefore it is intrinsically motivating and has value for the learner. This may inspire students to be independent and creative learners, and start exploring the content on their own. Inquiry and experimentation thus become a major mode of learning. Students in this environment become truly independent learners. Presenters argue that an effective model of integrating social networking in an online class should combine the advantages of threaded discussion academic content, depth of understanding, concept development, and those of social networking motivation, self-expression, communication, initiative, lack of restrictions, etc.

The presenters also discuss the role of the online instructor as organizer and facilitator of student self-directed learning in an online class, and offer examples of independent work in online classes. The presenters examine students' self-assessment of independent learning skills and describe various approaches to students' independent learning in online environment. Participants will have the opportunity to experience these approaches and exchange strategies they have found to be effective for self-directed learning in an organized online college class.

References

- Bandura, A. (1997). *Self-efficacy: the exercise of control*. New York: Freeman.
- Buchler, B. (2003). *Critical Issue: Terms of Engagement Rethinking Teachers' Independent Learning Traits* <http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd400.htm>
- Cross, K. P. (1981). *Adults As Learners*. San Francisco: Jossey-Bass.
- Dewey, John (1938). *Experience & Education*. New York, NY: Kappa Delta Pi.
- Gagne, M. & Deci, E.L. (2005). Self-Determination Theory and Work Motivation. *Journal of Organizational Behavior*. Vol. 26, No. 4, pp. 331-362.
- Hiemstra, R. (1982). "Self-Directed Adult Learning: Some Implications for Practice." ERIC Document Reproduction Service No. ED 262 259.
- "Learning Independence: New Approaches For Educating The Net Generation"
http://www.masternewmedia.org/news/2007/05/04/learning_independence_new_approaches_for.htm#ixzz1p1XhQOxm
- Longworth, N. and Davies, W. (1996). *Lifelong Learning*, London: Kogan Page.
- Merriam, S. B. (2001). Andragogy and self-directed learning. *New Directions for Adult and Continuing Education*, 89, 3-14.
- Song, L., Hill, J. (2007). A Conceptual Model for Understanding Self-Directed Learning in Online Environments. *Journal of Interactive Online Learning*. Volume 6, Number 1.

Worksheets – Still relevant?

Susan Sharp
Embry Riddle Aeronautical University
600 South Clyde Morris Blvd
Daytona Beach, Florida 32114-3900
sharps@erau.edu

Margaret Klemm
Embry Riddle Aeronautical University
600 South Clyde Morris Blvd
Daytona Beach, Florida 32114-3900
margaret.klemm@erau.edu

Summary:

Worksheets have been used at all levels from pre-kindergarten to graduate school for years, but do they still have a place in learning today? Wyels (2011) still believes worksheets to be an effective tool to "engage student brains" in class, and direct student learning out-of-class. Leslie-Pelecky (2000) argues the use of in-class worksheets as versatile and when tailored to meet specific goals are effective for confronting preconceptions, ensuring class participation and increasing student/teacher interactions. Pincus (2005) believes worksheets to be mostly seatwork and ascertains researchers have challenged the efficacy of seatwork in that it does not provide teacher intervention. But Pincus also suggests questions instructors should ask in deciding when/how to use worksheets. Choo, Rotgans, Yew and Schmidt (2011) performed a study with seventeen classes and 241 students - one group receiving worksheets and the other without-- their results showed there was no statistically significant difference between the levels of understanding for both groups.

The objective of this presentation is to share the experiences of the presenters in the use of worksheets in their college aviation courses and to elicit discussion from the attendees of their experiences both pro and con on the use of worksheets.

The target audience would be educators with a history of worksheet usage – who are willing to share their experiences with all those attending. Those who may be interested in learning about this tool are also welcomed to attend.

The presentation will include discussions of the pros and cons the presenters have experienced with the use of worksheets, either when posted online or given in the classroom setting. We will also solicit discussions from the audience on their use or possible misuse of worksheets.

References

Choo, S., Rotgans, J., Yew, E., Schmidt, H. (2011) Effect of Worksheet Scaffolds on Student Learning in Problem-Based Learning. Retrieved from <http://www.eric.ed.gov/ERIC>

Leslie-Pelecky, D (2000). Interactive Worksheets in Large Introductory Physics Courses.
Retrieved from <http://eric.ed.gov/ERIC>

Pincus, A. (2005). Teaching Tips: What's a Teacher to Do? Navigating the Worksheet Curriculum. Retrieved from
<http://reedcollege.worldcat.org/title/teaching-tips-whats-a-teacher-to-do?>

Wyels, C. (2011). Engaging Students via In-class Worksheets. Retrieved from
http://www.maa.org/t_and_l/exchange/ite11/worksheets.html

Using Technology to Improve Assessment for Accreditation of Programs: Are e-Portfolios the Answer?

Joan Silver
St. Joseph's College
155 West Roe Blvd.
Patchogue, NY 11772
jsilver@sjcny.edu

Joan Curtis
St. Joseph's College
155 West Roe Blvd.
Patchogue, NY 11772
jcurtis@sjcny.edu

Shawn Robertson
St. Joseph's College
155 West Roe Blvd.
Patchogue, NY 11772
srobertson@sjcny.edu

Objectives:

1. To build a community of learners who are or are considering implementing an e-portfolio system.
2. To practice linking college standards, accreditation agency standards, and assignments.
3. To provide guidelines for creating rubrics for e-portfolio evaluation.

Audience:

The workshop will benefit those who are considering e-portfolios as a program assessment tool. It will be a valuable session for those who are considering a new accreditation agency. It is appropriate for program administrators, assessment coordinators, and all others who are involved in program assessment.

Activities:

1. Discussion and exploration of implementation of an e-portfolio system (whole group).
2. Collaboration among colleagues to link standards and develop rubrics (small group).
3. Develop a realistic time line for implementation of an e-portfolio system (small groups will be given paper to create a time line to share with whole group).

Description:

The public's demand for accountability has given rise to an era of standards in all academic areas (Sherer, 2001). How do we determine if students are learning? Is there an assessment system to evaluate the effectiveness of an educational program? An e-portfolio assessment system is a means to gain meaningful information about student learning while collecting data for evaluation. Currently, many institutions of higher learning have adopted electronic portfolios so

their candidates can systematically collect and organize digital artifacts as evidence of meeting performance criteria (McPherson, 2010).

As online technology has evolved, so has the electronic portfolio. The electronic portfolio provides evidence of growth and can be used to evaluate and assess both students and programs (Barrett, 2007). The evaluation portfolio is grounded within a positivist paradigm. Additionally, many portfolio systems are assessed in relation to providing evidence of growth for program accreditation agencies. Many colleges and universities are conducting studies in relation to e-portfolio systems. Michael Reese and Ron Levy in writing for the Educause Center for Applied Research (2009) chronicle a summary of six pilots conducted at The Johns Hopkins University. Students who participated in that study stated that e-portfolios provided value and were easy to use.

In this technological age the e-portfolio is becoming a necessity for collecting data as part of the assessment process. It is no longer acceptable and increasingly less advisable not to engage in e-portfolio systems. E-portfolios are also used more when they are valued in capturing activities that are non-academic and when they are integrated with other applications (Rees and Levy, 2009). This workshop will begin with the sharing of one institution's journey of e-portfolio development and technological integration. It will end as a learning community that has shared concerns and acquired the knowledge needed to implement an e-portfolio system.

