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Evaluating the Need to Enhance Instructional Based Technology with Rapport-Building Techniques

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Objectives:
1. Identify one's beliefs regarding the need for instructional based technology within our own teaching effectiveness.
2. Briefly explore the data that I have collected regarding the effectiveness of electronic communication tools for classroom learning.
3. Demonstrate methods that empower students to become more active participants within the classroom environment through rapport building.
4. Be able to engage in discussions across academic disciplines concerning the value of instructional based technology.

Intended Audience:
This workshop is directed toward faculty members who are interested in using and developing effective methods for engaging students in the learning process.

Activities:
Participants will be given a brief overview of the data that I have obtained from the students in evaluation of the effectiveness of instructional based technology and rapport building techniques. They will be shown data that I have collected from the students that reflect their feelings of what "it takes" for them to feel actively involved within the exchange of course content as it relates to their own learning perspectives. In small groups, participants will discuss their reactions to the content of this data as it relates to their own teaching experiences and beliefs. Each group will then share their own reactions with the other participants. I will then give a demonstration of "storytelling" as a rapport building technique that students have indicated that helps them with their acquisition of knowledge. Finally we will end with a discussion of the assessment of this workshop.

Abstract:
The delivery of classroom instruction has dramatically changed over the past decade, 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 educational feed. The advent of instructional based technology has "actively enhanced education," and active learning is in our pocket. Is that true?

Two years ago I decided to conduct a brief study where I would obtain data from 450 students over a 3 semester time frame (Spring 2006, Fall 2006 and Spring 2007 semesters) utilizing student evaluations (standardized questions as well as written comments) as the primary
instrument in this process. My purpose was 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, approximately 58% 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. 42% of these individuals 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. 92% of the students indicated that "the professors's sharing of peoples' life experiences through storytelling helped illustrate the primary concepts and terms and helped in memory association", while 5% indicated that this methodology had little impact on them, and 3% indicated that it had no positive impact on their retention of content.

It appears from this data, and from students' written comments 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 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 the 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.

References


Visualizing Marx through *Office Space*

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Objectives:  
After the presentation the audience should:  
--Understand the benefit of introducing Marxism into undergraduate college courses  
--See the connection between Marxism and contemporary texts  
--Visualize philosophical concepts through film and comedy  
--Assist the student in connecting philosophy to contemporary society

Intended Audience:  
This presentation is aimed at students and teachers of literature, philosophy, history, film and political science

Activities:  
The presentation will employ video (DVD player and screen) with a question/answer segment at the end

Abstract:  
The old adage that says if you have to explain or analyze a joke then it wasn’t funny to begin with might apply to my analysis of the 1999 Mike Judge comedy *Office Space*. The adage notwithstanding, the film makes for an excellent introduction to a decidedly non-humorous subject: Marxism. This presentation explores the socio-political underpinnings of *Office Space* through Marx and Engels' Communist Manifesto. The goal of the presentation is to use the popular film (still seen regularly on Comedy Central and other cable channels) as a spring board for undergraduate students to understand the complexities of dialectical materialism. Understanding the history of society as the history of "class struggle" is difficult if left to abstract, philosophical syntax. By looking at the film and locating subjects (characters) who occupy their roles of the “bourgeoisie” and “proletariat”, the students can more clearly visualize Marx’s critique of capitalism and possibly see themselves in a different light. A close look at the film shows Peter Gibbons’ disgruntled attitude as stemming directly from his monotonous (alienating) work. Peter follows Marx’s predication of the working class, by getting other disgruntled workers ((Michael Bolton and Samir Nagheenanaja) to help with his plan to steal from the company (i.e., revolt against the power structure). Marx’s critique of capitalism can be helpful in understanding how Peter’s existential breakdown connects to the chains capitalism can put on employees.
This same adage may be applied to a Marxist approach to Burgess’s *A Clockwork Orange*. The treatment meted out to Alex by the state in its attempt to eradicate “problematic juvenile behavior” in 1970’s England against a background of soccer riots, Mods, and Rockers and protests against dead-end jobs for the nation’s youth—renders a readily recognizable scenario to the student. Alex’s home life, school life, and recreational activities reflect his position in society: outside of the state’s control, condemned to the life (already shaped and stultified by the state) led by his parents, and a social life monitored by the dour Mr. Deltoid. His eventual positioning within the state’s control via a prison sentence and his unorthodox “redemption thence” with the help of left wing sympathizers offer a typical Marxist overthrowing of governmental control, albeit by unconventional means.

Burgess’s use of the Nadsat vocabulary throughout the text and Kubrick’s adaptation to the medium of film offer accessible means of interpreting the texts by the student, particularly by focusing on the linguistic differences between “accepted language” and the constantly evolving language of youth.

Simply reading philosophical works can be fruitful, but using contemporary works to highlight and visualize difficult concepts make such concepts far easier to comprehend. Indeed, like Burgess’s *A Clockwork Orange*, *Office Space* seems like a comic adaptation of Marx’s seminal work, giving further proof that comedy, like satire, is often the sharpest scalpel with which to cut to the heart of society, while leaving the student laughing and understanding instead of protesting and revolting.

Works Cited


"If you have knowledge, let others light their candles at it." – Margaret Fuller: Making Connections and Sharing What We Know and Do

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Objectives:
1. Workshop participants will make connections with each other about our means of initiating and deepening relationships with our students through an introductory activity.
2. Workshop participants will share their most effective tools used in their teaching to initiate connections with their students.
3. Workshop participants will share their most effective tools used in their teaching to deepen connections with their students.
4. Workshop participants will create an artwork that describes their tools for making and deepening connections with their students.

Intended Audience:
This workshop is designed for those who want to become more aware of their teaching effectiveness and extend that effectiveness by learning from others and enjoy the process of doing so.

Activities:
Workshop participants will interact with their colleagues as they discover their shared talents in making connections within their teaching. An artwork will be made that represents these talents.

Abstract:
Others say: “The Kingdom of God is within us all” (Jesus Christ). “What lies before us and what lies behind us are small matters compared to what lies within us. And when we bring what is within out into the world, miracles happen” (Ralph Waldo Emerson). Noam Chomsky once said, "We should not be speaking to, but with. That is second nature to any good teacher." In this workshop we will share our ways of learning about our students so that we can have the type of relationships that provide the "...intellectual nutriment in such a way as to make it [the idea, the activity] grow" (John Dewey). Goethe said, "A teacher who can arouse a feeling for one single good action, for one single good poem, accomplishes more than he who fills our memory with rows and rows of natural objects, classified with name and form." Yeats said, "Education is not the filling of a pail but the lighting of a fire." Workshop participants will share who they are, what works for us in terms of making significant connections with the people we teach, and represent our interaction with an artwork.

References


No Offense, But I Have Trouble Learning From Your Classes:
Hunting for Common Ground between the Educational Odd Couple

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Objectives:
1. Identify problems that may occur when the student’s and the faculty’s learning styles do not match.
2. Participate in a “treasure hunt” game used as an active learning strategy.
3. Learn how to create a “treasure hunt” game that can be used in the classroom to present factual information.

Intended Audience:
This presentation will be especially helpful to faculty who teach factual content using a lecture format but are interested in developing some active teaching/learning strategies. Faculty who teach large classes will also find this a helpful presentation. Additionally, this presentation will be of interest to any faculty interested in a new active teaching/learning strategy to use in their classes.

Activities:
1. Identify problems that may occur when the student’s and the faculty’s learning styles do not match.
2. Participate in a “treasure hunt” game used as an active learning strategy.
3. Learn how to create a “treasure hunt” game that can be used in the classroom to present factual information for kinesthetic learners.

Abstract:
A variety of learning styles are generally present in any group of learners. Students may learn best through visual images, through words (spoken or written), or through action. The teaching/learning strategies a faculty chooses to employ frequently match their own learning style (Gordon, Dembo, & Hocevar, 2007). This strategy will be effective for learners who share the same learning style as the faculty, but can be frustrating and ineffective for those with a different learning style. When the faculty’s learning style favors the use of words the teaching/learning strategies commonly used are lectures and text readings. Active learning strategies that fit this style include working on written case studies or problems in small groups. If the faculty with this teaching/learning style is responsible for a content rich course, there is additional pressure to “teach the content” and the most comfortable approach to doing so may be to rely significantly on lecturing. A large class size is often perceived as additional rationale for “word”-oriented faculty to rely almost exclusively upon lectures. Instead of promoting learning this may frustrate the kinesthetic learner to such a degree that they stop coming to class. Other classifications for teaching styles are noted in the literature, such as “formal” versus “informal” styles. A formal style of teaching favors a structured, teacher led approach while an informal style favors the
learner’s enjoyment of education and discovery learning (Mohanna, Chambers, & Wall, 2007). Again, when the teaching style does not match the learning style of the student the student may have difficulty learning. While not all sources in the literature agree on the value of matching teaching with specific learning styles, most are in general agreement that a variety of strategies will benefit the majority of students. This session will present the struggle one “word”-oriented, “formal” faculty faced in trying to design and incorporate experiential, active teaching/ learning strategies for a student who was strongly kinesthetic and visually oriented. Additional factors which the faculty considered were: the course was heavy in content considered critical for the major, the class had 140 students enrolled, and the classroom was an auditorium. One strategy that was created and used successfully for this purpose will be presented. This strategy was a treasure hunt game where small groups of students followed clues that took them to “treasure pearls” (i.e., points that would have been made in the lecture). After collecting all of the “treasure pearls” students incorporated them into their lecture notes and shared their new knowledge with other groups who had collected different “treasure pearls.” Session attendees will learn this teaching strategy by participating in a treasure hunt game designed to provide factual information in an active hands on manner. Information will also be shared as to how to create a treasure hunt game to replace a traditional lecture.

References


A Course, of Course! The Future of Courses in University Curricula

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Objectives

Participants will be able to

- Recognize how learning is being questioned and researched in a variety of disciplines.
- Understand how content knowledge has been an organizing principle for course development, not student learning.
- Question how their own course structures may or may not enhance student learning.
- Share ways of achieving deep learning through different organizing structures.

Intended Audience:
The audience for this presentation is for faculty, administrators, and those working with Teaching/Learning Centers.

Activities:
There will be discussion among the group. We will also present some models of deep learning and ask the group to compare them to a variety of course organizing structures allowing them to so that they will synthesize what we are discussing and the application of these ideas to curriculum development.

Abstract:
In the last decade, research on learning has exploded in a variety of areas. Fields of biology, psychology, philosophy, education, and others have combined to challenge the ways we understand learning and, therefore, teach.

One area of teaching and learning often remains unquestioned. Courses are still used to deliver content, and are organized around specific disciplinary content. In spite of the fact that interdisciplinary courses and programs are growing and research points to the importance of diverse viewpoints in helping students to achieve synthesis and other deep learning, universities still offer courses in Cognitive Psychology, 20th Century American History, British Literature, and Calculus.
In this session, we will share some pertinent research in student learning, and explore with participants the impact of this research on the ways we develop and organize our courses. Rather than ask for a re-organization of universities at their very core (which would be required if we eliminated “the course”), we will examine how courses can be developed organized around something other than disciplinary content that may enhance student learning.

We will ask a variety of questions around teaching and learning. Given national discussions on ethics and global responsibility, what should we accomplish in our courses? How does disciplinary content unnecessarily limit our focus and our potential to reach students? Given the explosion of disciplinary content, and the understanding that only more will follow, how do we think about our disciplinary, the goals of undergraduate education, and learning that will enhance the student experience? Given the success of approaches like problem-based learning and other engaged learning experiences, how might we re-design courses that focus on themes or problems that will enable students to achieve deep learning?

References


Active Learning: Students' Learning Transformed by the Use of Clickers in the Classroom

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Objectives:
The lack of communication in a large classroom can be changed by creating interaction. The CPS system will be used during the presentation in order to show the participants how easy it is to participate even with a large audience.

Intended Audience:
Everyone interested in a new technology (the clickers) that can help the students be more active in their learning process.

Activities:
We will use the software and distribute the clickers to the participants

Abstract:
In a large lecture hall the only mean of communication for an instructor is to lecture hoping that his students will follow his explanations and not fall asleep. Few times during the lecture, he/she will ask questions and some students will raise their hand but who wants to be noticed in a large classroom by the instructor or worse by the other students? There is in fact no communication between the instructor and the students. The process of passive learning is in place and even a very talented instructor finds it difficult to know if the students understand the concepts he/she is presenting to them.

Create Interaction.

What is necessary in a large classroom is to create an interaction between the students and the instructor. The CPS system creates a new way of communication that facilitates active learning. By using clickers, the students do not have to raise their hand to answer questions. They just press on a button and automatically the instructor can see if the students understood or not. It is an advantage for the students because they are not single out in the class. Their answers are registered, and even if they do not understand they can see that maybe the rest of the class is having the same problem. It is also an advantage for the instructor because it is a way of getting a diagnostic on the overall understanding of the class (histogram). Should he/she go back top explain the concepts or move on to new ones. It is saving time and energy because every thing is automatically registered and put into reports.

Group Discussion/ Peer Learning

It is up to the instructor to decide if he/she wants to use the system with the students using the clickers individually or have group discussions before using them. The group discussions
between students can be a very powerful way to have them articulate and resolve problems correctly. Peer learning is an important factor in many subjects taught at the University. If the students “act” on answering a question even if it is only pressing a button it is making them do more than “think” about a possible answer. They are involve in a process that makes them contribute to the class learning atmosphere

Feedback for the instructor

The system also provides an instructor with a powerful knowledge of the class general knowledge, the weak points that need to be covered again and the new concepts that can be approached. It is a complete new way to look at teaching because the instructor can at any time get the pulse of the class. What is understood and what is not! The usual problem with the instruction in a large classroom is that it is very difficult for an instructor to diagnostic when his students are having difficulties or are loosing ground completely. By using the clickers at certain periods during the class the instructor can stay in tune with the understanding and move on or go back.

Active Learning.

Many students may see the use of clickers as only to be tested and get a grade, it is important to change this perception and show them that the main advantage of using the system for them is to be active in their own learning process. The grade may come with it but the fact of interacting with each others and answering questions is more important. Learning occurs when the students instead of answering automatically a question without thinking, engage in reasoning and talking the answer. Having the students talk to each other in groups before they use their clickers may improve this process.

New Teaching Model.

It is often difficult for an instructor to change the model used in a large classroom: the teacher gives a lecture and the students listen and take notes. Using group discussions and using clickers, the focus changes and the interactions among the students and the instructors can be more creative. Especially when the instructor is using the clickers as a learning tool and not to evaluate the students’ knowledge through quizzes and exams. The students realize that it is not another way of being tested but it is designed to help them understand difficult concepts and participate to their own learning process. When a student understands why his/her answer was wrong it is helping him/her to achieve a learning goal. Participating to the learning process is an achievement that technologies like CPS will make a system a success.

References

Experiential Learning of Interpersonal and Communication Skills for Undergraduates

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Objectives:
1) To broaden the spectrum of teaching techniques and pedagogy
2) To raise awareness of the importance of experiential learning
3) To stress the criticality of learning skills, not just content, at undergraduate level
4) To provide faculty with an outline of 2 courses and examples of skill-based exercises
5) To teach faculty specific methods for teaching communication and interpersonal skills and increase the likelihood that students will apply the core skills and strategies learned
6) To teach faculty how to enable students to learn in an intensive, safe, and interactive environment with feedback from peers and instructors

Intended Audience:
Undergraduate faculty members from any discipline

Activities:
The session will begin with an introduction to experiential learning and its use for teaching communication and interpersonal skills. Next, a few brief hands-on exercises will be demonstrated with audience participation, and handouts distributed so the audience can add the exercises to their teaching toolkit. Ideas for processing each exercise will be shared. Throughout the session, the presenters will encourage an open exchange of ideas and engagement with the audience. Ways to assess the effectiveness of experiential methodologies will be discussed.