First-Generation Learners: Making a Case for a Strong First-Year Experience (FYE) Course

Marilyn Simon
University of Cincinnati/Blue Ash
9555 Plainfield Rd.
Cincinnati, OH 45236
marilyn.simon@uc.edu

Summary:

First generation students present unique issues in higher education. These students often have the largest financial and cultural barriers. (Choy, 2001). With little or no family collegiate history, many enter college with limited knowledge about the jargon, traditions, and patterns of expected behavior. (Thayer, 2000) These factors may prevent first-generation students, whether traditional or nontraditional students, from fully engaging in a college or university setting and this may contribute to early departure from their academic environment before the completion of a degree, whether enrolled in 2-year or 4-year institutions. (Thayer, 2000). Regardless of how intelligent these students may be, additional services and support can bolster success and retention rates. (Choy, 2001).

This presentation focuses on the services most important to the unique population of all First Generation Students. In this interactive session, participants will be able to express their experiences, to reflect and discuss how to help their students overcome the hurdles involved in achieving their academic goals including institutional processes at all levels, from Admissions and Advising to Career Planning.

References

- Choy, S.P. (2001). *Findings from The Condition of Education 2001: Students Whose Parents Did Not Go to College: Postsecondary Access, Persistence, and Attainment* (NCES 2001126). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Thayer, Paul B. 2000. *Retention of Students from First Generation and Low Income Backgrounds* (ERIC ED446633). Opportunity Outlook (May), 2-8.

Using Reflection as a Strategy to Develop Lifelong Learners

Nancy Simpson
Texas A&M University
4219 TAMU
College Station, Texas 77843
n-simpson@tamu.edu

Laurel Willingham-McLain
Duquesne University
20 Chatham Square
Pittsburgh, PA 5282
willingham@duq.edu

Objectives:

The goal of this session is to promote reflection as a tool for learning how to learn. By the end of the session, participants will be able to

- outline basic research supporting reflection as a learning method (provide annotated bibliography)
- identify the characteristics of effective strategies for guiding student reflection so that deeper and longer lasting learning occurs (Ambrose et al., Fink, Kolb, Leamson, National Research Council)
- list several reflection strategies (Eyler et al., MacGregor, Svinicki, Zubizarreta)
- begin developing a student-learning reflection strategy to integrate into their own teaching.

Audience:

Faculty from any discipline and/or educational developers who support faculty in their teaching

Activities:

Hands-on: participants will apply principles and strategies from research on the role of reflection in learning to their own contexts.

Description:

Session Overview

What is reflection?

- Participants will define reflection individually first and then we will look for common themes among participant definitions.
- In theory: why is reflection important to learning? - Very brief overview of research literature on the role of reflection in promoting lifelong learning (participants will receive the summary and annotated bibliography on a handout).
- Practically speaking: what forms does student reflection take? - Brainstorming as a whole group. Ranging from minute papers in class to reflective portfolios spanning the undergraduate years.

- Hands on: integrating student reflection into your teaching - Individual application of principles and strategies to participants' own settings. (e.g., a course, curriculum or co-curriculum)
- Take a moment to reflect: participants will reflect and write individually on what they learned at the session.

Selected References

- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.
- Eyler, J., Giles, D. E., & Schmiede, A. (1996). *A practitioners guide to reflection in service-learning: Student voices & reflections*. Nashville, TN: Vanderbilt University.
- Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass.
- Kolb, D. A. (1984). *Experiential learning*. Englewood Cliffs, NJ: Prentice Hall.
- Leamnsen, R. (1999). *Thinking about teaching and learning: Developing habits of learning with first year college and university students*. Sterling, VA: Stylus.
- MacGregor, J. (Ed). (1993). Student self-evaluation: Fostering reflective learning. *New Directions for Teaching and Learning*, 56. San Francisco: Jossey-Bass.
- National Research Council. (2000). *How people learn: Brain, mind, experience and school*. Washington, DC: National Academy Press
- Schön, D.A. (1987). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Svinicki, M. D. (2004). *Learning and motivation in the postsecondary classroom*. Bolton, MA: Anker.
- Zubizarreta, J. (2009). *The learning portfolio: Reflective practice for improving student learning* (2nd Ed.). Bolton, MA: Anker.

The Purposeful Reading (PR) Plan: A Personalized Program to Empower Students in the College Classroom and Beyond

Ann Singleton
Union University
1050 Union University Drive
Jackson, TN 38305
asinglet@uu.edu

Michele Atkins
Union University
1050 Union University Drive
Jackson, TN 38305
matkins@uu.edu

Objectives:

1. The participant will interact with various strategies and techniques for increasing comprehension in the stages of pre-reading, reading, and post-reading.
2. The participant will utilize various purposeful reading strategies to engage with discipline-specific text.
3. The participant will discuss ways to incorporate purposeful reading strategies into his or her course curriculum, thereby creating a personalized plan.

Audience:

This presentation will be beneficial for faculty members and administrators in all discipline areas who are seeking ways to improve student learning and motivation.

Activities:

The following activities will be used in order to meet the presentation objectives:

1. Interactive handouts will be used to allow participants to investigate various strategies and techniques for increasing comprehension in the three phases of reading.
2. Demonstration will be used to give participants an understanding of each strategy and technique before interaction with it.
3. Passages from actual discipline-specific textbooks will be analyzed in small groups using the strategies discussed.
4. Independent reflection time will be used to consider what strategies best fit the participant's course(s).
5. Large and small group discussion will be used to discuss personalized plans for incorporating the strategies and share individual reflections.
6. Questioning will be used to allow participants to reflect upon current practices and strategies for change.
7. Facilitator presentation will be used to explain the processes used in employing the strategies for purposeful reading.

Description:

College students are often unprepared for the daunting task of keeping up with the required reading involved in college classes. Most students who attend college have been able to be successful in their high school learning environments without spending much time reading textbooks. Moreover, reading textbooks for different content areas and purposes requires specific types of reading strategies. Unfortunately, most students have not had the opportunity to develop the diverse reading skills necessary for a successful college experience. Studies have been conducted for many years to investigate the reading comprehension strategies used by good readers. For example, Alvermann and Moore (1991), The National Reading Panel (2000), The RAND Reading Study Group (Snow, 2002), Carlisle and Rice (2002), Curtis (2002), and Meltzer, Smith, and Clark (2003) all reviewed hundreds of studies over the last several decades. These researchers concluded that good readers always know the purpose for the reading task. In addition, the strategies utilized during the process of reading are tailored to the purpose and the students individual learning needs. Reading is a personal, active, cognitive process.

This year, the presenters designed a program to support first-semester freshmen students as they discover ways they best understand new concepts through written text in various academic disciplines. As a result of their experience in this program, it is expected that students will also have a more complete understanding of the content being presented in a college classroom. Rather than using a common text to add to the student's reading assignments, this program utilizes the textbooks students are currently using in their academic classes. A series of implicit and explicit questions and strategies are explored to 1) set the stage for reading, 2) establish traction with the concepts during the reading process, and 3) articulate understanding after reading. These questions and strategies empower students to maximize their study times as they read for purpose. In turn, purposeful reading empowers students to become more motivated, increase retention of information, and heighten understanding of important concepts from their reading.

The practice of managing the flow of information as a result of purposeful reading in a college setting empowers students in their professional worlds. Specifically, students who use these skills are able to understand important points of view, communicate effectively, and gain respect from peers and authority figures, which are vital skills in the workplace. Beyond the workplace, attending to the relevant ideas in response to the massive amounts of information received on a daily basis can add to the quality of life for individuals. Purposeful reading, then, is an issue of access and equity. The level at which an individual can manipulate the flow of information opens doors and allows access to power and influence in society. These important life skills can be enhanced by the questioning process used in the development of a Purposeful Reading Plan.

Participants in this session will be introduced to the reading comprehension strategies and techniques utilized in the purposeful reading program, actively engage with the strategies to apply them to discipline-specific text, and consider a personalized plan for their course(s). Participants will leave the session with tools to increase student learning in the classroom and beyond.