Abstract:
For a long time, people such as Whitehead (1929) observed that people learn from experience. In the workplace, experiential learning is often used to teach managers how to deal effectively with others (e.g., Rupp, Baldwin, & Bashshur, 2006). Yet, in many cases undergraduate institutions deliver topics in specific content areas that are memorized, tested, and then forgotten. As Lesgold (2001) argued, more learning by doing is needed in most education situations to promote the transfer and application of knowledge and skills. We propose that, as part of the undergraduate experience, the concept of learning by doing should also include learning about oneself, and how to interact effectively with others.
Many employers are looking to hire students who can communicate effectively, work cooperatively, take the initiative, and independently solve problems. An academic environment that embraces experiential learning and effectively teach students these skills and gain self-confidence will certainly benefit graduating students entering the workforce. Broadly defined, experiential learning includes active participation of students in their learning process, as compared to a more traditional learning environment that may be teacher-centered and content-based. Experiential learning promotes an integration of theory and practice that goes beyond the traditional classroom experience and provides students with the ability to generalize their learning to the real world. The literature indicates that experiential learning opportunities can take place in a variety of formats including in-class experiences, part in-class and part out-of-class experiences, or off campus experiences (e.g., service learning). Effective experiential learning involves an interactive process between students and faculty. This interactive process includes planning course objectives and outcomes. Meeting the course objectives requires carefully planned exercises that encourage students to engage in new activities and, to take risks as they strengthen and develop new skills. It is important that a safe learning environment exists where students feel comfortable talking in class and sharing ideas. Establishing an environment of trust involves the development of skills such as self-disclosure, effective listening, demonstrating empathy, providing and receiving feedback, and conflict resolution. As the semester progresses, students test and become more comfortable with these skills. Teaching from an experiential perspective is a powerful means to enhance personal growth among students that transcends beyond any specific course or time.

This presentation will focus on experiential learning that takes place in the classroom and will provide suggestions for pedagogy to develop and implement this learning style in two psychology courses. The first course focuses on the exploration and development of interpersonal skills and the second course focuses on the development of team and leadership skills. For example, a necessary skill for successful careers is conflict resolution. Sample exercises to teach students how to solve conflict and to generalize this from the classroom to the real world will be demonstrated. A list of related skills with suggested hands-on exercises and assignments will be distributed. These courses have been well received by students, promoting their self-awareness in the short- and long-term. Assessment measures indicate positive behavioral change and increased learning about oneself and others.

References


Utilizing Aesthetic Assessment through Cooperative Learning in the Humanities

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Objectives:  
This session seeks to:  
1. Familiarize participants with the Aesthetic Perspective model.  
2. Illustrate how utilizing this assessment will help teachers to more accurately assess interpretive elements of student work.  
3. Discuss the applicability of this model across the curriculum.

Intended Audience:  
The session is generally for any faculty member who teaches Introductory courses that require going beyond standard testing or cookie cutter assessment.

Activities:  
Session participants will be divided into three separate groups:  
1. Each of the three groups will be presented with samples for analysis.  
2. Each group will apply the five criteria of the Aesthetic Perspective to their sample.  
3. Each of the three groups will be responsible for both presenting and assessing.  
4. Audience groups evaluate presentation groups in terms of employing all five aesthetic criteria.

Abstract:  
As teachers, we strive to educate our students’ minds and encourage them to be active learners. We want our students to be actively involved and participate fully in our classrooms, and not simply to be able to apply formulas or templates to our assignments. We want them to have a true understanding of the concept of what is being taught in addition to developing their intellectual skills. Our primary mission then is not simply to teach, but to ensure that our students learn. Johnson, Johnson & Holubec (1994) state that “Learning is something students do, not something that is done to students.”
Cooperative learning seeks to provide a solution to the dilemma of competitiveness in the classroom and the isolation of the individual whose goal is not shared with the achievement of other students. According to Holt (1993), “Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning.” Students are therefore collaborating and as a group, they are processing information in order to achieve the group goal. Teachers need a way to assess the processes of what students have learned in the class, and the outcomes of these interactive activities. Students also need to be a part of the assessment process including individual accountability in addition to the groups’ collective work.

Sometimes various group projects call for an assessment plan that takes into consideration the interpretation of the aesthetic significance of experiences through study or participation. The Aesthetic Perspective is an analytic model that applies to surprisingly diverse fields. The Aesthetic Perspective uniquely recognizes the value of creativity for its own sake.

The Clayton State University Aesthetic Perspective is a “knowledge-based frame of reference within which we interpret aesthetic significance in objects or experiences through study or participation.”

A while back, Dr. Ludley was a member of the committee at Clayton State which created and developed this new way of employing and assessing the Aesthetic Perspective. “We commonly associate aesthetics with the arts, but the Aesthetic Perspective considers possibilities for aesthetic meaning in all human activity. Indeed, the Aesthetic Perspective uniquely recognizes the value of creativity for its own sake.

We demonstrate the Aesthetic Perspective in our awareness of the interpretive elements and processes outlined in the assessment criteria below, as well as in our ability to use these processes effectively. The performance ratings which follow the criteria descriptions may be used either by individual interpreters to self-assess their own development in the Aesthetic Perspective or by other evaluators.

More than just ‘rules’ or procedural steps, the Aesthetic Perspective criteria are reliable points of view from which to examine how we endow experience with meaning, in pursuit of the goals of enriched understanding, enjoyment, and appreciation.”

ASSESSMENT CRITERIA FOR THE AESTHETIC PERSPECTIVE OUTCOME:

Note: The term “work” is used below to denote either an object or an experience.

1. Perception. The interpreter identifies elements in the materials and organization of the work in question, which stimulate further interpretation. These elements include both sensory stimuli (e.g., color, shape, texture, sound, etc.) and patterns of spatial and/or temporal organization (e.g., rhythm, repetition/variation, unity, symmetry, balance, etc.).

2. Classification. The interpreter relates the work to other works, recognizing both individual and common features.
3. Reference. The interpreter identifies relationships between culturally-defined codes, signs, symbols, or allusions and the representations of reality made by these references in the work.

4. Tradition/Innovation The interpreter identifies the influences of cultural tradition on the creator of the work, as well as the possible role of innovation in the creator’s interpretation of the received tradition.

5. Interaction of Interpreter and Work. The interpreter identifies the influences of aesthetic elements (ref. Criteria 1-4), of personal expectation, including one’s own “cultural filter,” and of social/cultural context on his/her interaction with the work. The interpreter also considers and identifies possibilities for multiple interpretation of the work.

The Aesthetic Perspective provides a valuable conceptual frame for analysis of any expressive form, connecting students to formal and well and historical, contextual, and comparative approaches to exploring creative art.

This session will address an alternative way of evaluating outcomes of collaborative efforts of cooperative learners. Participants will engage in interactive group activities that will explore the benefits for utilizing the aesthetic perspective model.

References


Designing Curriculum that Transforms

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Objectives:
1. Explore the intended outcomes of an educational program.
2. Determine how institutions and schools deliver their culture, values, and beliefs to students within individual disciplines.
3. Identify theoretical models that support and inform the curriculum development process.

Intended Audience:
Faculty, Faculty Developers, curriculum developers, instructional designers

Activities:
Interactive Presentation
Discussion
Application activity
Reflective activity

Abstract:
Education serves many purposes in contemporary learning environments. Of those, a critical purpose should be for learners to develop an identity which aligns him/her with the knowledge and values associated with the discipline in which he/she is engaged. As learners fully integrate a shift in values and paradigm through the educational process, an identity transformation also occurs that alters the learner as an individual. Identity, according to Holland, Lachicotte, Skinner, and Cain (1998) develops within a social context as a result of “collectively formed activities” (p.40) and participation in meaningful experiences. Thus, curriculum developers have the responsibility and the challenge to purposefully construct these social opportunities within the learning environment that lead to meaningful transformation that prepares a learner to participate in an authentic world. This is important because learners who successfully complete program requirements should emerge as individuals prepared to think and apply their skills/knowledge in ways different from someone who has not experienced a rich learning environment.

Identity transformation should reflect not only the knowledge and values associated with a discipline, but with those affiliated with the specific purpose and mission of the University. This notion creates a challenge for curriculum developers in that those considerations must be purposeful components of the initial stages of the curriculum development process. Many
organizations engage in curriculum mapping processes in which themes are aligned with the curriculum and presented throughout the course content but concentrate specifically on knowledge and skills with secondary consideration given to identity traits as a desired outcome.

While values and beliefs aligned with a specific discipline may be difficult to identify and measure, the exercise of such identification is a core responsibility of the curriculum designers and administrator of the institutions which provide instruction. By clearly articulating learning outcomes in terms of thematic values, knowledge, and skills with which learners emerge from the program, organizations have the potential to differentiate themselves within the higher learning marketplace and provide learners an opportunity to choose programs aligned with their needs.

Currently this is done as a matter of practice, but few theoretical models are available to guide the process. This presentation will introduce an Identity Transformation Model intended to provide rationale and support to the curriculum mapping process. In addition, this model demonstrates how Identity Transformation is a critical component to the educational process itself. The Identity Integration Model illustrates how curriculum developers can build upon Mezirow’s (1997) transformative learning theory to assist learners integrate critical reframings – a newly formed paradigm vulnerable to dismissal – associated with successful educational opportunities into their identities. It begins with Mezirow’s concept of how a disorienting dilemma – described in this context as an investment and defined as an event that sparks a person’s interest in challenging his or her current understanding or knowledge of a situation. The investment is a conscious, planned decision within the learning process that leads to a cycle of interaction and interpretation. Interaction with and interpretation of a specific phenomenon includes the actions that an individual takes which lead to the potential incorporation of the newly defined investment into their identity. Next, participants interpreted their individual successes at the center as an indication of their ability to overcome previously held beliefs about their potential contributions within society as well as their perceived potential to successfully negotiate situations that would provide them the social and economic freedom they sought (Bedford, 2007).

References


Creative Productive Dialogic Groups in the Classroom Environment

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Objectives:
1. Appreciate how diversity and classroom dynamics impacts instruction and learning.
2. Discuss purposes and structure of cooperative learning in the traditional classroom environment.
3. Explore the implications of purposeful grouping strategies in the classroom.
4. Apply academic discourse techniques, including the concept of intergroup dialogue, to the instructional process across disciplines.

Intended Audience:
Faculty, Faculty Developers, Instructional Designers

Activities:
Interactive Presentation
Small group interactive activity
Application activity

Abstract:
Facilitating dialogic exercises within classroom environments has long been a strategy implemented to provide students with opportunities for intellectual interaction with the course content and their peers. Intended to be both reflective and practical, numerous techniques for supporting and encouraging interactive dialogue have been suggested and support cognitive standard by which students are engaged. While much attention has been focused on building facilitative skills in instructors in order to engage students through Socratic dialogue, case methods, debate (Knowles, Holton, & Swanson, 1998) and Blooms type hierarchical questioning, little discussion has been centered on with whom the students interact and why.

Flexible grouping, as described by Tomlinson (1999) has been a hallmark of a differentiated k-12 environment that recognizes the diversity that students bring to the classroom. Rather than relying on convenience or self-selected groups in cooperative learning experiences, flexible grouping strategies suggest purposeful consideration of student led teams within a meaningful context of course content. They also provide purposeful opportunities for students to express themselves within their own comfort level or to experience a cognitive dissonance associated with a less familiar setting.
While higher education has long positioned itself as a hub for diversity and innovative thinking, many classrooms continue to provide content and interaction with the “average” student in mind. Cooperative learning experiences in these environments are designed to meet the needs of all learners as a single entity without consideration of how individual or groups of students might differ in their readiness and/or interest. As interest in active and experiential learning increases, so too does a need to engage students purposefully with their peers.

Techniques for capitalizing upon that diversity are being facilitated outside of the classroom as evidenced in the intergroup dialogue movement that promotes individuality and diversity and confronts conflict. Intergroup dialogue is an educational activity that encourages conversation in an effort to explore conflict and discover shared understandings (Zúñiga, 1998). In this session, facilitation of academic discourse including intergroup dialogue will be explored as a framework by which instructors can group students in meaningful classroom discussions to more fully capitalize on the diversity and interests their students bring to the classroom.

References


Learning Portfolios as Program Assessments in Adult Higher Education

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Objectives:
1. Explore the rubric as a learning portfolio assessment;
2. Demonstrate the way in which the learning portfolio draws from real-world settings to document college-level learning.

Intended Audience:
Faculty across all academic disciplines who are interested in using learning portfolios to assess their individual programs.

Activities:
Large group discussion about how graduate and undergraduate students are trained to develop the learning the portfolio; presentation of the portfolio rubric design and the program and learner outcomes; small group brainstorming about ways to generalize these elements to specific disciplines, schools, and programs; closing recommendations from the participants based on the small group brainstorming sessions; wrap-up discussion of the way the presenter's institution has used an online survey service, Zoomerang, to collect and organize the rubric data.

Abstract:
The trend for colleges and universities to use more evidence-based learning models and authentic assessments such as the learning portfolio is more prevalent today. The learning portfolio serves as a reflective process connecting the learner, the workplace, and the educational setting (Brown, 2001). The session will focus on the way the program portfolio assessment has been used at the presenter's institution to document a student's mastery of the program outcomes: each student selects two artifacts to demonstrate mastery of each outcome. The artifacts are exemplars representing one's work and performance. The rubric evaluation of the portfolio is completed by college faculty. The rubric guides one's selections of artifacts and the development of the portfolio and is used as a part of the determination of the final completion of one's program of study.

References


Empowering Students through Critical Analysis of Their Own Educational Experiences

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

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

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

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

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

Most students enter the extremely diverse public university where I teach poorly prepared by local urban public school districts. Years of low expectations and inadequate resources often lead to our students needing extensive remediation in basic writing and mathematical skills.

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Many students do not see themselves as future shapers of the world because they never saw themselves, or people like them, in an outmoded curriculum that celebrates human progress as the work of elite European men and their North American descendents. Perhaps most disturbingly, many have not even discovered that learning and thinking can be both enjoyable and empowering.

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

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

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

References


Get the Job Done Faster!: Using Collaborative Authorship to Work with Your Campus Librarian

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Objectives:
To make college and university faculty aware of various library services and research collaboration opportunities on their campuses. Make faculty aware of collaborative authorship.

Intended Audience:
College/University/Higher Ed Faculty

Activities:

Abstract:
College and university librarians are experts at finding and retrieving information as well as being subject area specialists, and many are looking outside the library science literature for publication opportunities. Examples of classroom faculty/librarian collaboration opportunities in the areas of information literacy, research skills and bibliographic instruction abound in the library and educational literature, but less well represented is the concept of "collaborative authorship" - research partnerships with campus librarians. Hart (2000) described collaborative publication between librarians, Bahr & Zemon (2000) were the first to relate collaborative authorship to faculty/librarian partnerships, and Ducas and Michaud-Oystryk were among the very few researchers to publish quantitative data in this area (2003, 2004). Much of the additional published information is based on individual cases or anecdotal evidence (Cooper & Gardner, Donham & Green, Frank & Howell, Harada, Mullins). This talk will present several ways faculty can collaborate with their campus librarians - from acknowledgement to co-authorship - to complete their research faster and easier than ever before in a win-win situation for both instructional faculty and librarians.

References


Through the Looking Glass: Using Reflection as an Assessment Tool

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Objectives:
After the presentation participants will be able to:
1. Identify various types of reflective journals.
2. Implement the use of reflective journals as a tool for assessment.
3. Self-reflect on teaching practices and strategies they put to practice within their own classrooms.

Intended Audience:
All faculty and graduate students that teach.

Activities:
1. Compare and contrast the various types of reflective journals through the use of a graphic organizer.
2. Identification of a type of journal which would work within the individual participants classroom.
3. Completion of a reflection on what strategies they will take from the presentation and put to practice in their own classrooms.

Abstract:
The use of reflection as an assessment or evaluation tool is becoming more and more common within many fields in higher education. Individuals are expected to be competent at the art of reflection both within classrooms and in many professional fields. "Reflection can be construed as a conversation with oneself or as engagement in reflective and questioning thought that promotes self-knowledge (Hoshmand, 1994).

The ability to self-reflect allows students to look inward and reach a deeper understanding of the concept or skills. It is not enough to merely expose students to potentially useful theories that they read in texts we need to teach students to see the usefulness of the knowledge within their own lives (Good, 2002). Reflection allows students to actively engage the material on a personal level.

When considering the use of reflective journals as an assessment tool, instructors must consider their own expectations and convey them to the students. It is essential to inform the students of the purpose of the journals and how they will be evaluated (Good, 2002). Strategies to help with the adoption of reflective journals include journal buddies who share their journals on a regular basis and peer modeling of effective use of reflective practices. Instructors can also share their own reflections to allow students to see their thought processes.
Assessing reflective thinking can be a challenge. John Dewey identified reflection as one of the modes of thought: "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the future conclusions to which it tends" (Dewey, 1933, p.7). Dewey believed we must put careful consideration into how we use reflection and our expectations of it. He believed that new understandings are expected to result from the process of reflective inquiry (1929). Reflection is not a passive method of inquiry but an active inquiry method that allows students to construct knowledge through engaging learning activities.

Valli (1997) categorized reflections into five different levels which include technical, reflection in/on action, deliberation, personalistic, and critical. Students move through the levels as their understanding and ability to reflect develops.

The use of prompts helps students develop reflective practices, but prompts are also useful when reflection is used as a formal assessment strategy.

Research into the use of journals found that students felt the journals helped them organize their thoughts, encouraged them to think more deeply in order to construct meaning, and allowed them to participate actively with the reading material (Good, 2002).

Smith (1995) stated that "when we focus on teaching specific skills, students frequently fail to learn them and rarely become enthusiastic about engaging in them voluntarily. When we consider engaging our students in interesting and comprehensible activities, then they learn" (p.13).

The use of reflective journals allows both students and educators to become more deeply engaged in the content of the course and encourages better communication between teacher and student. Smith (1995) stated that journals allow students to discover a private voice and to share this voice with the instructor and fellow classmates. The use of journals encourages a deeper relationship between instructors and students and between students and the material being presented.

References


Transforming Technology Gadgets into Pedagogical Tools

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Objectives:  
(1) To examine, through activity based learning, that focuses on national or international problems, methods to motivate and to encourage undergraduate students to use technology effectively  
(2) To acquaint faculty and instructors with course theory as a basis to solve specific real life problems using mobile technology  
(3) To apply effectively the interrelationships between activities based learning and current mobile technology tools within areas of discipline.

Intended Audience:  
All scholars who are interested in current and accessible mobile learning technology, as it applies to activity-based learning, pedagogy, can examine audio/video podcasting’s and blog’s new role in virtual communities, learning, and assessment.

Activities:  
We will present a representative activity based learning material using iPods, blogs, and streaming video that we have used over several semesters. The following concepts and rational will be discussed using interactive activity based solving techniques through handouts of course activities, assignments, and projects that discuss a specific activity.  
For example, a sample activity can be proposed: The journalism profession has come under attack recently because of the perception of how reporters present stories (CBS, ABC, CNN, FOX). In particular, the news coverage on the war in Iraq has been perceived by some to be biased. Assignment: The student is required to view the following clips titled “Why We Fight” on his or her iPod:

[1] Why We Fight - Clip 1https://streaming.psu.edu/media/?movieId=2764
After viewing the clips the student then produces an audio podcast as a feature story/reaction piece. They must direct, discuss, spotlight their reporting from the videos. The students are required to interview (three generations) their peers, parents, grandparents, neighbors, veterans and develop the story as a 6-minute news audio podcasts. The results from this first assignment are the beginnings of teaching the value and importance of a properly conducted interview. The students are required to upload their podcast to the course blog site to share with their professor, peers and PSU campus community.

Abstract:
Writing, researching, and collaborating in the form of podcasting and blogging can offer a broad, real-world outlet for students in higher education. This initial report suggests that this new mobile learning process can generate powerful perspectives and has the potential to facilitate growth in the communications, journalism, media studies, and psychology, business, history, and information systems technology disciplines. Thus, scholars who are interested in current and accessible mobile learning technology, as it applies to pedagogy, can examine audio/video podcasting’s and blog’s new role in virtual communities, learning, and assessment. This research describes the process involved in creating a course and the outcomes experienced by communications, business, and IST students at The Pennsylvania State University, U.S.A. who used the technology applications of podcasting and blogging. This technology removes the time and location constraints that are typically inherent in traditional classroom activities. Specifically, this research examines the contention that podcasting and blogging [M-Technologies] have the potential to become the next pedagogical trends in education. The study also explores what these mediums offer students educationally.

Based on their learning experiences while using technology daily, today’s undergraduate students need self-authorship activities to enhance the knowledge and skills they acquire during their college experiences. In fact, Lenhardt and Madden (2005) have supported this contention through their reference to The Pew Internet and American Life project that has reported more than one-half of all American teenagers and 57% of teens who use the Internet can be considered media creators. For the purpose of this essay, a media creator is someone who has produced a video or audio podcast, blog, or webpage, has posted original artwork, photography, stories, or videos online, or has remixed online content into their own “new” podcast creations. Lenhart and Madden (2005) also have reported that most teenagers have engaged in two or more of these types of activities. Additionally, one-third of teenagers have shared what they created online with others; 22 % have set-up their own websites; 19 % have sent blogs; and, 19% have remixed online content.

Further, contrary to popular stereotypes, using technology is not restricted to white suburban males. In fact, urban youth (40%) are somewhat more likely than are their suburban (28%) or
rural (38%) counterparts to be media creators. Girls age 15 to 17 (27%) are more likely than boys their age (17 %) to be involved with blogging, pod casting, or other social online activities. In addition, based on race or ethnicity, there were no significant differences that were reported in the amount of participation in online activities (Jenkins, 2006).

Jenkins (2006) also has observed that a growing body of scholarship has suggested the potential benefits of these forms of participatory cultures, including opportunities for peer-to-peer learning, changed attitudes toward intellectual property, the diversification of cultural expression, the development of skills valued in the modern workplace, and a more empowered conception of citizenship. Moreover, the Milken Family Foundation (2007) has “expended funds annually to explore the use and impact of technology on student learning.” This Foundation has analyzed five major studies of educational technology, has examined more than 700 research studies, and has sponsored further studies that have concluded, among other things, that “students with access [to various forms of technology for learning]…have shown positive gains in achievement.”

In general, many students have already been exposed to and have participated in a variety of online activities. Thus, they can easily transfer the skills that they have learned online to a classroom setting that uses media as a learning approach (See, for example, Haynes, 1990; Chesebro, 1984). For students who have not been exposed to technology, the college environment is the best place for them to learn about the ethical uses of media. Therefore, university administrators and faculty must work together to ensure that every undergraduate student develops the skills and is exposed to the experiences that are required to use technology effectively.

References


A Model for Civic Engagement: Intersecting Course Content with Community Service

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Objectives:
Guide you through the development phase of faculty-partnerships with community leaders and organizations, and reciprocity.

[2] Provide opportunities for developing an approach of community-based work in a spirit of inquiry and understanding the cognitive dimensions of citizenship.

[3] Show various instructional plans that can be used with learning that integrates community-service clearly with course learning goals.

Intended Audience:
All faculty and instructors who are interested in civic and community engagement projects. The participants will help the audience to determine the instructional plan that will work best in their class given their students’ level of experience with problem solving and critical thinking.

Activities:
We will present activity based civic and community engagement learning material that we have used over the last several years. The following instructional plan and rational will be discussed using interactive problem solving techniques through handouts of course activities, assignments, and projects that discuss a specific activity.

For example, a sample activity can be proposed: Students will help design a program to help senior citizens remain at home in their communities. Presentation: The student teams will have 30 minutes to present the process and outcomes of the service-learning project that they completed as part of the Blueroof technologies, Inc non-profit organization. The presentation will be given to the entire class and invited guest and organizational members. The presentation will include an explanation of the process the student went through and the outcomes they came up with in a way that is interesting and helpful to the audience members. Assessment Tool: rubric for team project presentations.
Abstract:
All evidence points to a rapid increase in service-learning courses and programs on college and university campuses over the past century. This pedagogy is now advocated by students, faculty and administrators. The linkage between academic outcomes necessary for good citizenship is found in Kenneth E. Anderson’s Carroll Arnold Distinguished Lecture, “Recovering the Civic Culture: The Imperative of Ethnical Communication.” He reminds us that Aristotle believed that human beings have a goal of living a good life, one that produces a sense of relatively enduring well-being, a sense of “happiness.” Aristotle made the point that an individual would not be able to have a good life without a good “polis”: a society that both contributes to and enhances the good for the individual while the good lives of individuals contribute synergistically to a flourishing community. The idea is that one person’s good life is enriched by sharing in the good lives of other individuals ñ in effect increasing the depth of one’s own life by sharing in the richness of other lives. To put it clearly, all of us need to be involved in the promotion of a good “polis,” a good society. Why? Because this good state is “essential to living well” (Anderson, 2003).

In 2007 one would be hard pressed to go to any campus in the United States and not find the words “Civic Engagement” used in a vision or mission statement or strategic plan. More and more formal programs of “Civic Engagement” can be found popping up around the country. These programs offer various ways to involve the students in “community.” One of the methods by which “Civic Engagement” is encouraged is through Service-Learning; another term that most educators use with regularity. A form of experiential learning where students take their theoretical and methodological knowledge and apply it to problems or issues within the community as part of or throughout a college course, it is based on the value that “there is no substitute for experience” when it comes to engaging students in the learning process. We found that service learning particularly service-learning that is highly reflective and where course and community service are well integrated, can have an impact on perspective transformation:

- Communicating with diverse populations occurs when students work with constituencies outside of the university who may be younger, older, or not from the same background. This interaction provides students with the opportunity to put theories of intercultural communication into practice.

- Producing a written report reinforces the basic research paper required in the communication class and allows students to receive additional feedback for increasing professional writing standards. Presenting professionally draws on academic content and allows students to enhance the presentation skills they were taught in the communication class. Feedback on both assignments is heightened when it comes from peers, professional managers and the professor.

- Building team cohesion is an increasingly important skill needed in business that is simulated many times in the classroom. The added benefit of community service learning is that it brings the students into the workplace where they must team with professionals from different organizations and backgrounds to achieve a goal.
Increasing networking skills has long been touted as an important, yet subtle, skill that is difficult to teach. Students learn the importance of networking by dealing with team and community members. Further, they begin to build their own networks with the contacts they make through these projects.

While all of the above benefits are worthy in and of themselves, perhaps the best benefit is the skill we don't necessarily see. As Dewey reminds us: “When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely, and harmonious” (1900, p. 44).

Community service learning projects are versatile tools that are unique because they can be adjusted to fit the needs of each classroom. Projects can be generated by professors, students, universities, or organizations. Time requirements may vary. Each of our projects required approximately 15 hours of service outside the classroom. Evaluations generally involve input from the outside agency, student reflection papers, and peer evaluations.

References


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The School in the Community: Connections that Matter

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Objectives:
1. Examine the validity and worth of a community service requirement in a teacher preparation course.
2. Examine the attitudes and outcomes for teacher candidates as well as faculty involved in the program.
3. Outline lessons learned from the first three years of this program and their implications for other educators and institutions interested in community service and service learning.
4. Critique models and activities used in this program with an eye towards implementation at other universities.

Intended Audience:
This presentation is for those interested in community service and service learning, those involved in the preparation of future teachers, and teachers who are interested in implementing service learning/community service in their classrooms.

Activities:
Attendees will be asked to:
1. Critique various models and activities associated with the ASU community service requirement.
2. Brainstorm effective ways to implement service learning in their own areas and/or classrooms.
3. Prepare a brief "mission statement" that could be used to "sell" their colleagues and peers on the idea of service learning and its place in the community of practice.

Abstract:
This presentation will examine one model of community service/service learning being implemented in a social studies methods course at Appalachian State University. Working from the belief that one cannot teach in a community without being an active participant of that community (Perrone, 1991, p. 9), this requirement calls for students to complete 10 hours of community service during their field experience. This experience is used to awaken these future teachers to the realities of the community outside the classroom with which they must work (Addams, 2002, p. 144). The ASU model also seeks to assist students in the need to connect the outside world to the broader curriculum, particularly the social studies curriculum (Zemelman, Daniels and Hyde, 1998, p. 143). Finally, this requirement seeks to re-acquaint students with the moral and social dimension of teaching (Kozol, 1991).

References


How Involvement in College Clubs in the Major Can Benefit Student Learning:  
The Accounting Club as Illustration

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Objectives:  
The objective of the presentation is to share information about college clubs in the major, including "best practices" and how club activities may improve students' understanding of the profession, communication and networking skills and benefits, learning, and motivation to continue learning about their considered or chosen profession.

Intended Audience:  
This presentation is appropriate for faculty and administrators, as well as students.

Activities:  
The current study will be presented in the traditional manner with an overview using computer and projection equipment. In addition the audience will be invited to share in discussion about their best practices and insights about college clubs in the major and related benefits to student learning.

Abstract:  
As has been recognized by faculty, administrators and students, participation in student clubs in the major can benefit student learning, as well as student entry into the profession. Participation in such clubs often involves attending presentations of members of the profession, learning about current issues and "real life" working scenarios, and having an opportunity to ask questions and learn more. In addition, networking with members of the profession is beneficial to students in obtaining internships and full-time employment.

Despite the relevance of this area of student learning, there has not been a lot published, particularly from the student learning perspective. Thus the current study, including audience participation at the presentation, is expected to make a contribution. In particular the current study focuses on accounting clubs--but results and insights may be applied to clubs in other majors. Participation in Accounting Club activities has provided a mutual benefit to students and employers for a number of years.
Dickenson (1988) notes that CPA firms should emphasize their own firm's positive points rather than other firms' negative points, and that positive perceptions can be created by participating in accounting club programs or presentations. Mohrweis and Heinemann (1989) note that one of the ways that internal auditing professionals can promote internal auditing careers is by participating in the college's accounting club meetings and giving speeches on such topics as ethics, whistleblowing and auditing multinationals overseas. Dickenson recommends local Institute of Internal Auditors professional organization chapters form teams of three or four individuals willing to give presentations to student clubs. These authors note the importance of getting information out to students early.

Around 2002, as a result of the Enron, WorldCom and other company debacles, and the demise of the long-time respected Arthur Andersen CPA firm, the accounting profession faced a problem in decreasing numbers of students majoring in accounting. But at the same time there was an increased need with all the new government and Securities and Exchange watchdog requirements in the Sarbanes Oxley Act. Solnik (2002) notes that in response to the recruiting challenges, CPA firms such as PricewaterhouseCoopers, Ernst & Young and others are lining up to sponsor receptions and speak at college accounting club meetings. As later reported by Solnik (2006), one student included in her credentials active involvement in her college's accounting club along with her 3.8 GPA at the State University of New York. She was able to get an entry level offer of $51,000 with a $5,000 sign-on bonus plus free membership in the gym of her choice.