References

- Alvermann, D.E., & Moore, D. (1991). Secondary school reading. In R. Barr, M. L. Kamil, P. Mosenthal, & P.D. Pearson (Eds.) *Handbook of Reading Research 2* (pp. 951-983). White Plains, NY: Longman.
- Carlisle, J., & Rice, M. (2002). *Improving reading comprehension: Research-based principles and practices*. Baltimore: York Press.
- Curtis, M. E. (2002). Adolescent reading: A synthesis of research. Presentation at the conference Adolescent Literacy Research Informing Practice: A Series of Workshops, May 20, 2002, Baltimore. Sponsored by The Partnership for Reading.
- Dole, J. A., Duffy, G. G., Roehler, L. R., & Pearson, P.D. (1991). Moving from the old to the new: Research on reading comprehension instruction. *Review of Educational Research*, 66, 239-264.
- Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.
- Meltzer, J., Smith, N. C., & Clark, H. (2002). *Adolescent literacy resources: Linking Research and Practice*. South Hampton, NH: Center for Resource Management. The Education Alliance at Brown University. http://www.alliance.brown.edu/pubs/adlit/alr_lrp.pdf
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.
- Noles, J. D., & Dole, J. A. (2004). Helping adolescent readers through explicit strategy instruction. In T. L. Jetton, & J. A. Dole (Eds.). *Adolescent literacy research and practice*. New York: Guilford Press.
- Snow, C. (2002). (Chair). RAND reading study group: *Reading for understanding: Toward an R&D program in reading comprehension*. Santa Monica, CA: RAND.

**Preparing Domestically, Learning Globally:
The Effect of Pre-Trip Activities on Study Abroad Programs**

Susan Sipple
University of Cincinnati Blue Ash College
9555 Plainfield Road
Cincinnati, OH 45236
susan.sipple@uc.edu

Angie Woods
UC-Blue Ash
9555 Plainfield Rd.
Cincinnati, OH 45236
woodsai@uc.edu

Eric Anderson
UC-Blue Ash
9555 Plainfield Rd.
Cincinnati, OH 45236
anderse4@uc.edu

Mark Otten
UC-Blue Ash
9555 Plainfield Rd.
Cincinnati, OH 45236
ottenmr@uc.edu

Mike Roos
UC-Blue Ash
9555 Plainfield Rd.
Cincinnati, OH 45236
roosme@uc.edu

Objectives:

This session will present findings from two qualitative studies on study abroad pre-trip activities. Participants will come to understand the pre-trip concerns of students participating in study abroad programs and how those concerns might be mitigated by a series of well-constructed activities before students' travel. Finally, presenters will lead session participants in an open discussion on study abroad.

Audience:

This presentation is intended for faculty who lead or will lead study abroad programs at their institutions. Likewise, administrators, faculty developers, or any ISETL participant with a stake in their college's study abroad program offerings can benefit from this presentation on the benefits of pre-trip activities.

Activities:

We will begin by pairing participants and asking them to discuss what they believe are the most pressing concerns of students embarking on a first study abroad trip. Next, we will present the most significant findings from our studies about student concerns and pre-trip activities that alleviate those issues. Finally, we will engage our audience in a large group discussion of pre-trip interventions at their institutions.

Summary:

Studying abroad, regardless of the length of the experience, has a marked effect on students' global engagement (Donnelly-Smith, 2009) and future career choices (Norris & Gillespie, 2010). Not surprisingly, participation in study abroad has increased by 150% since 2000 (Goel, De Jong, & Schnusenburg, 2010). There is little literature, however, on how pre-trip activities affect student study abroad experiences. Koenig (2007) remarks that a discussion of what should be included in pre-trip sessions has been largely ignored. He continues by stating that although materials to familiarize students with the intended destination have typically been included, nothing to reduce student anxiety or to foster group cohesion has been (Koenig, 2007). Pre-departure activities are particularly important since research suggests that behavioral beliefs about the value of study abroad are the primary drivers of student participation (Goel, De Jong, & Schnusenburg, 2010). Such value can be undermined if students feel anxious, unprepared, or socially isolated.

The two studies presented in this session investigate the effect of pre-trip study abroad activities on students' experiences. In the first study, we investigated students' expectations before traveling; students' perceptions of the effectiveness of the long-standing pre-trip activities (behavioral workshop, social activity, pre-departure orientation, and language and culture orientations); and students' suggestions for how these activities could be improved. We created an open-ended, written survey for students to complete before the pre-trip activities and an online, open-ended survey for students to complete after the study abroad program. Thirty-one students completed the written survey and 28 students completed the online survey afterward. Using grounded theory and contrastive analysis, each of the researchers independently analyzed the survey responses and created descriptive codes. As a group, we compared our findings and reached agreement on themes. We found several themes regarding positive and negative aspects of cultural experience, group dynamics, language, international travel, and group leaders.

Although our first study included three different programs with three different sets of preparation activities, analysis of survey responses revealed that students had similar concerns about studying and traveling abroad. In addition, preparation activities, including behavior workshops, social activities, and cultural orientations had a positive impact on student experience abroad. Survey responses also indicated that students wished they had more social gatherings to get to know one another before the trip, a better understanding of the academic expectations of the program, and activities to help them navigate the unfamiliar territory inherent in study abroad. To address these concerns, for our 2012 programs we added three new pre-trip activities: student interaction through social media, peer mentoring by former program participants, and a structured navigational activity to promote team building. With these new interventions, we are embarking on a second study. For this study, we are currently revising pre- and post-trip surveys, and we will administer them in the near future. While we anticipate similar findings in study two, our use of grounded theory mandates that we wait until

the completion of our 2012 programs in early summer in order to report conclusive findings. If our first study's findings hold true, these new interventions will help minimize or reduce the number and severity of the problems inherent in study abroad. We believe that when these problems are minimized, students are able to engage more fully in the academic portion of the program.

References

- Donnelly-Smith, L. (2009). Global learning through short-term study abroad. *Peer Review*, 12-15.
- Goel, L., De Jong, P., & Schnusenberg, O. (2010). Toward a comprehensive framework of study abroad intentions and behaviors. *Journal of Teaching in International Business* 21, 248-265.
- Koenig, S. (2007). Planning, organizing, and conducting a 2-week study abroad trip for undergraduate students: Guidelines for first-time faculty. *Journal of Marketing Education* 29(3), 210-217.
- Norris, E.M, & Gillespie, J. (2010). How study abroad shapes global careers. *Journal of Studies in International Education* 13(3), 382-397.

All Joking Aside: What Research has to Say about Using Humor in the College Classroom

Michael Skinner
College of Charleston
School of Education, Health & Human Performance
Charleston, SC 29424
skinnerm@cofc.edu

Objectives:

At the conclusion of this presentation, participants will

- describe the research-based effects of college classroom humor on variables such as achievement, attention, class participation, on-task behavior, learning environment, and course evaluations;
- describe procedures they currently use to integrate humor into their classrooms and articulate potential changes to these procedures based on knowledge gained during the session; and
- identify variables specific to their teaching situations (e.g., discipline/content, student characteristics, class size, physical plant, etc.) that influence the use of humor in the classroom.

Audience:

This presentation is intended for college faculty from all content areas working with graduate and undergraduate populations. Instructors involved in planning and implementing faculty development programs at their institutions should find the session especially beneficial.

Activities:

The presentation will begin with a brief clip from the movie *Dead Poet's Society* illustrating an instructor (played by Robin Williams) using humor as an integral part of a lesson. A brief survey will then be used to facilitate a discussion of participants current use of humor in their teaching and their perceptions of the effects of humor on various student variables such as achievement, attention, class participation, on-task behavior, learning environment, and course evaluations. "Humor" will then be operationally defined for purposes of the current presentation with the use of examples taken from the presenter's teaching and from additional content areas. Research, including original data gathered by the presenter and existing studies, will then be presented and discussed. Participants will be encouraged to evaluate the research presented in the context of their specific situations (i.e., content area, class size, student rank (including graduate versus undergraduate), etc.). The session will close with a discussion of implications of the data discussed and suggestions for future study.