Another author, Powderly (2006), is a guest speaker at accounting clubs and encourages students to learn communication and interpersonal skills to establish rapport with their clients in addition to learning an understanding of accounting. Vangermeersch (2001) includes the revival of accounting clubs in his suggested recommendations to attack the problem of the decline in the quality and quantity of accounting majors.

The current study will survey the students at Clayton State University on their attitudes regarding the relationship of participation in accounting club activities to such factors as increased learning about the profession, overall learning about accounting, motivation to learn more in the classroom, motivation to seriously consider choosing accounting as a major, and benefits in terms of networking and resume desirability in securing internship and full-time employment.

References


Generation One Point What? Addressing Generation 1.5 Students' Needs in College English Classes

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Objectives:
To inform the audience about Generation 1.5 Students
To encourage teachers to include multiculturally diverse works of literature in their courses
To share the results of my dissertation research
To gather more insights from colleagues regarding their experiences with Generation 1.5 Students
To encourage diversity

Intended Audience:
Specifically college English and ESL instructors, though this may be of interest to any professor who asks students to read and write in his/her class

Activities:
Power Point Overview of Generation 1.5 Students and Research
Quiz
Examples of Ways to make courses more accessible for Generation 1.5 Students
Open discussion/Questions

Abstract:
I plan to introduce the audience to Generation 1.5 Students using a PowerPoint Presentation. Then I will share my research and discuss challenges facing Generation 1.5 Students in College English classes. I will give the participants a quiz to see if they can identify Generation 1.5 students and if they can adapt lessons to be more diverse. We will wrap up with an open discussion between groups and I will answer questions.

References


Using Virtual Travel for Deeper Learning:
Our Experience as Instructors and Students in Cameroon, Nigeria, UK, China, and the US

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Objectives:
To promote faculty interest in the internationalization of their courses, and increase enjoyment of
the teaching experience through participation in “virtual study abroad.”

To augment teaching practices with ideas and examples taken from our personal experiences.

To enhance intercultural communication between students and faculty from the US and
international students.

Intended Audience:
Teachers from various disciplines interested in enriching the context of their courses with
international applications.

Activities:
1. Individuals will read a vignette or study a photograph from one of the specified countries,
making personal reflections about its meaning.
2. Attendees will share reflections within small groups and will discuss implications for various
disciplines.
3. Attendees within the large group will discuss implications for various disciplines and
exchange ideas for classroom application.

**Note: this paper can be modified for poster presentation if necessary

Abstract:
One of the authors traveled to Cameroon and Nigeria on a faculty development trip in support of
the University System of Georgia’s (USG) international initiatives. The purpose was to develop
international expertise so that students could attain an appropriate level of international
knowledge and understanding that enables them to participate fully and successfully in a global
society. The USG Board of Regents, as well as other higher education bodies, recognizes that
study abroad and foreign language acquisition are just two avenues toward internationalizing
campuses. Even so, only a subset of our students throughout the U.S. takes advantage of these
programs, because of financial or scheduling conflicts (particularly among the growing body of nontraditional students who have family and job commitments) (IIE, 2006; Kuh, Kinzie, Schuh and Whitt, 2005).

Additionally, virtual travel connects students to cultures that may otherwise be out of range, since top travel destinations are typically to more developed countries. Emerging economies, such as those in Africa, are the least visited and are often excluded from textbooks covering international issues. Bringing virtual travel to students in the classroom affords students some of the benefits of short term study abroad, while making excellent use of available resources, such as international students and faculty who may want to share their expertise (Benner, 1998). Benefits include: reduction of ethnocentrism, greater interest in international affairs, and increased potential to visit or work in countries where English is not the first language (Black and Duhon, 2006; Goldstein and Kim, 2006; Helms and Thibadoux, 1992).

Given the continued involvement of American organizations in international markets, preparing students with both technical knowledge and international expertise is critical. The experience of being a native of China studying and teaching in the US and UK underscored the importance of this firsthand for one of the authors. Accordingly, the presentation will demonstrate to faculty how to initiate inquiry by introducing photographs and stories from their foreign travel or other sources to students so that they can begin to find resources of their own to learn about a particular topic from the course. By doing so, students will necessarily learn more about their native country’s way of doing things, as well as about the country of interest, integrating both in a comparative analysis. The presentation will demonstrate how to use this method in a variety of disciplines, such as writing, communication, social sciences, natural sciences and management.

References


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Objectives:
Participants will brainstorm best teaching practices and instruction that support a learner centered classroom.

Participants will learn about new technologies currently available and evaluate their potential uses as instructional tools for their own classroom to meet their course goals.

Participants will discuss practical and ethical issues related to implementing these new instructional technologies.

Intended Audience:
Faculty who are interested in using new instructional strategies to supplement their instruction for both online and face-to-face classes.

Activities:
Small and whole group discussions about best practices and instructional technologies used in participants’ own classrooms.

Presentation of new instructional technologies.

Write-pair-share of using a new instructional technology in participants’ own classrooms.

Final whole group discussion about practical and ethical issues related to implementing instructional technologies.

Abstract:
Ongoing advances in technology permeate all aspects of higher education. Institutions of higher learning are often been left behind due to the great cost and fast pace of these advances (Goldstein, 2004). The current trend of advances (e.g. wikis, blogs, Second Life) provide individual instructors new tools that are widely available and pose limited costs for use beyond current computer hardware. In addition to straining budgets, keeping faculty up to date with
technological advances poses additional challenges to integrating technology into college classrooms and meeting the demands of 21st century digital native learners (Camp & DeBlois 2007; Prensky, 2001).

In this session we will explore instructional strategies and methodology as well as instructional technologies that faculty currently use to support their learner centered teaching through group discussions. Learner-centered education is an approach to teaching and learning which incorporates constructivist learning theories and research on how people learn. Specifically, it is built on research about the social and cultural nature of learning (Vygotsky, 1978), the importance of building on prior knowledge (Bransford, Brown, & Cocking, 2000), the need for active learning (Bonwell and Eison, 1991; Chickering and Gamson, 1987), and taking into account diverse ways of learning and knowing (Gardner, 1993). In planning learner-centered curriculum and instruction, “power” is shared between teacher and students, the teacher takes on more of a guiding role, and the curriculum and instruction are designed to increase students’ responsibility and autonomy (Weimer, 2002). Attention must also be paid to authentic, engaging, and challenging formative and summative assessments with useful feedback (Huba and Freed, 2000), and which are used as teaching, as well as evaluation, opportunities (Weimer, 2002).

This new generation of instructional technology has assisted learner-centered education by helping students become more autonomous and engaged learners (Brescia & Miller, 2006; Windham, 2007). As with the implementation of all new instructional tools, the use of these new instructional technologies raises important considerations about potential use and ethical issues (Jeffries, Carsten-Stahl, & McRobb, 2007). Following the discussions about which instructional strategies and technologies participants currently use in their classrooms, we will present faculty with information about and resources related to these new technologies, and provide participants the opportunity to plan and discuss the incorporation of these new tools into their curriculum and instruction.

References


Serious Play: Games That Enable the Proceduralization of Complex Content

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Objectives:
At the end of this presentation participants will:

• Have played a set of games that can be used to introduce each of the steps of the Dick, Carey, and Carey (2005) ISD model to beginning IT students
• Be able to brainstorm with peers ways to adapt the games for other situations or subject matter
• Be able to participate in the debriefing of each game
• Receive a set of instructions and necessary materials to play the games
• Be able to discuss with peers the value of using games to enable learning

Intended Audience:
Faculty interested in problem-based teaching and learning

Activities:
The members of this presentation not only will set up and play games that have been proven to enhance the learning of complex content, but also will engage in intensive discussion of the effect of the games on learners and the means by which they achieve that effect.
This presentation will be comprised of
1. Seven different games
2. Individual debriefings
3. Discussion

The games cover needs analysis and instructional goal, task analysis, learner and context analysis, performance objectives and assessment items, instructional strategy, instructional materials, and formative evaluation and revision. Each of them will have a set of instructions for the participants to take with them. The playing of each game will be followed by debriefing and discussion among the participants.

Abstract:
Scope
Typically, Introduction to Instructional Design is among the first courses taken by students seeking a degree in a master program in instructional technology. The concepts of Instructional System Design (ISD) covered in the course are abstract and hard to grasp. Instructors following ISD models such as that of Dick, Carey, and Carey (2005) must cover a large amount of complex content and do not usually have enough time to allow the students to digest it. Students have difficulty translating acquired declarative knowledge into procedural memory in order to transform concept to practice. Macedonia (2005) explains how critical this transformation is to people whose careers depend on channeling theory into performance, which implies the fluent
and graceful implementation of the steps of a process. She goes on to propose “the concept of games as tools for the targeted proceduralisation of declarative knowledge” (p. 135).

This presentation considers how such games are being used to acquaint beginning master level students with each of the steps of the ISD model. The students are enrolled in an instructional technology program at an 8000-student university in the eastern United States. These games are currently in their second semester of full use in both face-to-face and online courses. How participants play the games, commentary from participants on the impact of the games, and directions to set up and play the games are included.

Background
Macedonia (2005) says the process of transforming declarative knowledge into procedural memory is the same for all learners. She explains that only when students can proceduralize declarative knowledge do they become able to perform a set of learned motor and cognitive skills with fluency. Macedonia advocates games to help students achieve this fluency. To become professional instructional designers able to apply the ISD principles to solve organizations’ problems, students need to become “fluent” as well, melding a set of cognitive skills into a complementary set of productive behaviors.

Bonwell and Eison (1991) describe how the modern instructor becomes a facilitator and the learners assume a much more involved and responsible role. Franklin, Peat, and Lewis (2003) point out that a powerful incentive for the use of games in education is their ability to make students actively practice the learning process, for playing games requires recognizing problems, devising and implementing solutions, and evaluating and adjusting to the results. That in turn is the ideal situation when introducing students to complex content such as that in an introductory course of Instructional Design.

Forman (2003) emphasizes that games contribute substantially to the acquisition of key learning skills. He promotes the idea that games provide contextualized content that becomes important and significant to players. He points out that games engage the whole player, utilizing both mental and physical skills as the player learns to develop strategies and tactics, expertly implementing them through the input choices afforded by the games’ interfaces. He concludes that games “can be ideal teaching vehicles as people reflect on what they did in the game and why” (p. 41).

References


Objectives:
Upon completion of this presentation, participants will be able to:
1. Identify and apply the core principles of Universal Design (UD);
2. Distinguish positive and negative instances of UD in commonly used print materials at the college level (syllabi and tests); and
3. Create instructional materials that assist in access for all students in academia.

Intended Audience:
Educators interested in ensuring equal and critical access to materials commonly found in the educational realm.

Activities:
The participants will:
1. Utilize an anticipation guide designed to activate prior knowledge related to UD.
2. Analyze a syllabus and/or test for positive and/or negative “at-a-glance” attributes.
3. Discuss the core principles of UD and their application in educational field.
4. Examine specific examples of syllabi and tests using core principles of UD.
5. Share conclusions regarding materials and incorporation of UD.

Abstract:
In today’s world of academia, there are increasingly diverse student populations attending postsecondary institutions and encountering the materials educators design to communicate and measure learning. Educators need to be able to design materials that will ensure access for all of their students through the use of Universal Design (UD) principles (Berger & Van Thanh, 2004). We have the profound opportunity to teach in an ever-changing environment with a multitude of students. However, this opportunity also holds a responsibility to teach and interact with all students, regardless of their background, prior educational experiences, or ability level. Considering there are many more students with disabilities attending college as well as students from a wide array of cultural and linguistic backgrounds (Scott, McGuire, & Foley, 2003), the core principles of UD can help educators communicate with and assess their students more effectively.
Originally found in the field of architecture, Universal Design concepts were used to provide access to buildings, public places, and basic physical environments for persons with disabilities (McGuire, Scott, & Shaw, 2006). However, the transferability of such principles is significant in the realm of education due to the demographic shifts that have occurred over the last 30 years (Berger & Van Thanh, 2004) to include many students with learning and/or physical disabilities. Students within college classrooms today also encompass representatives from many varied categories such as increased age, wider gender base, various ethnic backgrounds, many levels of income, and even numerous health related issues relevant to their performance in school (Scott et al., 2003).

Syllabi and tests are often the most common print materials given to students during their postsecondary educational experience and are critical pieces of information for them as well as the teacher. They can be used for responsibilities, expectations, information gathering, clarification, and assessment. Therefore, they essentially become links between the educator and the students and thus should contain the best possible design components to ensure that this connection is solid and that the relationship can be maintained throughout the semester.

Additionally, self-determination, a concept which includes an understanding regarding one’s strengths and weaknesses that allows a person to act in ways that are goal-directed, self-regulated, and independent, is a critical component for students with disabilities as well as students who have no known disability (Field, Sarver, & Shaw, 2003). All students want and need to act in a self-determined manner in academic settings and are often assisted significantly when UD principles are incorporated.

Educators who have been trained in the principles of UD create more diverse lesson plans and often save extensive amounts of time planning for diverse learners rather waiting for needs to arise (Spooner, Baker, Harris, Ahlgrim-Delzell, & Browder, 2007). Differentiated planning for students with diverse needs such as students with disabilities or multicultural students honors students’ needs expands the learning capacity for all students within academia (Van Garderen & Whitaker, 2006).

References


Hands-on Learning: Pathways to Constructivist Environments

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Objectives:
(a) To identify the difficulties in defining one's own teaching methods.
(b) To apply the learning theory of constructivism as one approach in designing instruction.
(c) To structure learning environments through hands-on activities that allow students to be engaged in problem solving lessons
(d) To apply learning activities that purposefully use constructivism to deliver content knowledge to students

Intended Audience:
All faculty and instructors interested in exploring how to use constructivism in preparing classroom lessons.

Activities:
The purpose of this activity is to help educators experience the use of the learning theory of constructivism in hands-on learning environments. Educators will be instructed in scaffolding techniques which allow access to prior student knowledge when engaging students in new learning situations. By engaging students in this type of thinking, it connects to something they have already experienced and builds upon that to create new knowledge. The participants of this generative problem-solving exercise will be challenged to construct a structure using the materials provided that will carry a large load (at least ten old textbooks). Participants will have two minutes to Brainstorm before they begin. Each group will compete against other groups.

Abstract:
A learning theory is an orderly, integrated set of statements that describe, explain and predict behavior (Costley, n.d.). Classrooms are unpredictable environments that are ever changing. With knowledge of learning theories, educators are more able adjust their teaching with
knowledge of how students learn. Behavioralist and cognitivist learning theories contribute in the ways teachers teach and students learn. In the development of hands-on learning activities constructivism is a key element in the development of these types of lessons. Hardy & Taylor (1997) state “Constructivism is thought to be a morally superior position to its rivals in learning theories and pedagogies. It offers teachers êa moral imperative for deconstructing traditional objectivist conceptions of the nature of Science, Mathematics and knowledge” (p.148).

Constructivism is a learning theory that relies on past events to create scaffolding for learners to build new knowledge upon. Bruner (1966) defined constructivism as being composed of four different aspects. The first aspect is a predisposition towards learning. The pupils must see the information being provided as relevant to the environment they live in. The following segment is defined by the ways in which a body of knowledge can be structured to allow the learner to most readily grasp it. The third in Bruner’s characteristics asks for the most effective sequence in which to present material. The final aspect of constructivism is the nature and pacing of rewards and punishments. By breaking down the four aspects of instruction as described by Bruner’s constructivist theory, underlying connections to constructivism can be made between the disciplines’ national standards and teachings methods strived for within these standards. Bruner explored constructivism through his experiments in Math and Science.

If the educator wants the learner to know something and retain it, they must use it in daily hands-on learning environments. By implementing the learning theory of constructivism, developments of such as relating new learning with prior knowledge and exploring human interactions with Science have become practice. Matthews (1997) states even though instructors may not have a grasp on the epistemological aspect of constructivism, the best of this learning theory is seen in educational practice. Even if the instructor knows the philosophy behind the learning theory of constructivism, it is rarely used due to constraints in the classroom.

References


A Demonstration of Difficulty in Multicultural Communication:
For Whom the Bell Tolls

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Objectives:
(a) To identify the difficulties in teaching multicultural students
(b) To apply strategies to adjust pre-existing lessons to benefit all students of a group’s dynamic
(c) To practice designing learning environments through hands-on learning activities that allow
students to be engaged in problem-solving activities
(d) To apply learning activities that addresses student knowledge, rather than their inability to
communicate in groups.

Intended Audience:
All faculty and instructors interested in exploring how to reach out to multicultural students
using hands on learning activities in team building lessons.

Activities:
The purpose of this activity is to help educators experience some of the difficulties multicultural
students have in participating in hands-on group activities when there is a language barrier. The
participants of this hands-on learning activity will be challenged to construct the highest tower
they can using materials provided. The “Communications Bell” will be placed at the top of the
tower. The team’s structure must then be able to support the bell without it falling. The bell
tower is located in the windy city of Chicago and must be able to withstand great winds.
Participants will have two minutes to Brainstorm before they begin. Each group will compete
against other groups. Teams will have the opportunity to earn 100 points. They may also lose
points if the directions are not followed.

Abstract:
Students who speak a minority language and have limited proficiency in English are currently
the fastest-growing population in public schools in the United States…. Despite the fact that only
eight languages--Spanish, Vietnamese, Hmong, Cantonese, Cambodian, Korean, Laotian, and
Navajo--comprise 85% of linguistic diversity, 350 language groups are actually spoken in the
school districts of the United States (Smith-Davis, 2004). Students entering our classrooms must
be provided the same learning opportunities as native students, so alternative communication
techniques must be explored. One way to establish a learning environment where these students
can succeed is to remove the language barriers in some of our lessons. Designing these learning
situations allows students to be presented with problem solving activities that build a foundation
for further exploration.

A letter from the leadership of the National Science Foundation to the President's Council of
Advisors on Science and Technology states that “civilization is on the brink of a new industrial
order.” In this ever-changing global economy, students from all over the world are entering American classrooms. Friedman states, “The World is flat.” With this in mind, not only do students from the rest of the world have a need to learn to communicate with the United States. In order for the U.S. to stay competitive, we must also learn to communicate with them.

Providing team build exercises that explore alternative communication techniques can help to build relationships that may not have previously been explored due to the language barrier. By creating these relationships, students can explore other cultures and may find that students have the same interests and dreams. Finding new ways to commutate can create foster new friendships and may dissolve prejudice of other cultures. If society can overcome language barriers, the opportunities of learning from each other to advance the human race are endless.

References


Renewed Roles of An Online Instructor
Resulting from A Paradigm Shift in Instruction

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Objectives:
The participants will gain the following as a result of the participation of the session:
a. Exploring the responsibilities of an online instructor
b. Understanding where changes take places and why some roles remain unchanged
c. Comprehending the challenges in teaching courses in a virtual environment

Intended Audience:
Faculty and administrators, and other interested participants

Activities:
Since the session places its emphasis on the exploration of the roles of an online instructor, discussions are expected throughout. The presenter will make the entire session interactive so that participants’ voices are heard and incorporated into the discussions in an effort to widen perspectives in this regard.

Abstract:
Teaching online differs from that in face-to-face (F2F) because the former relies primarily on reading and writing messages sent to and received from learners while the latter is dependent mostly on listening to and talking with learners on certain issues (Wilson, et al., 2003). Mentality of an instructor situated in an e-learning environment is different from the familiar traditional setting. Designing a virtual learning environment, therefore, is of great importance.

At the beginning of a semester, however, an e-instructor has to find ways to convince learners of the usefulness of the Internet or other web-based tools and its merits in communicating with one another electronically, thereby enabling students to possess knowledge of “what’s in it for me” (Hall, 2002, p. 151) for possible active participations (Lim & Cheah, 2003). It is also required that expected rules, procedures, and course objectives (Hall, 2002) are necessarily and clearly explicated to participants as they are introduced to specific features of a web-based learning tool (Sherry, Billig, & Tavalin, 2000) considering emotion and feelings of students are critically part of affective learning (Pelz, 2004).

In the process of instruction and learning, Hiss (2000) pointed out that humor and special languages used in communication could humanize communication (in Lim & Cheah, 2003). Besides, moderating online communication of an e-instructor promotes in-depth discussions and reflections (Lim & Cheah, 2003). Additionally, feedback and acknowledgement of students’ online contributions by an instructor work as support, which is found by the study by Lim and Cheah (2003) and Pelz (2004) and which they view to be the most important task done by an online instructor. Online feedback enables individual learners to feel that they connect with
people rather than with a machine. Berge (1995) supported that appropriate feedback by the instructor enabled students to know the level of their learning and encouraged students to reflect upon the discussion. Lim and Cheah (2003) found that students felt that feedback stimulated students’ thought process and directed them to meet objectives.

In a nutshell, there are renewed roles of an online instructor, who needs to exert a considerable effort in designing appropriate and effective learning environment and clear instructional practices prior to the inception of a course. Specific and meaningful learning tasks are necessary because they support students’ active approaches to “critiquing knowledge” (Hall, 2002, p. 157). Efforts made in sustainable visibility do not serve the purpose of eliciting quantity of participation, but quality of participation. An online instructor’s consistent feedback and support buttress students’ emotional involvement, promoting “active engagement in undertaking achievable tasks” (Hall, 2002, p. 149). Such interactions also enable an online instructor to evaluation ongoing learning status of learners. Although some strategies and practices in facilitation online are similar to traditional facilitation (Addesso, 2000), there lie obviously significant differences because of the paradigm shift in how to teach and learn through the Internet.

References


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Teaching Qualitative Research Methodology:
Creative Constructions of Student Experiences

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Objectives:
The session seeks to:
1. Introduce and demonstrate an alternative method for teaching a research methodology that uses art to engage students in the research process.
2. Illustrate the effectiveness and value of this approach by sharing outcomes from use in the classroom.
3. Identify the appropriateness and effectiveness of this approach for use with other groups and settings.

Intended Audience:
This presentation is most appropriate for faculty across all disciplines. The activity may also be very effective for administrators to use with staff and faculty.

Activities:
Participants will engage in an exercise similar to that experienced by first-year baccalaureate nursing students enrolled in an undergraduate nursing research class. In this session, students were asked to create a visual display of “Your experience as a first year nursing student” by choosing 2-3 colors of construction paper, and tearing and gluing the paper as they chose. Following the activity, a “debriefing period occurred to interpret the images and discuss the qualitative methodology used. In a like manner, participants of the ISTEL session will be asked to create a visual display of the “past year’s experiences within their current role.” Following the activity, participants will interview one another regarding their art constructions and then all participants will engage in a general discussion of findings and a debriefing of the exercise. Discussion will include application of the exercise to classroom instruction and other groups and settings.

Abstract:
It is widely accepted that the nursing curriculum for a baccalaureate program is a challenging one and can be very stressful for students. One of the most challenging courses within the curriculum is the nursing research course. This course frequently is the first exposure students have to research terms and methodologies and the complex language and processes can be difficult for students to comprehend. As student populations become more diverse with an increasing number of students for whom English is a second language, courses with complex terminologies and concepts are especially difficult to master.

Yet, a nursing research course is an essential course in most baccalaureate nursing programs. Educating nursing students to be critical consumers of evidenced-based practice guidelines and
research knowledge that promote quality of care and optimal health of individuals and communities is a core value of the nursing profession (AACN, 2006; National Institute of Nursing Research, 2003; International Council of Nurses, 1999). A nursing research course that challenges students to remain curious and open to gaps in knowledge and the possibilities of the discovery of new knowledge supports nursing’s societal mandate to significantly reduce illness and promote wellness (American Nurses Association, 2003).

Nursing faculty are constantly challenged to discover new and creative ways to teach research, so that students are successful in mastering the content and understand its significance to nursing practice and the profession of nursing. Though the use of “art” is acknowledged as a valuable means to educate nurses, there is limited use of creative arts in the educational curriculum for nursing students (Lane, 1994; Bruderle & Valiga, 1994; Wikstrom, 2001; Walsh, et al., 2005). Yet, the use of art has been shown to increase knowledge of research methodologies, lower stress and anxiety levels, promote positive feelings and enhance self awareness (Walsh, et al., 2005; Wikstrom, 2000).

In an exercise similar to that used by Walsh, et al. (2005), a creative arts project was implemented to increase understanding of qualitative research methodology for nursing students enrolled in an undergraduate research class. Students were directed to choose 2-3 different colors of construction paper and by tearing & gluing the paper, create a visual image of “their first year as a nursing student.” Following this activity, students were paired with one another to identify themes from the constructed experiences. A debriefing session concluded the exercise for the purpose of examining outcomes and to review the qualitative research process. The outcomes from the activity indicated both increased knowledge of the research process and increased feelings of well-being. The intensity of the stress level of some nursing students evident by the art constructions was an unanticipated outcome. Further exploration needs to be done with other student and population groups regarding the potential of this activity to master theoretical content, reduce stress and promote health.

References


Teaching about Social Class to Graduate Students in Education:
Using a Lesson with an Inductive Approach as a Starting Point

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Objectives:
A. The presentation will enumerate some of the challenges inherent in teaching about social class. (K)
B. The presentation will model an activity that uses an inductive approach to exploring American understandings of social class. (S)
C. The presentation will encourage more creativity in our teaching about social class. (A)

Intended Audience:
The presentation is most appropriate for faculty, especially those who teach graduate students.

Activities:
The presentation will begin with a brief discussion of the topic led by the presenter. It will then quickly move to the modeling of an interactive activity; this will involve presenter prompts and audience responses. The activity will continue with another step that will engage numerous audience members and reveal more of the complexity that is at the core of the presentation. After the activity, the presenter will solicit feedback from the audience regarding the effectiveness of the activity and will discuss the pedagogical motivations for the activity.

Abstract:
Teaching about social class is an important undertaking, but one that is particularly challenging for a number of reasons. For one, many Americans tend to see our society as having a very open class system, which can lead them to overlook the costliness of the inequality that does exist (Breen and Jonsson 2005). Second, discussion of social class can be uncomfortable (Bohmer and Briggs 1991) and rife with stereotyping and thus difficult to manage. Third, while scholarship on teaching about human difference and inequality has increased in the past couple of decades, most of the attention has been paid to race/ethnicity and gender; hence, there is less pedagogical support in the area of social class.

Teaching about social class is of special significance in the field of education. Students who are preparing to be educators or are already working in the field are relatively privileged compared to many of the students with whom they do or will work. The specific institution where the presenter teaches has a stated goal of preparing educators for urban schools. Therefore, these educators will likely work with students who not only differ from them racially and/or ethnically, but also socioeconomically. In order to enhance their ability to be successful in these contexts, these educators need to understand social class in a sophisticated way.
One starting point for teaching about social class is with a definition of the term. Even though many different definitions exist, there are a number of good ones from which to choose. However, a definition can come across as mere words on a page if the necessary connections are not made to render the definition more meaningful. This is why the presenter begins differently. This inductive approach to understanding the concept of social class begins by requiring students to enumerate aloud all of the determinants of social class they can think of (some of which come from their course readings (e.g., Levine and Levine 1996)). The next step involves using the identified determinants — especially the ones identified as major — in order to classify well-known American figures. This step in the activity invariably generates lots of debate, excitement, and reflection. The activity ends with a group-generated, re(de)efined explanation of the dimensions of social class.

The activity above is designed to accomplish the goals of an inductive model of instruction: “to help students acquire a deep and thorough understanding” of the concept of social class, and “to put students in an active role in the process of constructing their understanding” of it (Eggen and Kauchak 2001, 116). This foundation supports the more involved discussion of social class and education that follows in the course. By sharing this pedagogical approach at the conference, the presenter hopes to share this resource with others and to engage in discussion that may lead to its enhancement.

References


Cross-Curricular Strategies for Reducing Student Anxiety and Enhancing Student Success

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Objectives:
Participants will understand the negative effects student anxiety can have on student success, examine the similarities among various student anxieties, and discover several practical strategies they can use in their classes to assist their students in overcoming their fears. In addition, through active engagement in several anxiety-reduction strategies, participants will gain valuable first-hand experience that will enable them to better understand their students’ feelings and more easily practice the strategies in their own classes.

Intended Audience:
Faculty in any discipline will benefit.

Activities:
The presentation will begin with a quick storytelling session as I tell stories of two incidents in which I became highly anxious. The first story will demonstrate what happened when I had no strategies for coping with my anxiety in a foreign language class and received no support from the professor. The second will illustrate how I successfully overcame the writing anxiety I had when writing a grant proposal. Participants will then be asked to recall their own story of anxiety while in school or at work and to write about whether or not they were successful in overcoming that anxiety. They will then engage in a small group activity in which they share their experiences and identify coping strategies that work in a variety of anxiety contexts. We will then hold a large group discussion, during which I will weave in the content listed below and deconstruct the strategies used during the presentation. Participants will receive a handout at the end of the session with references for additional reading.

Abstract:
Anxiety can clearly be an impediment to student success. Students with strong anxiety avoid classes, majors, and jobs in which they think they must perform the activity that makes them anxious (Beatty & Beatty, 2001; Daly & McCroskey, 1975; Greenburg & Mallow, 1982). They also experience strong emotions that inhibit their ability to remember material, problem solve, construct knowledge, and perform adequately in class (Betz, 1978; Svinicki, 1999; Wilson, Smith, Chattington, Ford, & Marple-Horvat, 2006). Not the least important effect is that excessive anxiety can threaten both the mental and physical health of our students (Beatty & Beatty, 2001; Hunsley, 1987; Powell, 2004). Interestingly, such different anxiety constructs as writing apprehension, math anxiety, science anxiety, communication apprehension, and test anxiety have several similarities, and research indicates that there are a number of strategies for reducing these anxieties that can be used effectively for all of them (Clark, 2005). Student-centered strategies such as creating a safe and comfortable classroom environment (Beatty &
Beatty, 2001), using a class journal (Hyers, 2001; Moon, 1999; Sgoutas-Emch & Johnson, 1998), explicit discussions about anxiety (Betz, 1978), requiring students to recognize their role in overcoming their anxiety (Clark, 2006), and creating a community of learners in the classroom (Greenburg & Mallow, 1982) can work in a variety of courses for a variety of anxieties. For this reason, I theorize that while the student anxieties discussed in the presentation are indeed distinct constructs, it is likely possible to construct a unified theory of student anxieties that will enable faculty across disciplines to facilitate student success by reducing studentsí fears of failure.

References


Understanding Pre-College Student Expectations for Academic Engagement: Are We Prepared to Teach to these Students?

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Objectives:
1. To describe the expectations of incoming first-year college students to engage in academically relevant activities.
2. To discuss the expectations of faculty regarding student engagement in academically relevant activities.
3. To highlight the relationship between student expectations and faculty perceptions and practices as well as outline the potential implications of these relationships for teaching and learning.
4. To strategize with participants about how to improve teaching practice and student learning given our results.

Intended Audience:
Anyone interested in trying to connect their teaching practice with the expectations and attitudes of first-year college students.

Activities:
1. Survey the audience regarding their perceptions of student engagement on their campus in academically related activities.
2. Survey the audience regarding their perceptions of student expectations for academic engagement.
3. Present results from two national surveys that collect data regarding first-year college student expectations and faculty perceptions and practices.
4. Discuss these results especially as they relate to teaching practice and college student learning.