Summary:

Although sometimes criticized for being a bit too anecdotal (e.g., Skinner, 2010; Anderson, 1985), a growing body of professional literature is emerging that documents the positive effects of the systematic and spontaneous use of humor in the college classroom. Furthermore, the existing literature delineates the use of humor across a wide variety of disciplines, including

chemistry (Williams, 1997), nursing (Pease, 1991), teacher training (Wallinger, 1997), psychology (Endlich, 1993), general science (Flannery, 1993), foreign language (Maceri, 1995), English composition (Reeves, 1996) and human resources development (Boverie, Hoffman, Klein, McClelland, and Oldknow, 1994).

Based on the existing professional literature, combined with data collected by the author, five positive effects of using humor in the college classroom have been identified and validated. These include (a) increased attention; (b) increased retention of course material; (c) decreased anxiety often associated with "dreaded" (Kher, Molstad, & Donahue, 1999) courses; (d) positive course evaluations; and (e) positive learning environments conducive to learning. Each of these is described briefly below.

- **Increased Student Attention.** Erikson and Strommer (1991) report that students attend to and retain approximately 70% of material presented during the first 10 minutes of a traditional lecture class. This drops to 20% during the last 10 minutes. Assuming that professors will continue to lecture, humor can be one means by which student attention can be maintained. Garner (2006), for example, found that students taught under humor conditions attended to, recalled and maintained more information as compared to students taught under conditions devoid of instructor humor. Data collected by the author of this proposal support Garner's conclusions.
- **Increased Retention of Course Material.** Although relatively small in number, and sometimes a bit dated, articles have appeared in the profession literature that provide support for increased achievement and retention in sections of courses where humor is used (e.g., Garner, 2006; Glenn, 2002; Hill, 1988; Kaplan & Pascoe, 1977, and Ziv, 1988). Garner (2006) for example, found that students exposed to lectures delivered by professors who integrated humor outperformed their peers who were taught the same material without humor. An extensive study of humor in the college classroom by Wanzer, Frymier, and Irwin (2010) replicated Garner's results, emphasizing the need for humor to be content-related in order to produce positive effects on learning.
- **Decrease in Student Anxiety.** All college curricula include courses that students look forward to taking with the anticipatory set associated with a root canal. Kher, Molstad, and Donahue (1999) refer to these as "dreaded" courses. Course evaluation data collected by the author indicate that the use of humor in these classes can play a major role in facilitating and maintaining interest in such courses by reducing the anxiety that students bring with them upon entering the course. My data are supported by the observations of others in the professional literature (e.g., Berk & Popham, 1995; Bryant, Comisky, Crane & Zillman, 1980; Korobkin, 1988).
- **Positive Course Evaluations.** Assuming that the use of humor contributes to a healthy learning environment, it is logical to conclude that it has a positive impact on course evaluations. Garner (2006), for example, found that students instructed in class sessions that integrated humor rated their instructor significantly higher as compared to students who participated in classes with no humor. Bryant, Crane, Comisky, and Zillman (1980) also found that the use of humor in classrooms positively influenced student evaluations. Data collected by the author support these observations.
- **Positive Environment for Learning.** Although limited, evidence exists for the positive effects of humor on the college classroom learning environment. Glenn (2002), for

example, described the positive social and emotional environment often created as a result of the consistent use of humor by instructors. Berk (2003) provides an extensive discussion of the positive effects of classroom humor, including stress reduction, lower anxiety, and increased enthusiasm toward the learning experience. Similar themes are echoed by Hellman (2007) and Russell (2007). Again, data collected by the author support these conclusions.

As a part of their training programs, students preparing to become teachers are often cautioned against using humor in the classroom before they have established firm control and confidence in managing student learning and behavior. This proverbial wisdom is often couched in the phrase: "Don't smile until Christmas." Adapted to higher education, this advice might read: "Don't smile until after the mid-term exam." However, the message that we should be sending to college instructors is that, far from being a detriment, the judicious and appropriate use of humor facilitates the teaching-learning process. Although the research sometimes lacks the rigor and quantity of some areas of pedagogy, the information we do have indicates that humor in the classroom creates a positive environment for teaching and learning.

The purpose of this presentation is to familiarize participants with the literature that supports the positive effects of using humor in the college classroom. In addition, the presentation will serve to facilitate discussion relating to specific adjustments that need to be made in the use of humor contingent upon the context of learning (e.g., discipline, class size, student characteristics, etc.).

References

- Berk, R.A. (2003). *Professors are from Mars, Students are from Snickers*. Sterling, VA: Stylus Publishing.
- Berk, R.A. & Popham, W.J.S. (1995). Jocular approaches to teaching measurement, statistics and research design. Minicourse presented at the annual meeting of the American Educational Research Association, April, San Francisco, CA.
- Boverie, P., Hoffman, J.F., Klein, D.C., McClelland, M., & Oldknow, M. (1994). Humor in human resource development. *Human Resource Development Quarterly*, 5(1), 75-91.
- Bryant, J., Comisky, P.W., Crane, J.S., & Zillman, D. (1980). Relationship between college teachers' use of humor in the classroom and students' evaluations of their teachers. *Journal of Educational Psychology*, 72, 511-519.
- Endlich, E. (1993). Teaching the psychology of humor. *Teaching of Psychology*, 20(3), 181-183.
- Erickson, B.L. & Strommer, D.W. (1991). *Teaching college freshmen*. San Francisco: Jossey-Bass.

- Flannery, M.C. (1993). Making science a laughing matter: Lightening up in the science class. *Journal of College Science Teaching*, 22(4), 239-241.
- Garner, R.L. (2006). Humor in pedagogy: How ha-ha can lead to aha! *College Teaching*, 54(1), 177-180.
- Glenn, R. (2002). Brain research: Practical applications for the classroom. *Teaching for Excellence*, 21(6), 1-2.
- Hellman, S.V. (2007). Humor in the classroom: Stus seven simple steps to success. *College Teaching*, 55(1), 37-39.
- Hill, D. (1988). *Humor in the classroom: A handbook for teachers*. Springfield, IL: Charles C. Thomas.
- Kaplan, R. K. & Pascoe, G.C. (1977). Humorous lectures and humorous examples: Some effects upon comprehension and retention. *Journal of Educational Psychology*, 89, 61-65.
- Kher, N., Molstad, S., & Donahue, R. (1999). Using humor in the college classroom to enhance teaching effectiveness in "dreaded" courses. *College Student Journal*, 33(3), 400-406.
- Korobkin, D. (1988). Humor in the classroom: Considerations and strategies. *College Teaching*, 36, 154-158.
- Maceri, D. (1995). Reducing stress in the foreign language classroom: Teaching descriptive adjectives through humor. *Mosaic*, 2(4), 21-22.
- Pease, R.A. (1991). Cartoon humor in nursing education. *Nursing Outlook*, 39(6), 262-267.
- Reeves, C. (1996). Students as satirists: Encouraging critique and comic release. *College Teaching*, 44(1), 15-18.
- Russell, J. (2007). Using humor in the classroom. Retrieved July 26, 2010, Earlham Colleges Web site: https://els.earlham.edu/gpe/files/30/226/JimR_2008.pdf
- Skinner, M. (2010). All joking aside: Reasons to use humor in the classroom. *EdDigest - The Education Digest*, 76(2), 19-21.
- Timberlake, K.C. (1998). Lecture PLUS: Teaching and learning strategies. Paper presented at the International Society for Exploring Teaching Alternatives annual conference: University of Central Florida.
- Walleringer, L.M. (1997 May). Don't smile before Christmas: The role of humor in education. *NASSP Bulletin*, 27-34.