Abstract:
Over thirty years of research shows that the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development (Astin, 1993; Pascarella & Terenzini, 2005). The implication for teaching is clear: classes should fully engage their students in a variety of activities that contribute to valued outcomes (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005; McKeachie, 2002).
This interactive presentation will start by asking the audience to reflect on the extent to which they believe first-year students on their campus (or in their courses) are engaged in academically challenging material and involved in active and collaborative learning. The audience will also be asked to speculate on the degree to which they believe students expect or desire to be highly engaged in their own learning.

These personal anecdotes from the audience will be the springboard for discussing results from two national surveys that collect data regarding first-year college students’ expectations to engage in academically-related activities (Beginning College Survey of Student Engagement, aka BCSSE) and faculty expectations for and emphasis on student engagement (Faculty Survey of Student Engagement, aka FSSE). BCSSE measures entering first-year students' pre-college academic and co-curricular experiences, as well as their interest in and expectations for participating in educationally purposeful activities during college. BCSSE collects data on topics such as student expectations for student-faculty interaction, engagement in active and collaborative learning, and participating in academic challenging activities. FSSE measures faculty expectations for student engagement in educational practices that are empirically linked with high levels of learning and development. FSSE also collects information about how faculty members structure their courses and the kinds of learning experiences their institution emphasizes.

The session will culminate with the presenters and audience discussing the impact of student and faculty expectations on teaching practice. For instance how do we best use collaborative learning techniques if some students are indicating they don’t value that type of learning activity? Likewise, how do we make sure that students’ desire for high levels of engagement is appropriately and effectively met in a way that facilitates their success?

References


Conventional Teaching and the Gestalt Alternative

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Objectives:
• Understand the basic concept of Gestalt Theory
• Learn four Gestalt principles
• Explore Gestalt teaching as compared to conventional teaching
• Have participants examine Gestalt alternatives as they relate to teaching

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

Activities:
The workshop is designed to allow participants to explore the Gestalt approach to teaching:

1. 5 minutes: Presenters will introduce the Gestalt philosophy
2. 10 minutes: Presenters will discuss some relevant Gestalt principles.
3. 25 minutes: Participants will be divided into groups to discuss and compare teaching approaches
4. 10 Wrap up

Abstract:
Computers, cell phones, PDA’s, iPods, video games, are a few of the electronic devises that continually stimulate students and instructors alike in today’s fast moving multimedia world. It is no wonder that conventional lecture based teaching may be considered, by some students, to be dull and boring. Instructors continually search for ways to make learning stimulating and exciting. The goal is to get the student to disconnect from the stimuli mentioned above and connected instead, to their own life long learning process. To do this the learning has to be relevant, easily understood and be part of a larger picture. The student has to clearly see a connection between the materials taught and the real world application. Here is where a Gestalt approach to teaching could make a difference.

Gestalt theorists follow the basic principle that the whole is greater then the sum of its parts. The whole therefore carries a different meaning then the individual pieces. The whole not only sees a cognitive process, but jumps from comprehending individual pieces to recognizing a larger
picture. H. Karp (1998) looks at Gestalt and conventional Human Resource Development as two distinct philosophies to achieve a similar ending. Using Karp’s work as a reference the authors will develop a Gestalt alternative to conventional teaching.

While there are many principles to Gestalt theory we will examine four:

1) The perception principle: Some aspects of information appear more important then others. This principle involves two parts, “figure and ground.” Figure data is perceived as factual and true, while ground data is more of a perceived or background piece of information. An example might be that bottom line profit is more important to some, “figure” while social responsibility takes a back seat “ground” (Karp, 1991).

2) The co-existence principle: This principle discusses the continuum for decision making from intellectual (of the head) to affective (of the heart). This can also be referred to as the polarity principle, fact on one pole, and emotion or feeling on the other.

3) The realization principle: This principle simply states that intimate and personal information is more useful and powerful then general, abstract information.

4) The present principle: This principle states that individuals should act in the present not the past or the future.

Using the above principles as a foundation, the authors have attempted to build a model comparing Conventional teaching with a Gestalt approach:

Conventional Teaching-Gestalt Approach
Figure (factual)-Ground (perceived)
Fact/intellectually based-Emotional (of the heart)
Instructor responsible for learning-Student responsible for learning
General information- Specific and personal information
Emphasis on past body of knowledge-Focus on the present
Breaking down decent-Honoring decent /resistance
Instructor tells students what they need to know-Ask students what they want to know
Value similarity-Value differences
Reliance on standards-Student is the arbiter

References


Trigger Films in the Classroom: Insightful, Inspirational, and Informative

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Objectives:
This presentation is designed to help learners/participants (a) organize their own thinking about using films as an instructional strategy, (b) reflect on and respond to the use of films in the classroom, and (c) learn now to use films to align national and state standards with coursework.

Intended Audience:
Any instructor in any field will profit by exploring the applications of films as a form of instructional media in his/her classroom. Although the presenter created this assignment and related activities for use in pre-service teacher professional studies coursework, she encourages college and university faculty, administrators, instructional technologists, and practitioners from all disciplines to participate. This presentation would be appropriate for anyone who is interested in developing strategies to enhance learning.

Activities:
Activities within this presentation include (a) discovering the rationale behind using a film for educational purposes, (b) understanding how to select a film for the classroom, (c) learning how to connect theory, practice, and coursework altogether to meet national and state standards, and (d) viewing a student’s sample project.

Abstract:
Even before Warner Brothers added sound to silent films in 1926, movies were a popular form of entertainment. Since that time, movies have become a billion dollar business. Moving images, including film, have capitalized on viewers desire to view Hollywood’s “versions of reality in films” and “instances of popular culture” (Aldrich, p. 113). Although films are entertaining, “the talking cinema is capable of important functions other than mass entertainment” (Teaching with Films and Videos, 2007). Films can also be used as an effective alternative teaching strategy.

In general, films are being embraced by educators in all content areas who find that “movies and video provide common ground to students of any international background” (ESL Party land, 2007). Teachers who use films realize that “video unlocks voices, opens worlds, taps emotions and reveals issues” (Wei, 2007). These teachers also know that “for some students, looking at the life of a character in a video provides a vicarious experience of a world they do not know” and that “reflection on the actions of the character often helps students to begin to understand behaviors, motivations, and life choices far beyond their own worldview and to develop an empathetic awareness of the experiences and different realities of other” (Media Rights, 2007).

In specific, films with an educational theme can be especially helpful in teacher training. As early as 1947, Richards & Litt predicted that “teachers in training, we shall see, can learn a great
many things about their art, and some deep things, through well-designed sound motion pictures” (p. 2). Sadker & Sadker (2007) sees education-themed movies as “a valuable and yes, fun tool for learning about teachers, schools, and society that allow a starting point for students to reflect and respond about their profession” (p.46). The right film “can provide the starting point from which future teachers can begin to understand” (Grant, 2002, p. 93). Films used in teacher training also allow pre-service teachers to critically analyze and dialogue about these films in conjunction with relevant reading and field experiences...examine their beliefs about diversity, teaching, learning, and their future profession...and “construct more thought and complex understandings about teaching” (Grant, p.77).

Professionally, teachers can also connect course content and objectives to the national and individual state standards when viewing films. When students are able to identify examples of the competencies and standards in films, they are better able to understand the intent of Codes of Ethics as well as the impact of developing positive parent relationships, communication, collegial interaction, and accountability. Students can also become discriminating viewers who are able to distinguish between fact and fiction. Meeting certification requirements is critical so that students can achieve their goals and live their dreams.

References


Storytelling “Teachniques”:
Tales of Inquiry and Critical Discovery in the Classroom

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Objectives:
Participants will:
- Describe and apply a “Storytelling Map” framework that will guide the incorporation of storytelling into their curriculum.
- Identify various types of story that could be utilized in the classroom (e.g. “teaching,” “why am I here,” “values in action”) and evaluate which types best enhance their course goals.
- Explore active learning “teachniques” which utilize storytelling to encourage student motivation, inquiry and interaction leading to improved critical thinking skills.

Intended Audience:
Faculty who are interested in energizing their classroom by captivating their students’ imaginations and creating interest in the depth and implications of stories within their discipline.

Activities:
Think-pair-share storytelling to create learning readiness for using storytelling in the classroom.

- Storytelling “teachnique” demonstration by presenters.
- Introduction and application of a “Storytelling Map” framework to participants’ disciplines.
- Small and whole group discussion about participants’ plan for utilizing “Storytelling Map.”

Abstract:
Stories capture our imagination, our attention and engage us in a unique form of learning which imparts practical knowledge, shares “lessons learned” and identifies important values (Bruner, 1986, 2002). Stories build the human connection vital to linking student to instructor and transferring knowledge into learning, especially in the adult learner (undergraduate and graduate students).
Storytelling is an art, but it is also a learning strategy that can utilize research or evidence-based practices to expand the educational process (Collins & Copper, 1997). Storytelling can be an effective tool from the instructor’s perspective by integrating it into the curriculum when special attention to an issue is required, when students need additional application requiring critical thinking, depth, knowledge or relevance about a subject or when values are to be developed for professional standards (McEwan & Egan, 1995).

Storytelling can be utilized to evaluate students’ critical thinking and research skills by assigning students to discover “the rest of the story.” Students today are inundated with internet factoids and seven minute sound bites, but storytelling can inspire and challenge students to discover through research, the depth, dynamics and application of the facts and identify the importance and significance of the whole story. Further, many active learning techniques, such as case studies and role playing, are fundamentally stories put to a specific purpose (Taylor, Marienau, and Fiddler, 2000).

Both presenters have utilized storytelling and its applications (e.g. case studies) effectively in teaching astronomy (a formal science) and nursing (a practical science). A unique mother-daughter team will help guide participants through the process of: 1) identifying content for storytelling from each participant’s discipline as an enhanced teaching strategy; 2) learning a framework to develop a storytelling map to determine story type, story elements, story presentation and instructional application (Simmons, 2006); and 3) how to identify storytelling networks and resources.

References


Best Practices of Problem-Based Learning

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Objectives:
The goals of this paper are to increase the awareness and understanding of the implementation of problem-based learning (PBL) by both those attending the session and by those following our example. This will be accomplished by: 1) illustrating how I experienced PBL as a teacher; 2) sharing strategies I used to overcome obstacles I faced in the implementation and inviting the audience to do likewise; and 3) initiating the development of a paper describing the 'best practices' surrounding the implementation of PBL in post-secondary learning contexts.

Intended Audience:
This presentation is most appropriate for practitioners, researchers and administrators with an interest in exploring the implementation of PBL in higher education settings and who would benefit from a document describing the best ways of implementing PBL.

Activities:
Audience members will participate in small and large group activities to discuss their experiences with PBL and share lessons learned. Small groups will discuss issues such as PBL teacher’s transition from “sage on the stage” to “guide on the side,” the selection of problem cases, and the surrounding instructional context, and teacher training in PBL. Large group discussion will serve to highlight commonalities and differences in uses of PBL. We will develop a summary of both small and large group discussions during the conference and I will make it available electronically for conference members to develop further. It is expected that a communally developed best practice guide for teaching with and research in PBL will emerge which will be submitted for publication and wider dissemination.

Abstract:
Description of PBL. Teachers face many complex pedagogical situations requiring both knowledge of content and the application of rich problem-solving skills. As a result, many current educational reform movements emphasize preparing teachers to solve classroom problems, make decisions, and build knowledge (Putnam & Borko, 2000; Zeichner & Conklin, 2005).

Problem-Based Learning (PBL) emphasizes a deep understanding of subject matter while developing students’ higher-order thinking skills. In PBL, students work in small structured groups on authentic problem cases, defining problems, setting goals, working through content and discipline issues, and monitoring and reflecting on their experiences (Savery, 2006). Research has confirmed the benefits of using structured group discussions to elaborate, revise, and clarify thinking (O’Donnell, 2006).
Problem-based learning has been around as a pedagogical strategy for 30 years and has had a major impact on medical education (Barrows & Tamblyn, 1980; Gijbels, Dochy, Van den Bossche, Segers 2005; & Walton & Matthews, 1989). Medical schools have successfully implemented PBL when the impetus for doing so has come from the top of the leadership hierarchy. Duch, Allen, & Groh (2001) found that administrative support, small classes, providing teaching assistants, and allowing teachers time to plan problem-based learning are factors that increased the success of PBL implementations.

Small class sizes are critical to the successful implementation of PBL (Duch et al., 2001; & O’Donnell, 2006). In a small class, students can form small groups which work through problems, generate hypotheses, uncover issues, and engage in self-directed learning while the instructor probes their thinking to foster clarification, integration of various knowledge and experiences, and to critically appraise the situation so that effective recommendations and solutions can be made (Hmelo-Silver, 2004; Bereiter & Scardamalia, 2006).

Since the 1980s, PBL has grown in popularity within the teacher education community (Merseth, 1996; Lambert & Ball, 1998). Studies on the application of PBL in the field of education have tended to describe its use by pre-service teachers in various teaching situations (Hmelo-Silver, 2000; Levin, Hibbard, & Rock, 2002; Peterson & Treagust, 1998).

More recently, educational researchers have examined the nature of problem cases (Hung, 2006), student-student and student-teacher interactions (Hmelo-Silver, 2002), guidelines for fostering learning in PBL settings (Ertmer & Simmons, 2006), and the impact of PBL on teachers’ pedagogical problem-solving (Author, accepted). However, PBL is not without challenge, especially for novice users (Land, 2000).

Description of Own PBL Research & Challenges. My research on PBL has focused primarily on prospective teachers enrolled in a Learning Theories course. Classes are rather large, i.e., 40 students in a three-hour class. I have examined the impact of PBL on pedagogical problem solving by prospective teachers. In comparison to controls, PBL has significant impact on prospective teachers’ pedagogical problem solving. In particular, in defining the problem, relating the problem to the solution, and using both literature and practical resources to support or critique solutions.

The substantial problems faced in my context with PBL are class-size, students’ difficulty with student-centered approaches, and obtaining concrete support from top-level administrators. I will discuss these issues during the session.

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Peer Review of Teaching: A Transactional Process

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Objectives:
*Session participants will examine teaching as a transactional process.
*Participants will examine the strengths and weaknesses of peer review within this system.

*Participants will compare the Transactional Peer Review Model of Teaching and Learning with current practices within their institutions.

*Participants will examine the importance of peer review in the context of teacher reflection.

*Participants will have a working knowledge of a peer review system that could be utilized at their institution.

Intended Audience:  
This session is most appropriate for faculty and administrators that are interested in a peer review process that examines teaching and learning from a holistic perspective. The session is designed to teach participants how to use this model within their institutions.

Activities:  
* Participants will engage in a simulated peer review utilizing both live interviews and video taped sessions of a teaching event.

*Small group discussions on the peer review system

*Large group discussion/interaction regarding peer review practices at the represented institutions.

Abstract:  
Peer review of faculty teaching (Berk, 2006; Berk, Naumann, & Appling, 2004; Berstein, Jonson, & Smith, 2000; Blackmore, 2005; Hammersley-Fletcher & Orsmond, 2005; Hutchings, 1995, 1996; Millis, 2005; Wagenaar, 2005; Waggoner & Keig, 1995) is becoming increasingly prominent at many institutions of higher education as they seek ways to understand and assess teaching competence and effectiveness. This interactive presentation allows the conference participants to practice peer review utilizing a unique peer review system. Developed from the transactional model of college teaching (Dees, Ingram, Kovalik, Allen-Huffman, McClelland, & Justice, In Press), this system encourages reviewers to appreciate the complexity of teaching and learning.