- Wanzer, M.B., Frymier, A.B., & Irwin, J. (2010). An explanation of the relationship between instructor humor and student learning: Instructional humor processing theory. *Communication Education*, 59(1), 1-18.
- Ziv, A. (1988). Teaching and learning with humor: Experiment and replication. *Journal of Experimental Education*, 57, 5-15.

Making the Virtual Learning Commons (VLC) an Effective Tool to Improve Student Engagement through Online Learning

Min Su
Suffolk County Community College
Crooked Hill Road
Brentwood, NY 11040
sum@sunysuffolk.edu

Tatiana Tchoubar
Suffolk County Community College
Crooked Hill Road
Brentwood, NY 11717
tchoubt@sunysuffolk.edu

Marlene Dubois
Suffolk County Community College
Crooked Hill Road
Brentwood, NY 11717
duboism@sunysuffolk.edu

Objectives:

- To share achievements and challenges when developing the Virtual Learning Commons.
- To present studies, research findings and subsequent efforts associated with the Virtual Learning Commons.
- To discuss new possibilities for the Virtual Learning Commons.

Audience:

Faculty members, administrators and technologists who are interested in developing online support for academic instruction and other student services.

Activities:

This presentation will include the following activities:

- 1) An introduction on background and development of the Virtual Learning Commons.
- 2) A presentation of the studies and research findings.
- 3) Subsequent efforts made after the research.
- 4) Discussion on challenges and achievements of online instruction.

Description:

Funded by a federal Title III grant to increase student engagement and improve student learning, faculty and staff of Suffolk County Community College (SCCC) are creating a Virtual Learning Commons (VLC). The VLC is a free-access community space where the students can find online support for every college activity, from enrollment, admissions and faculty advising to coursework materials. At this point the focus of the VLC is on providing online learning

materials for 20 Gateway courses (the 20 most subscribed courses for first year students at SCCC).

Assisted by the Title III instructional technology specialist, faculty involved in the twenty gateway courses have been adopting or creating online learning materials for students. Interactive learning objects including video, quizzes, worksheets and animations are published by subject in designated areas of the VLC. The VLC also provides students with social networking tools: discussion groups featuring chat and file sharing.

With learning materials for five of the twenty gateway courses available, the VLC was open to students and faculty in these five courses as a pilot at the beginning of fall semester 2011 (two math courses and three freshman seminar courses). Studies were conducted to support the development of the VLC.

Since SCCC has a relatively undeveloped web presence and does not have more than 20% of its classes web enabled, it has been a challenge to encourage students to use the VLC. A study was done to find out how best to motivate students to use the VLC. Guided by John Keller's (1983, 1988) motivational design, students were assigned to an Extra Credit Group, Reading a Memo Group and one control group. These groups differed in how much information students were given about the VLC and how relevant they felt the VLC was. ANOVA test was done to compare the percentage of VLC users in the groups. The result was that giving extra credit could be an effective way to motivate students to use the VLC. Subsequent efforts were to encourage faculty to incorporate the VLC in their class. An advertisement campaign was launched in Spring 2012 to direct more students' attention to the VLC.

At the end of the semester, an analysis was done to assess effectiveness of VLC learning materials. Chi-square tests were conducted to examine possible associations between usage of the VLC and student outcomes. Multivariate regression and stratification were used to control the extraneous factor that good learning outcomes might be due to the fact that the student was a good student to begin with. The result was that students who utilized the VLC demonstrated a statistically significant difference in learning outcomes. The findings would build faculty and students' confidence in VLC, which in turn would strengthen their motivation to use the VLC.

The development of the VLC is an ongoing project. Future plans include coordinating a web presence for all the other areas of student support that are included in the Title III grant, such as library services, a virtual orientation, online advising and tutoring. Studies will be done along the way to assess the effectiveness of the projects and provide information on how to improve the Virtual Learning Commons.

References

- Keller, J.M. (1983). Motivational design of instruction. *Instructional Design. Theories and Instruction: An Overview of Their Current Status*, 383-429.
- Keller, J.M., & Suzuki, K. (1988). Use of the ARCS motivation model in courseware design. *Instructional Design for Microcomputer Coursework*, 401-434.

Pange, A., & Pange, J. (2011). Is E-learning based on learning theories? A literature review. World Academy of Science, *Engineering and Technology*, 80, 62-66.

Trochim, W. (2000A). "The Nonequivalent Groups Design." *The Research Methods Knowledge Base*. (2nd ed.). Atomic Dog Publishing, Cincinnati, OH.

How Do You Know It's the Right Thing to Do?
Finding a Learning Theory to Support Teaching and Learning

Karen Swanson
Mercer University
3001 Mercer University Dr.
Atlanta, GA 30341
swanson_kw@mercer.edu

Jane West
Mercer University
3001 Mercer University Dr.
Atlanta, GA 30341
west_j@mercer.edu

deb rosenstein
Mercer University
3001 Mercer University Dr.
Atlanta, GA 30341
rosenstein_d@mercer.edu

Objectives:

This session will provide a practical framework for participants to articulate their best teaching and learning moments followed by finding a theory to hang those ideas from. For example, how might applying and understanding Wenger's "Communities of Practice" inform our small group discussions and group work. We will show multiple examples to demonstrate the engaging process of finding a learning theory. A secondary outcome of identifying a learning theory is the connection to publishing scholarship of teaching and learning articles. We will begin our session with such an article and provide the process to research our own practice.

Activities will include small group conversation, playing with 2-5 current theories with the objective to apply it to practice, and a little bit of risk-taking to step outside our teaching comfort zones through adopting a few theory-based strategies. Theory to practice demonstration will include Garner's "Multiple Intelligences", Bruner's "Culture, Mind and Education" and Mezirow's "Transformative Learning" to name just a few.

You should leave with answers to the following questions:

1. Why do I need a learning theory?
2. How do I find a learning theory?
3. How does ascribing to a learning theory impact my teaching?
4. How flexible is a learning theory?
5. Now that I have a learning theory, what do I do next?

Audience:

All higher education faculty

Reference

Illeris, K. (2009). *Contemporary theories of learning. Learning theorists...in their own words.* Milton Park, Abington: Routledge.

Using Differentiated Instruction to Meet the Needs of the Ever-Changing Classroom

Barbara Taylor
Western New Mexico University
PO Box 680
Silver City, NM 88062
taylorb@wnmu.edu

Debra Dirksen
Western New Mexico University
PO Box 680
Silver City, NM 88062
dirksend@wnmu.edu

Objectives:

1. Examine purposes, benefits and frameworks for differentiated instruction, an instructional strategy to meet the needs of the diversity of students in today's classes
2. Acquire strategies using the differentiated matrix to implement differentiated instruction for various levels of learners
3. Practice using three differentiated instructional activities--choice boards, cubes and RAFTS

Audience:

Instructors at all levels

Activities:

PowerPoint presentation, discussion and practice. Participants will develop one or more differentiated instructional strategies for use in their own classrooms.

Description:

Presenters will discuss the need for using differentiated instruction in today's classrooms (Roberts & Inman, 2007; Tomlinson & McTighe, 2006). Through a PowerPoint presentation, participants will acquire strategies for addressing student needs (Tomlinson & McTighe, 2006), interests (Turville, 2007) and learning styles (Dirksen, 2010; Roberts & Inman, 2007).

Participants will practice differentiating content (Kilgore, 2004), process (Buehl, 2001) and product (Allen, 2006) using a differentiated matrix and three differentiated activities.

References

- Allen, L. (2006). Differentiated assessment and grading. Retrieved from www.SDE.com/Resources
- Buehl, D. (2001). *Classroom strategies for interactive learning*. Newark, DE: International Reading Association.
- Dirksen, D. (2010). Differentiated Instruction: An Online Course at Western New Mexico University.

- Kingore, B. (2004). *Tiered Instruction in Differentiation: Simplified, realistic and effective*. Austin: Professional Associates Publishing.
- Roberts, J. L. & Inman, T. F. (2007). *Strategies for differentiating instruction*. Waco, TX: Prufrock Press Inc.
- Tomlinson, C.A. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Turville, J. (2007). *Differentiating by student interests*. Larchmont, NY: Eye on Education, Inc.

Strategies for Facilitating Collaboration in Immersive Online Courses

Krista Terry
Appalachian State University
151 College Ave.
Boone, NC 28608
terrykp@appstate.edu

Terry McClannon
Appalachian State University
151 College Ave.
Boone, NC 28608
mcclannontw@appstate.edu

Amelia Cheney
Appalachian State University
151 College Ave.
Boone, NC 28608
cheneyal@appstate.edu

Objectives:

During this session, participants will

- Discuss opportunities for including collaborative activities in online courses
- Identify technologies appropriate for facilitating collaboration and group work at a distance
- Discuss strategies for assessing collaboration in an online setting.
- Share challenges and opportunities for including social constructivist learning activities in online courses

Audience:

This presentation is cross-disciplinary and applicable to all education areas (K-12, Higher Ed & Training).

Activities:

This presentation will include the following activities:

- Discussion of social constructivism and the importance of collaboration
- Discussion of strategies for implementing group work in an online setting
- Provision of examples and ideas of structuring, facilitating and assessing collaborative activities online

Description:

With the belief that learning is socially constructed (Vygotsky, 1978) and occurs through participation in a community of practice, which is a joint enterprise that is renegotiated by its members (Wenger, 1998), comes a need for courses that encourage student-to-student interaction in order to establish and facilitate learning within such a community. In the past, such interactions have been difficult to facilitate in online courses due to the lack of access to

appropriate technologies; however, with the growth in Web 2.0 tools during the past few years, providing opportunities for students to collaborate with each other has become more practical and "doable".

As a result of the proliferation of easily accessible online tools that are collaborative in nature, there are many opportunities available for instructors to include group work activities within their courses. Opportunities for group work range from reading/discussion groups where students can process, synthesize and discuss course materials together to project groups where students can develop relevant and meaningful cumulative projects for the course. Now that the technologies are available and this type of work is possible, attention can be turned to identifying strategies for developing, managing and assessing the process.

This workshop will engage participants in a conversation related to avenues and strategies for collaboration in traditional settings and opportunities for translating such experiences to an online environment. Ideas and suggestions will be provided related to structuring the process, technologies that can be used, and strategies for assessing both process and product. The session will provide ideas from current practice, but will also engage participants in brainstorming ideas for integrating collaborative activities within their own online courses.

References

Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

Wenger, E. (1998, June). Communities of Practice: Learning as a Social System. Systems Thinker. Retrieved October 16, 2006 from <http://www.co-i-l.com/coil/knowledge-garden/cop/lss.shtml>

Marketing safe engagements for learning: End bullying in your classroom

Constance Ulmer
Appalachian State University
Department of Reading/Literacy
Boone, NC 28608-2085
ulmercj@appstate.edu

Alicia Finnell
Appalachian State University
Dept. of Curriculum and Instruction
Boone, NC 28608-2085
finnellam@appstate.edu

Objectives:

During this presentation, participants will:

- a) understand common types of bullying that diminish learning in schools
- b) engage in self-reflection describing how they make classrooms safe
- c) develop group strategies to create safe environments
- d) design activities that promote positive engagements/ interactions among students

Audience:

Educators who are interested in creating safe environments where productive active learning can occur for every student at any grade level.

Description:

With so many intellectual gains from technological advances why is it that we have not reached our challenge of no child left behind? Perhaps this is not the question that needs to be addressed. Perhaps the question should be considered from two perspectives. Who is the child that is being left behind and why? We contend that these are the children that are victimized more in schools. They are the ones that try harder and are bullied more for not meeting someone's expectations of success. Bullying turns into a health problem for these children. School becomes a place of fear.

People bullied as children are more likely to suffer from depression and low self-esteem well into adulthood and the bullies are more likely to become criminals (Alexander, 2001). This makes bullying a life problem, not just a school problem (Nansel, Overpeck, Pilla, Ruan, Simons-Morton, and Scheidt, 2001). How do educators change this trend? What preventions or interventions could be implemented in the classroom to prevent bullying behavior, but also encourage positive engagements with students who do not reach the standards set by a norm? What entails a safe environment for learning for both ends of the curve?

Some people believe that bullying has increased because of the fallout from test-driven instruction in schools. In addition to this fallout, a change in society and social interactions has contributed to bullying as well. News has always leaned toward the dramatic, but commentaries and opinions from anyone and everyone has been added as news. Other media, like some reality shows that illuminate negative behaviors, have made treating others poorly seem acceptable.

Instant access via the Internet and use of digital communication tools through social networking, texting, blogging, twittering, video downloading, etc., have lead to a great deal of negative publicity and more gossiping and rude cyberspace messaging.

Finally, the lack of continued monitoring and modeling of positive language use at home (unconventional family structures) has diminished the positive responses students need to know when working in collaborative groups at school (Simon, 1973). So where do we go from here? Knowing that school, society, and family influenced the rise in bullying is not enough. How do we turn this around (McDonald & Hershman, 2010)? This presentation will challenge participants to rethink who their students are (bullied or bullies) and redirect active learning toward more positive output from all involved (Eison, 2010). By taking the time to consider the students, materials, texts, and the environment of student interactions and contexts (Rosenblatt, 1938, 1995) teachers are sharing that they care about every student and every teachable moment in the classroom. Students will only then begin to feel worthy of the challenge to become lifelong learners (Fruehling & Moore, 2011).

References

- Alexander, D. (2001). *Bullying Widespread in U.S. Schools, Survey Finds* [Press release]. (National Institute of Child Health and Human Development). Retrieved from <http://www.nih.gov/news/pr/apr2001/nichd-24.htm>
- Eison, J. (2010). *Using active learning instructional strategies to create excitement and enhance learning*. Tampa, FL. Retrieved from <http://www.cte.cornell.edu/resources/pdfs/Eisen%20Active%20Learning%20Handout%20March%202010.pdf>
- Fruehling, R.T., & Moore, R. M. (2011). *Career success: The attitude advantage*. Tinley Park, IL: The Goodheart-Wilcox Company, Inc.
- McDonald, E., & Hershman, E. S. (2010). *Classrooms that spark!* (2nd ed.). San Francisco, CA: Jossey Bass.
- Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*, 285(16), 2049-2100. doi:10.1001/jama.285.16.2049.
- Rosenblatt, L.(1938) *Literature as exploration*. New York: D Appleton-Century; New York MLA 1995.
- Simon, S. B. (1973). *I am lovable and capable: A modern allegory of the classical put-down*. Chicago, IL: Argus Communications. ED 086 582. Retrieved from <http://www.eric.ed.gov/PDFS/ED086582.pdf>

Weinstein, C.S., Tomlinson-Clarke, S., & Curran, C. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*. Vol. 55, (1), 25-38.