Peer reviewers are encouraged to examine teaching as a multifaceted transaction that includes teacher, student, environment, course content, and other elements. The peer review system provides guiding questions that encourage reflection around each of the elements before, during, and after the event. The system promotes a holistic inquiry into teaching and learning interactions in a classroom or online.

The peer review system has a variety of goals. First, the aim is to enable faculty in any field to develop a rich description of one another’s teaching based on more than merely observing a single class in person or on video. Before and after the observations, participants engage in interviews in which they discuss the individual’s teaching philosophy, course syllabus, assessments, and other issues. In order to develop a rich description of the teaching, reviewers
are challenged to think of themselves as educational critics, adopting attitudes similar to those of film, art, or theatre critics. The role of an educational critic is to capture and document the qualities of the teaching transaction so that a reader of the documentation is able to gain a sense of the holistic experience of the classroom. As Eisner (1991) notes, “The task of the critic is to perform a mysterious feat well: to transform the qualities of a painting, play, novel, poem, classroom or school, or act of teaching and learning into a public form that illuminates, interprets, and appraises the qualities that have been experienced” (p. 86). The description produced should allow the reader to understand how an individual faculty member approaches the overall teaching process. Primarily, the description should be useful to the faculty member for improving her or his own reflective process on teaching as well as her or his teaching itself.

This session allows conference participants to experience a mini-peer review. After an overview of the model, participants will conduct a pre-interview with one of the presenters. Then, through a videotaped classroom experience, session attendees, in small groups, will use the system to evaluate the teaching moment. Finally, a post interview, again utilizing the guiding questions from the system, will be conducted by the audience to follow-up on the videotaped classroom experience. This peer review simulation enables attendees to practice the system.

This interactive session is designed to provide conference participants with a model of peer review that could be use at their own institution. Through this process we also hope to identify current faculty review practices at various representative institutions and assess the strengths and weaknesses of this peer review process. Time permitting, we will share our current research results from faculty units that our currently utilizing this peer review system.

References


Transforming Research into a Winning Book Proposal

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Objectives:
Until the presenter conducted her own research, research in pharmacy ESL (English as a second language) was non-existent. During her presentation, the presenter will show how she transformed the findings of two grant-funded studies and peer-reviewed research articles, dedicated to pharmacy-related vocabulary and writing skills, into a book proposal. First, she will briefly share the findings of her study to determine the vocabulary knowledge of pharmacy students whose first or best language is not English. In this study, the students demonstrated significant misunderstandings of essential pharmacy-related vocabulary. Additionally, the presenter will briefly share the findings of her study to determine the perceptions that advanced pharmacy practice experience (APPE) students, whose first or best language is not English, have regarding their writing skills, and the perceptions APPE preceptors have about the writing skills of this pharmacy student population. This study suggests these students lack essential and acceptable writing skills. Unfortunately, materials and textbooks to address the language needs of ESL pharmacy students are also non-existent. The presenter will share the process she underwent to write a book proposal to address the language needs of ESL pharmacy students. Participants will actively learn how to research publishers, how to study book proposals, what to include in a successful book proposal, what to include in a sample chapter, how to identify major markets, and how to address publisher specific author guidelines. Participants will also receive handouts of excerpts of the presenter's book proposal including: statement of scope, table of contents, book specifications, and chapter template. The handout will also include a timeline from inception of idea to the final manuscript, and tips on how to write a manuscript.

Intended Audience:
All interested in learning how to transform classroom teaching research and discipline-specific research into a winning book proposal.

Activities:
Interactive sharing and exchanging of ideas

Abstract:
Innovative research should not collect dust on shelves. How can researchers transform their ground-breaking research into a winning book proposal with rave reviews? The presenter will show how she transformed the findings of her two grant-funded and peer-reviewed research studies: "Writing skills of advanced pharmacy practice experience students whose first or best language is not English" (Diaz-Gilbert, 2005), and "Vocabulary knowledge of pharmacy students whose first or best language is not English" (Diaz-Gilbert, 2004), into a successful book proposal. The presenter will show how participants can transform their research findings into a winning book proposal. Participants will receive handouts of excerpts of the presenter's book proposal.
proposal including: statement of scope, table of contents, book specification and chapter template. Participants will learn tips for writing sample chapters and the final manuscript.

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Teaching the Taboo:
Using “Banned” Cartoons to Teach Uncomfortable Subject Matter

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Objectives:
Through participating in this discussion, attendees will work towards a new model for teaching problematic, controversial, and taboos subject matter using controversial materials as conversational stimulants.

Intended Audience:
Faculty, Curriculum Development professionals, and others with an interest in the development of critical thinking and self reflection skills.

Activities:
This will be a highly interactive discussion, with a variety of media clips interspersed throughout that will help to drive our discussions.

Abstract:
Teaching using materials that may make some people uncomfortable can be challenging. This discomfort is however, in many cases, a conditioned behavior. In fact, materials that the students of today may find uncomfortable would often have been embraced by students who came a generation before them. Faculty who support the principles of critical thinking methodologies are well aware of the need to raise issues and stimulate discussions which may create dissonance while refraining from the expression of their personal biases. However, the closer these issues "hit home" for students, the more uncomfortable they become. Perhaps the most uncomfortable area for your students to examine is their own childhood due to the contemplative, self reflection required for such discourse.

If you grew up in America during the 1960’s, 70’s, or 80's you no doubt have memories of starting out your weekend with a big bowl of sweetened cereal while watching your favorite Saturday morning cartoon shorts. While you found these entertaining as a child, many of these cartoons are no longer available, pulled from the market by the studios that created them, after being deemed too offensive or risqué for consumption by the youth of today (this despite the proliferation of cartoons like Family Guy and South Park that test the limits of decency). These cartoons represent a period of American history where views were very different than they are now and reflect what many people of that era found to be funny, not hurtful. In fact, the Depression and WWII era shorts, which we find so offensive today were intended to bring a laugh to an otherwise dark time in American history.

While there are hundreds of these "banned" cartoons to choose from, in this paper and presentation, I will concentrate on several Depression and WWII era cartoon shorts, including
some featuring such famous characters as Bugs Bunny, Popeye, and Donald Duck and their
depictions of Germans, Japanese, and African Americans to illustrate their effectiveness as
teaching tools.

References


Getting Into Y.I.P.P.E.E.'s:
Your Individual Patterns for Processing & Expressing Experience

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Objectives:
In this workshop participants will learn to; 1) identify and classify "(your)individual patterns for processing and expressing experience (Y.I.P.P.E.E.'s)" pervasive in their teaching strategies, 2) help students to do the same with their learning strategies, to 3) help students understand which types of teaching-learning strategies specifically work for them, and why so. Research-in-progress to this date will be briefly highlighted.

Intended Audience:
This workshop is of general interest to instructors who are exploring ways to address varied student learning profiles through productive and creative instructional strategies. It may be of particular interest but is certainly not limited to those who teach non-traditional student populations (i.e., adult students, students with learning differences, communication apprehensive students, distance learning students, etc.) and are searching for better ways to target their varied learning styles. It should be of interest to any teacher at any level of the educational enterprise who has ever been concerned with the effectiveness with which their explicit teaching strategies target their students' internal processing patterns.

Activities:
1. The instructor will first model a very short, multi-modal lesson as teacher, as participants simulate the student learning experience. 2. After a brief discussion of the simulated lesson in which the instructor describes the T-L strategy classification schema at the heart of the experience, participants will 3. break out into small groups to identify, classify, and share some of their favorite T-L strategies. 4. Group participants will then be asked to contemplate why certain students with certain experiential predispositions (i.e., "individual patterns for processing & expressing experience") may respond to certain T-L strategies as opposed to others. 5. Participants will lastly reconvene to the group at large to discuss research currently in-progress that highlights what students themselves had to say about what types of T-L strategies worked best for them, and why they did so. Participants will be encouraged to share further insights and possible applications to other classroom environments.

Abstract:
The teaching-learning process is about the generation of meaning, and meaning cannot be separated from the context in which it was derived. It is registered through "(your)individual patterns for processing & expressing experience, or Y.I.P.P.E.E.'s," that provide for it a defining context. Teachers and students alike employ such patterns as they engage each other through habituated interaction. Such mechanisms manifest themselves in the habitual patterns through which students may (or may not) embrace the instructional process; in the habituated patterns
through which teachers may (or may not) facilitate it effectively. In the teaching-learning process, such personal patterns become, for better or for worse and as a matter of institutional practice, socially intertwined.

Meaning is registered on many levels, in many textures, and through many input/output modes. It is multi-sensory, multi-factored, and multi-layered. And it is conveyed through experiences that stimulate cognitive, emotive, and behavioral sensibilities through various means, whether intended or otherwise. The teaching-learning process, an intentional effort to produce meaningful experiences for teachers and students alike, should by definition explicitly concern itself with such patterns for processing experience. For such patterns are implicitly operative in the classroom experience, whether they are explicitly recognized as such, or not. My experiences with various student populations throughout the years (i.e., traditional, non-traditional/adult, students with learning differences, communication apprehensive, high school distance ed students) have consistently illustrated as much.

Efforts to advance "brain-friendly" teaching & learning practices has systematically confirmed the essential search for personal meaning in human experience as the search for meaningful patterns in what is socially experienced, educationally or otherwise (Gardner, 1999; Levine, 2002; Jensen, 2003; Goleman, 2006). Howard Gardner's "multiple intelligences" frame internal patterns of perception and experience constructed through varied outputting sensibilities engaging the world about us. Mel Levine posits "systems of mind" as biologically constrained but ever adaptive life-coping mechanisms. Daniel Goleman celebrates the fabric and pattern of human experience as irrevocably social, relational at its very core. And Eric Jensen highlights patterns of signals and cues in learning environments that profoundly influence the teaching-learning process. The construction of meaning, registered through personal processing patterns within us, is ever shaped and shifted in the patterns of our relationships to the world about us. The teaching-learning enterprise should be about productively processing such patterns.

This workshop will provide a way to understand individual patterns for processing and expressing experience, and the impact they have upon the teaching-learning enterprise. To facilitate this, a simple classification schema with which to categorize basic T-L strategies will be explained and illustrated. Student self-reports using this schema will be briefly highlighted. Participants will be asked to engage in a brief instructional simulation, with follow-up group discussion targeting patterns implicit in their own instructional strategies. Emphasis in the discussion throughout will focus upon implications such individual processing patterns harbor for the teaching-learning relationship.

Works Cited


Publishing in Scholarly Journals: Guidelines and Suggestions for Success

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Objectives:
1. Attendees will be able to analyze journals' requirements for publication.
2. Attendees will be able to review manuscripts based on a journal's requirements for publication.
3. Attendees will be able to explain the publication process.
4. Attendees will be able to create a plan for writing an acceptable manuscript.
5. Attendees will be able to explain several guidelines for writing better manuscripts.
6. Attendees will be able to self-edit their own manuscripts to increase the likelihood of being accepted for publication.
7. Attendees will be able to reply to reviewer and editor concerns and to revise their manuscript to increase the likelihood of being accepted for publication.

Intended Audience:
Faculty members and graduate students interested in publishing in scholarly journals.

Activities:
1. Discussion of the publication process.
2. Analysis of manuscripts submitted for publication.
3. Analysis of journals' requirements for publication.
4. Creation of a formalized plan for writing a manuscript.
5. Evaluation of manuscripts in search of common principles of acceptable manuscripts.
6. Examination of the roles of reviewers and editors.
5. Discussion of guidelines for revising manuscripts.

Abstract:
Publishing in academic journals is a component of most faculty members' lives in higher education. For some faculty members publishing is a job requirement, for others it is simply recommended; however, in all cases publication increases the perceived professionalism of the faculty member and typically make that faculty member more viable in the academic marketplace. Unfortunately, faculty members are almost never explicitly taught how to publish in academic journals.

Publishing in academic journals involves planning for publication, writing for publication, revising for publication, and persevering for publication. The process is not difficult, but it is often unknown. How can you increase the likelihood of your manuscript being accepted for publication? Various authors and organizations have provided guidelines (see Applebaum, 1998; Chisholm, 2007; Heinrich, 2006; Huff, 1998). While each of these authors and organizations provides a slightly different perspective, the congruence of the guidelines provided is high.
This session will be very practical in nature. We will address the entire process, including generating ideas, creating manuscript outlines, selecting journals, writing, manuscript preparation, submitting, reviewing, revising, working with editors, and learning from rejection...and more!

References


Helping Students Learn about how their Brains Work

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Objectives:
At the end of this presentation participants will:
1. have the background knowledge needed to explain neuroscience and cognitive psychology findings about how the brain learn to their students
2. know the six basic finding about how the human brain learns that are most important in helping their students improve their learning.

Intended Audience:
This presentation is for any teacher in any content area whether in colleges, universities or secondary schools.

Activities:
1. Brainstorm with audience to find out what they already know about brain research findings and if they have tried to share these findings with their students.
2. Ask audience to help me in creating a meaningful rationale for why it is so important to share these findings with our students-- reasons should include--will improve students learning and will equip students with information they can use to question teachers that do not teach in ways that optimize how the human brain learns.
3. Present slides that explain the six findings and what these findings mean for students' learning.
4. Conclude by having audience share how they best see using this information with their students.

Abstract:
I have for some time now been giving a presentation to student groups on what the current research from neuroscience and cognitive psychology has to offer them in ways of improving how they learn and study. I have discovered in doing this that these students knew virtually nothing about how their own brains learned and when given the research findings were excited and perplexed as to why they had not been taught these important findings before. The six findings include: 1. Intelligence is not a fixed quality (Dweck, 2006) 2. Neurons to stay connected need to be fired a great deal (practiced) (Ratey 2002) 3. Cramming for a test does not lead to the formation of long term memories (Strenger, 1999) 4. The brain learns by connecting new information to old and this is mostly accomplished by finding familiar patterns in the information to be learned (Ratey 2002) 5. Stress, anxiety and fear can interfere with learning (Zull,2002) and 6. Students’ learning mindset profoundly impacts the success of their learning (Dweck, 2006). All of these points will be discussed in this presentation as well as how teachers can effectively share these findings with their students.
Works Cited


Sprenger, M. *Learning and Memory: The Brain in Action*. ASCD, 1999

Helping Students Cross Disciplinary Boundaries:  
Two New Courses on Interdisciplinary Research and Team Processes

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Objectives:  
Session participants will:

• Acquire a working knowledge of different theoretical conceptions of interdisciplinary learning, including the attendant costs and benefits associated with each.

• Learn how course-based instruction about interdisciplinary research and team-processes can help transform graduate education.

• Apply different conceptions of interdisciplinary research and teaching to their home campuses and consider what types of instructional innovations could enhance both interdisciplinary work on campus and graduate student training.

Intended Audience:  
Anyone interested in interdisciplinary instruction, teaching team processes, graduate education, student research, or STEM education. While the presentation focuses on graduate education, the information provided and topics discussed are equally relevant to undergraduate education.
Activities:
• Participants will work through modified versions of two of the exercises used with graduate students in the interdisciplinary research and team processes courses.
• Three key definitions of interdisciplinarity will be presented to session participants, who will form small groups to evaluate the strengths and weaknesses of each as they relate to graduate education and the possibilities for enhancing graduate education.
• Again working in small groups, participants will conduct a “gap” analysis comparing actual opportunities for interdisciplinary learning at the graduate level on their campus with more ideal models. The session will end with brainstorming about how concretely we can bridge some of the gaps in interdisciplinary training, drawing upon the Virginia Tech example and others.