Teacher, Know Thyself and Your Students, Too

Rodney Vandever
Purdue University
155 South Grant Street
West Lafayette, Indiana 47907-2108
vandever@purdue.edu

Description:

An important principle of effective leadership is: "Teacher, know thyself." An honest evaluation of your strengths and weaknesses makes you a more fruitful leader. The same can be said about effective teaching. Students respond positively to teachers whom they know are real people, those who are honest and can be trusted. Students want to know they are led by teachers who are willing to acknowledge their own strengths and weaknesses. Knowing what your strengths and weaknesses are in dealing with your student also allows you to know where you need to grow. This knowledge also gives you greater peace because you are not trying to be something you are not.

Utilizing self-assessments in the classroom, teachers are provided unique learning opportunities through discovery of self and student's behavioral tendencies. Through a series of self-assessment and in class discussion, students and the teacher gain new knowledge and insights in personality, motivation, communication, leadership, managing conflict, stress and ethics. Sharing this information increases trust and respect of the instruction and students become more engaged. They also gain a better understanding of their interpersonal and behavioral skills as they relate to leadership and teamwork. In addition to the teachers learning about themselves, students also discover new insights into their own leadership, their personal values and attitudes resulting in better time management and setting priorities. This knowledge leads to greater self confidence, improved communication, better leadership, stronger team participation, and better attitudes.

Leadership is all about prediction (Deming). Understanding behaviors will allow the student and teacher to better predict how to interact with others and multiple situations in order to achieve better results. Using Robbins Self-Assessment 3.4 we will explore the use of Myers-Briggs assessment as a means to illustrate the ability to predict personality. We will look at the predictors of Type A and Type B and understand why it is important for the leader to know thyself. We will also look at the impact of knowing one's stress level and the propensity for burn-out.

In this interactive session, self-assessments for session with a brief overview of the behavior learned are:

1. How do you see yourself? Self-assessment to be discussed and explored are:
 - a. What's my Jungian 16-Type Personality?
 - b. Am I a Type A or Type B?
 - c. What Do I Value?
 - d. What Motivates Me?

e. What's My View on the Nature of People?

2. How do other people see you? Self-assessments to be discussed and explored are:

- a. My Face-to-Face Communication Style
- b. What's My Preferred Type of Power?
- c. How Well Do I Manage Impressions?
- d. What's My Preferred Conflict-Handling Style

3. How do I handle stress? Self-assessments to be discussed and explored are:

- a. How Stressful Is My Life?
- b. Am I Burned Out?

Objectives:

This presentation will illustrate the use of self-assessment instruments as a means gain trust and respect in the classroom leading to increased class participation. A few leadership lessons about predicting behavior will also be shared along the way. The exercises will be illustrated and used are interactive and will offer opportunities for those in attendance to share along feedback.

Format:

This session will be interactive with ample opportunity for questions and sharing of insights of additional assessments. In this session we will also explore other applications for self-assessments as a means to increase learning and as an effective teaching tool.

Audience:

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

References

Deming, W.E (1992). *The new economics for Industry, Government, Education*, 2nd Edition, MIT-CAES.

Grossman, D. (2010, Oct 12). *Leader, Know Thyself: Questions Every Leader Needs to Answer*. The Grossman Group, Chicago, IL.

Robbins, S. P. (2010), Prentice Hall Self-Assessment Library, Version 3.4

Constructing reflective conversations for personal and professional development

Gary Wagenheim
Simon Fraser University
Beedie School of Business
Vancouver, British Columbia V6M3L7
wagenhei@sfu.ca

Alexander Crispo
Purdue University
Young Hall
West Lafayette, Indiana 47907
alwc@purdue.edu

Dan Lybrook
Purdue University
Young Hall
West Lafayette, Indiana 47907
lybrood@purdue.edu

Beverly Davis
Purdue University
College of Technology
Lafayette, Indiana 47909
bevjd@purdue.edu

Objectives:

- Examine the importance of reflective conversations for personal and professional development
- Understand the difference between conversation and reflective conversation
- Demonstrate a reflective conversation
- Practice reflective conversations
- Apply reflective conversations to one's personal and professional life, and to the classroom

Summary:

Conversations, whether formal or informal, are how we share knowledge and feelings with others and create meaning. In a way, conversations help us construct meaning from our experiences and build our reality. Constructivism is rooted in the philosophy of John Dewey's (1933) experience-based learning and theorizes that individuals construct their learning through active experience, discovery, and critical reflection. Reflection on experience, where reflection facilitates challenging assumptions, values, and behaviors in one's practice, leads to personal and professional growth (Oermann, 1999; Platzer & Snelling, 1997). Conversations when properly framed as reflective conversations have the power to not only generate understanding and deepen relationships but to create change. Essentially, reflective conversations enable learning and

change in ways that question assumptions and generate new knowledge and alternative actions (Argyris & Schön, 1974; Oermann, 1999; Schön, 1987).

Reflective conversation differ from other conversations in that the focus is on surfacing, illuminating, and challenging, even changing, assumptions. It is in reflective conversation that we offer each other the gift of sight into personal blind spots, as well as, reveal the secrets of our hidden spots. This level of sharing, openness, and honesty takes, and creates, trust. This type of conversation is based on the assumption that people have the capacity and willingness for change, the willingness to share, learn, and grow, and the courage to confront even the most difficult challenges.

Christopher Johns (1994) developed a model of structured reflection for use in nursing education by supervisors for guiding dialogue with students. Johns' structured model of reflection is a set of questions that stimulates practitioners to uncover and challenge assumptions about professional practice and to interpret experiences to determine the effects of actions and to formulate alternatives for future action. The sequence of questions in Johns' model covers four main areas: 1. description of the experience including reflection on the goals of the experience, actions taken, consequences of actions, and feelings in the moment; 2. influencing factors in the decision-making process; 3. evaluation of managing the experience; and, 4. learning from the experience, including affective factors, sense-making, and changes to ways of knowing.

The presenters will utilize a modified version of Johns' protocol (Appendix A) that is appropriate for constructing café-like reflective conversations that are engaging and open while being purposeful in facilitating learning, change and development.

Audience:

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

Activities:

The workshop is designed to allow participants to explore creating reflective conversations to facilitate learning, change and development in personal and professional lives.

1. 15 minutes: The facilitators will introduce the session and briefly demonstrate a reflective conversation about a co-teaching experience.
2. 15 minutes: Participants will practice a reflective conversation about their teaching practice using guidelines and questions from the facilitators.
3. 15 minutes: Facilitators will debrief the practice conversations.
4. 5 minutes: Participants will discuss classroom applications of the reflective conversation.

References

- Argyris, C. & Schön, D. (1974). *Theory in practice: Increasing professional effectiveness*. San Francisco: Jossey-Bass.
- Dewey, J. (1933). *How we think*. Lexington, MA: D.C. Heath.

- Johns, C. (1994). Guided reflection. In Palmer, A, Burns, A, Bulman & C (Eds.), *Reflective practice in nursing. The growth of the professional practitioner* (pp. 110-130). Cornwall, UK: Blackwell Science Ltd.
- Oermann, M. (1999). Critical thinking, critical practice. *Nursing Management*, 30(4), 40C-D,F,H-I.
- Platzer, H. & Snelling, J. (1997). Promoting reflective practitioners in nursing: A review of and journals to facilitate reflection. *Teaching in Higher Education*, 2(2), 103-121.
- Schön, D. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.

Appendix A

Reflection conversation protocol
Based on Johns' model (1994)

"Could you tell me about a positive or negative critical incident you deem significant because it influenced adaptations or changes you made in the moment to your teaching?"

1. Description of the teaching experience

- 2.0 Describe the critical incident teaching experience.
- 2.1 What essential factors precipitated or contributed to this experience?
- 2.2 How would you characterize or frame this experience?

3. Reflection

- 3.0 What was your goal(s) for the class at this time? Or, what were you trying to achieve? What theory (if any) informed your action?
- 3.1 Did you reframe or redo the goal(s)? How?
- 3.2 Why did you use this teaching action or technique?
- 3.3 What were the consequences of your actions for students?
- 3.4 What were the consequences of your actions for you?
- 3.5 How did you feel about this experience in the moment?

4. Influencing factors

- 4.0 What internal and/or external factors influenced you in the moment?

5. Evaluation

- 5.0 In hindsight, is there anything you would have changed or managed differently?
- 5.1 Were there other alternative teaching choices you could you have made?
- 5.2 What would be the consequences of these choices?

6. Learning

- 6.0 How do you now feel about this experience?

6.1 How do you understand this experience in light of past experiences and future considerations?

6.2 How has this experience changed (or informed) your ways of knowing aesthetically, morally, personally, philosophically?

Mirrors and Windows: Literature for Enhancing Disciplinary Understanding

Jane West
Mercer University
3001 Mercer University Drive
Atlanta, Georgia 30341
west_j@mercer.edu

Karen Swanson
Mercer University
3001 Mercer University Drive
Atlanta, Georgia 30341
swanson_kw@mercer.edu

Deb Rosenstein
Mercer University
3001 Mercer University Drive
Atlanta, Georgia 30341
rosenstein_d@mercer.edu

Objectives:

Participants in this session will

- Explore the kinds of literary texts that might be useful in a particular course
- Experience, through interactive activities, the value that literature can bring to courses in multiple disciplines
- Learn strategies for incorporating literature into their courses in meaningful ways

Audience:

College and university faculty across disciplines who want to enrich students' perspectives and enhance understanding of their course content

Activities:

Participants will engage in exercises involving a range of literary texts - including novels, poems, magazine articles, and picture books - for the purpose of developing conceptual understanding of disciplinary content. The exercises are adaptable across a variety of disciplines and purposes.

Description:

The human mind constructs the world through narrative (Bruner, 1991; 1994). Situating ideas within the context of story gives us a chance to locate those ideas within a familiar frame of reference. Stories, whether contemporary or historical in nature, have often been likened to mirrors in which we see and come to understand the familiar, and windows, through which we see and come to understand the unfamiliar. Likewise, literary nonfiction, such as the environmentally themed essays in Barbara Kingsolver's *High Tide in Tucson*, and Janisse Ray's *Ecology of a Cracker Childhood*, position scientific and sociological concepts so that readers cannot help but be drawn into them on a personal level. Historical fiction, such as Nelson's *Sweethearts of Rhythm* allows us not only to learn about issues of race, class, and gender in the

WWII-era Jim Crow South - it allows us to experience those issues vicariously through the lives of the characters. For students who may be novices in terms of conceptual understanding, literature can serve as an engaging, accessible entree into the academic conversation.

Textbooks can be dense and dry, and sometimes that results in students' beliefs that the course content is disinteresting or removed from their lives outside academia. The authors of this proposal have used literature as a tool for developing interest and understanding in a variety of courses: Anne Lamott's *Bird by Bird* for helping doctoral students think about what it means to write well, Walter Wick's *A Drop of Water* for helping science education students think about the wonders of an everyday substance, and Rebecca Skloot's *The Immortal Life of Henrietta Lacks* for helping graduate students think about the impact of research on participants' lives. In this session, we will engage participants in reading short excerpts of a range of literary texts and considering implications for the disciplinary content that is the focus of our teaching.

Reference

Bruner, J. (1994). Life as narrative. *Social Research*, 71(3), 691-710.

Internal service learning: Engaging upper-level students as first year tutors

Angie Woods
University of Cincinnati Blue Ash College
9555 Plainfield Rd.
Cincinnati, OH 45236
woodsai@uc.edu

Teresa Roig-Torres
University of Cincinnati Blue Ash College
9555 Plainfield Rd.
Cincinnati, OH 45236
teresa.roig-torres@uc.edu

Angel Anorga
University of Cincinnati Blue Ash College
9555 Plainfield Rd.
Cincinnati, OH 45236
anorgaal@uc.edu

Objectives:

In this presentation participants will:

- a) Engage in group discussion about the challenges of teaching upper-level, non-major courses,
- b) Learn about integrating an internal service learning component in upper-level, non-major courses,
- c) Develop ways to integrate internal service learning in their own courses, and
- d) Discuss potential successes and challenges of developing internal service learning in their courses.

Audience:

This presentation will be beneficial for faculty who teach upper-level, non-major courses, and who are looking for innovating ways to engage students. Experiential learning, such as service learning, has been shown to increase student engagement. Faculty who want to learn about integrating service learning into their courses, but who do not have community contacts outside the university will be interested to learn about internal service learning through peer tutoring, which will be presented in this session.

Description:

Many students take non-major, upper-level courses to fulfill a requirement and struggle to maintain interest. As faculty who teach these courses, we have found it difficult to engage some students and we have searched for innovative techniques to help them maintain interest. One technique that has been utilized to maintain student interest and to engage students in the course content outside of the classroom is service-learning. According to the University of Cincinnati's Center for Service Learning and Civic Engagement, "Service Learning (SL) is a specially designed learning experience in which students combine reflection with structured participation

in community-based projects to achieve specified learning outcomes as part of an academic course and/or program requirement" (<http://www.uc.edu/propractice/service-learning.html>).

When thinking of service learning many faculty members think that they must create service experiences with community partner organizations in the community. While this is frequently how service learning is interpreted, there is a community closer to home which is often overlooked, the university community. We believe that one way service-learning experiences can be created within the university community is in the form of peer tutoring. Peer tutoring is when more experienced students tutor less experienced students in a collaborative environment (Beasley, 1997). Peer tutoring supports Vygotsky's theory of the zone of proximal development (Mynard & Almarzouqi, 2006). The zone of proximal development is "the distance between the actual developmental level, as determined by independent problem solving, and the level of potential development, as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). In other words, the zone of proximal development is the space in when the student is not yet capable of completing a task on his or her own, but is capable of doing so with the assistance of someone who is more competent (Graboic, 2007) like a peer tutor. Peer tutoring is not only beneficial to the tutee; it is also beneficial to the tutor (Beasley, 1997; Colvin, 2007). In fact, peer tutors often confirm what we already know; the best way to really demonstrate understanding of a concept is to teach it to someone else (Beasley, 1997).

While there are many benefits to peer tutoring, there are lessons that we have learned after incorporating it as a service-learning component in an upper-level course. We invite you to come to this session to learn from our successes and mistakes. We will engage you in activities in which you will reflect on innovations you use in teaching upper-level courses and your knowledge of service-learning. You will learn how to incorporate peer tutoring into your own courses and we will discuss, as a group, additional potential challenges and successes.

References

- Beasley, C. 1997. "Students as teachers: The benefits of peer tutoring" in R. Pospisil and L. Willcoxson (eds.). *Learning Through Teaching* 21-30. *Proceedings of the 6th Annual Teaching Learning Forum*, Murdoch University, February 1997. Perth: Murdoch University. <http://lsn.curtin.edu.au/tlf/tlf1997/beasley.html> retrieved March 2011.
- Colvin, J.W. (2007). Peer tutoring and social dynamics in higher education. *Mentoring & Tutoring* 15(2): 165-181.
- Graboic, H. (2007). Service-learning throughout the Spanish curriculum: An inclusive and expansive theory-driven model. In A. J. Wurr & J. Hellebrandt (Eds.) *Learning the language of global citizenship: Service-learning in applied linguistics* (164-189). Bolton, MA: Anker Publishing Company, Inc.
- Mynard, J. and Almarzouqi, I. (2006). Investigating Peer Tutoring. *ELT Journal* 60(1): 13-22.

Vygotsky, L. S. (1978). *Mind in Society: The development of higher psychological processes*. M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.). Cambridge, MA: Harvard University Press.