Abstract:
In the last decade, large-scale studies of doctoral education have been sponsored by the Pew, Carnegie and Ford Foundations, as well as the National Research Council and NSF, among others (Wulff, Austin & Associates, 2004). The heightened attention reflects recognition of the importance of graduate education in the 21st Century, but also a deep-seated concern about the adequacy of current educational practice and how well we are preparing students for the complex, demanding professional responsibilities ahead. One of the more dominant trends in reforming graduate education has been the increased integration of interdisciplinary opportunities for students and faculty alike.

Interdisciplinarity has been credited with contributing to the “sheer growth of the curriculum” (Bastedo, 2005, p. 472), and for generating “breakthroughs at the…‘cutting edge’ of research and scholarship” (Klein, 1996, p. 6). The National Academies have encouraged students to seek out interdisciplinary experiences that expose them to interfaces between traditional disciplines and novel ways to address larger societal problems, and suggested that graduate students, in particular, gain a “requisite” understanding of at least one other discipline in addition to their own (2005). These efforts, however, have often been hampered by: (a) differing conceptions of the nature of an interdisciplinary enterprise and (b) cross-disciplinary communication issues which can inhibit team-based interdisciplinary projects (Latucca, Voight, & Fath, 2004; Younglove-Webb, Gray, Abdalla & Thurow, 1999).

This presentation will focus on the EIGER program at Virginia Tech, a pioneering effort to reshape the graduate experience by providing courses explicitly designed to teach interdisciplinary knowledge and skills, as well as the team-based skills fundamental to successful collaboration. Funded by a NSF grant, EIGER is an acronym for Exploring Interfaces through Graduate Education and Research, in which “interfaces” refers to physical interfaces between materials, interfaces between disciplines, and interfaces between individual. Students and faculty come from an array of disciplines within the hard sciences, engineering, and social sciences. It should be noted that the EIGER program augments rather than replaces traditional graduate study within the disciplines. Additionally, the EIGER program combines its innovative core coursework with international internships which further promote graduate students’ ability to view their research and teaching in new ways.
First, we will present the EIGER model, and have participants engage in two course-based activities required of the students. After a brief discussion of the model, three definitions of interdisciplinarity will be presented; session participants will be asked to form small groups to evaluate the strengths and weaknesses of each as an approach to graduate education, including consideration of long-term implications for graduate training. Again working in small groups, participants will then identify interdisciplinary graduate experiences on their home campuses and attempt to categorize them under the existing rubrics. Participants will be encouraged to identify any existing “gaps” between the model of interdisciplinarity they selected as most appropriate for graduate education and those currently in use at their institutions. We will conclude with a general brainstorming session designed to elicit concrete suggestions for bridging those gaps, drawing upon the Virginia Tech example and others.

References


Cultivating Test-Writing Skills Using Bloom’s Taxonomy:
A Strategy for Authentic Assessment

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Objectives:
- to demonstrate the importance of critical thinking about content in a college course
- to demonstrate how test construction takes time and effort, and often does not reap the anticipated answers of the test writer
- to demonstrate the importance of the use of a rubric in order to achieve authentic assessment
- to work collaboratively across disciplines
- to reflect upon the collaborative activity and its usefulness in the college classroom

Intended Audience:
faculty and professional development personnel interested in authentic assessment of student learning

Activities:
Participants will
- read and interpret a short literary or nonfiction work
- work collaboratively to recognize significant content
- create test questions on that content based on Bloom’s Taxonomy
- take another group’s test and discuss the results
- reflect on the nature of the assessment and how it might apply to each participant’s content area.

Abstract:
Students learn more content and retain it more effectively when they see it modeled and model it themselves (Angelo & Cross, 1993; Davies, 2000; Huba & Freed, 2000; Richardson, Morgan, and Fleener, 2006). According to Richardson, Morgan, and Fleener (2006), "assessment that takes place in naturalistic situations that resemble the settings where a skill or knowledge is actually used or applied" (p. 94) offers an alternative to more traditional forms of assessment. In preparing pre-service teachers, my colleagues and I realized that we had neglected a crucial aspect of their skills assessment that would be essential to students' future professional performance, especially in the present standards-based environment so many of them would be joining in their new careers. Our students did not know how to construct tests that assessed their students’ learning at higher levels of understanding (Bloom, 1956). During or after their senior internships many pre-service teachers came to me lamenting the fact that they struggled when attempting to create a test that would fairly assess their students’ knowledge.

To address this problem for language arts students with whom I work, I created an authentic assessment through which my students went through the steps of constructing a valid test for
middle grades students. They were given specific parameters as to types of questions to ask and which of Bloom’s levels to address with their questions. They worked together in collaborative groups to construct a test and then various groups swapped and took another group’s test. (All students were familiar with the content on which the tests were to be based.) After taking one another’s tests, groups gave written feedback as to the effectiveness of the test, identified questions that they did not understand, and made suggestions as to what could be improved, including formatting as well as content. Each group graded the test taken by others (part of the assignment was that they create a scoring guide for their tests) and then reflected upon what they had learned from the entire process. The activity was assessed using a rubric (Stevens & Levi, 2004) created by the instructor and shared with students when the activity was first assigned.

Although the objective of this assignment was to practice test construction skills, a by product of the activity was that all groups learned the content for the activity to a greater extent than if they had simply read and studied the literary piece alone. This led me to consider using the activity in other content classes. When students had to determine what information was most important and practice constructing questions that addressed higher levels of thinking, their content knowledge and ability to apply that knowledge increased as did grades on traditional assessments. Thus, this activity has relevance across disciplines and is not solely applicable to teacher education. Any instructor could implement this activity as an alternative assessment that will stress not only content knowledge at the comprehension level, but will require students to use higher level thinking skills such as application, synthesis, analysis, and evaluation (Bloom, 1956).

This workshop will offer a hands-on opportunity to construct a short quiz in a collaborative setting. Bloom’s Taxonomy and a handout of verbs for questions associated with each level of the taxonomy will be provided, as well as an example of rubrics that could be implemented for an activity of this nature.

References


Student-Selected, Problem-Based Learning to Promote Lifelong Learning skills and Diversity in STEM

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Objectives:
Participants will discover new strategies for promoting inquiry, motivating students to build connections between STEM and non-STEM curricula, and developing students' proficiency in skills for lifelong learning. Participants will also recognize the benefits and relevance of problem-based, project-based learning that results in products with utility beyond the author.

Intended Audience:
K-12 teachers, curriculum specialists, school counselors, university education faculty, and school partners representing businesses, non-profits, and government.

Activities:
This presentation will involve participants in extensive modeling of strategies for promoting problem-based learning and other forms of inquiry. Participants will uncover and develop their own areas of personal interest and discover the connections to science, technology, engineering and math (STEM). All will play roles in peer coaching, mentoring, reflective writing, 5-E inquiry, and the identification of research tools.

Abstract:
Practitioners in many curriculum areas can provide examples of problem-based learning. Increasingly, many are using problem-based, project-based learning to build connections to and between the disciplines of STEM (Llewellyn, 2005). Through the activities described above, participants in this session will discover how problem-based, project-based learning brings personal relevance to student learning, and thereby provides memorable experiences and context for students’ reflections on lifelong learning.

This session will begin with identifying and reflecting on learners’ fundamental needs that affect both classroom behavior and ability to function as individuals and in groups (Osterman, 2000). Teachers and others will learn strategies that elicit a broad scope of projects, and how to promote individuality in problem-solving that motivates diverse groups of students, thereby meeting these fundamental needs. These strategies will be extended to show participants how to develop and maintain students’ connections to both lifelong learning and STEM. Even when such students do not pursue STEM careers, their appreciation for STEM connections in the world around them benefits everyone.

Participants will examine how state and national education standards promote an emphasis on guiding students in active and extended inquiry and recognition of and response to students’ individual interests, strengths, experiences and needs (National Research Council, 1996;
American Association for the Advancement of Science, 1993, Virginia Department of Education, 2007). This session will thereby provide a rationale for widespread use of inquiry-based processes that parallel the most familiar research methods (Flick, 2000) and reflect the nature of science. These methods include the demand for empirical evidence, multiple approaches to defining problems and conducting research, the creative aspects of research, the role of technologies, recognition of inherent subjectivity, and cultural and social influences. (Lederman, 2002; Bell and Lederman, 2003; Lederman and Lederman, 2004; Narguizian, 2004; Llewellyn, 2005).

References


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Using Writing and Discussion Formats to Promote Critical and Creative Thinking

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Objectives:
* Discuss the need to motivate and engage students in classroom discussions in order to promote higher level thinking and to promote deeper understanding of content
* Demonstrate examples of strategies that promote critical and creative thinking both in discourse and in writing
* Provide students with ways to evaluate and reflect on their own thinking both in writing and in discourse

Intended Audience:
Professors-teaching all subjects, including math/science subject areas

Activities:
Presentation will consist of the demonstration of several strategies and formats that promote critical and creative thinking. One of the strategies, The Final Word, promotes higher level discourse. Participants will be given a brief article and will practice the discussion format. The RAFT Paper will also be demonstrated as a structured approach to writing that enables students to demonstrate critical and creative thinking. Participants will also practice writing in this format. Also included will be self-assessment rubrics that students can use to evaluate their own thinking in both discourse and in writing.

Abstract:
This presentation will include a demonstration of various strategies and formats that promote higher level discourse as well as strategies that promote critical and creative writing. Participants will have a "hands-on" experience by practicing several of the formats and strategies. One of the strategies, The Final Word, is based on the work of Lev Vygotsky (1978) and is grounded in the research of others (Costa, A.L., and Kallick, B., 2000) who emphasize the importance of discussion and "talking about" ideas in order to attain deeper understanding of content. The work of others in the field (Beane, J.A.1997) who discuss the importance of "writing to learn" forms the basis and the rationale for the use of the writing format, The Raft Paper. Included in the presentation will be a demonstration of self-assessment rubrics so that students can evaluate their own thinking in order to enhance their ability to think critically and creatively.

References


Learning Content in Hybrid Psychology Courses: A Shared Responsibility

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Objectives:
Learning the technology to be able to provide hybrid courses, assessing success in using this method as measured by student evaluations and comprehensive tests or problem-based learning activities (PBL), and realizing value in making learning a shared responsibility between teachers and students. Teacher attitudes should be changed to appreciate the value of using technology to facilitate learning, rather than replace teachers.

Intended Audience:
A wide range of professionals would benefit, including: faculty, tutors in tutoring centers, alternative learning/teaching enthusiasts, instr. technologists, and administrators. The latter can effectively schedule 2 classes for every hybrid course since classrooms are used only 50% of the time for in-class use.

Activities:
These will include: 1. Sharing Assessment activities & assignments used by participants in different areas. These can include the role of technology as a tool. 2. Sharing of different pedagogical techniques for use in hybrid, online, and traditional classes as comparisons. 3. Asking for feedback on my hybrid websites which show examples of my 5 hybrid courses, including assignments and activities. To benefit most from the presentation activities, participants should bring along examples of their own uses of assessment activities (other than tests) that can include PBL, Concept Mapping, use of technology, and out-of-class assignments that they have used or want to get feedback on from attendees.

Abstract:
This presentation will discuss the structure of hybrid courses: 50% in-class & 50% online. While some studies have shown concern over shortening in-class learning times, (Daniel, 2000; Scott, 2003), other studies have shown that abbreviated time can be used successfully, (Anastasi, 2007). Still, others have found that using technology, e.g. PowerPoints, is not effective without an instructor (Hardin, 2007). Hybrid courses combine all 3 of these variables: reduced in-class time, technology, and an instructor. Results indicate that students learn as much, as measured by tests and PBL activities, enjoy the courses better, as measured by student satisfaction on evaluations, and attend classes more consistently since they only have to attend only half the number as regular classes.
References


Experiential Exercises and Projects Elevate Active Learning in the Classroom from Good to Great

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Objectives:
This presentation’s purpose is to introduce some effective experiential activities for teaching various social science and English/communications courses, which bridge the classroom material with real-life experiences from work and community environment.

Intended Audience:
Faculty and curriculum designers interested in experiential active learning, and instructional design.

Activities:
The authors will interactively demonstrate effective experiential classroom activities and will engage the audience in discussion of different ways faculty can use experiential learning projects and exercises, and the benefits and the challenges associated with their use.

Abstract:
There is no doubt that active learning games, exercises, case analysis, role plays, etc., provide students with better understanding of the material, better memorization, higher-order thinking skills, increased motivation and attendance, reduced competition and better engagement (Fileva & Phillips, 2006). However, pedagogical literature and the authors’ long teaching practice indicate that even though abstract active learning exercises help the students grasp the concepts, they are not that effective in helping students relate the presented information to real-life situations and everyday issues, unless they include an experiential component. In most cases, abstract active learning exercises remain as effective as secondary level information. Research provides ample evidence that the learning process is most successful when students have first-hand knowledge or can experience the phenomenon being studied (Bach, 2000; Weddell & Wynd, 1994; Andresen, Boud and Cohen, 2000; Cantor, 2003.) Experiential learning is broadly defined as learning in which the experience of the learner occupies a central place and in which the learner analyzes his/her experience by reflecting, evaluating and reconstructing it in order to draw meaning from it. Experiential learning includes various programs such as cooperative education, internships, study abroad, service learning, but also activities that can be incorporated into various coursework assignments and projects (Spencer, 2007; Cantor, 2003; Andresen, Boud
and Cohen, 2000). At the same time, pedagogical literature suggests that it is of utmost importance for the effectiveness of learning process to consider the scale of experientiality, the quality of the experiential activities (Gibbons and Hopkins, 1980), and the standards for assessment. Most importantly the literature reveals the necessity of incorporating experiential learning into the college curriculum through formal instruction for reasons mandated by the shifting demographics of college students and by the changing realities of the job market in the global environment.

References


Who's the Expert Anyway?
The Group Expert Technique

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Objectives:
After this presentation the participants will better appreciate the value/benefits of collaborative peer learning experiences. The audience will also be able to describe ways they could use the Group Expert Technique in their classes.

Intended Audience:
Professors who want to cover more material in a time efficient manner while increasing student participation.

Activities:
At the end of the presentation we will break into small groups to demonstrate how the technique could be used. In this manner the participants will experience the Group Expert Technique and they will hear from each other how this technique might be used in many different subject areas.

Abstract:
Educating college students has become more and more challenging. It seems we need to cover more material with less time and larger classes, all the while presenting in a stimulating and entertaining way to keep the students attention!

One source of learning that is under utilized but might be the most important, is the students themselves. Planning opportunities for shared learning in a course can reduce problems of student isolation, clarify content issues, and provide support and encouragement when student motivation is waning (Higgs & Edwards, 1999).

Collaborative peer learning is a process of assigning students to small groups or pairs in order to engage in two-way reciprocal learning (Higgs and Edwards, 1999). One such small-group strategy is the Group Expert Technique (Shepard & Jensen, 2002). This group experience however is different in that there are two phases of the experience. In the first phase the students work on a project and become the experts concerning that information whether it be a case/problem, a journal article, or a concept/theory. In the second phase these experts then explain/teach others the information they now have grasped so well.

References

Classroom Clickers: Assessment and Other Uses

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Objectives:
Participants will leave with an increased understanding of how clickers can be used to gather various kinds of class data that can be used immediately, all in the time it takes a student to click a button.

Intended Audience:
Primarily for faculty, but also appropriate for anyone who makes funding decisions regarding classroom technology.

Activities:
The presentation will include several ways that I use clickers in my classes. Participants will be able to play the role of students in my classroom, using clickers to respond to questions.

Abstract:
As instructors, we have all had the experience of asking a room full of students a question and receiving blank stares in response. Maybe a few students nod their heads. Maybe not. Are the rest so lost they don't know what to say? Or do they understand the concept so well they are bored stiff?

Clickers provide a way for students to give immediate and anonymous feedback to the instructor and their classmates. Duncan (2005) provides some ways clickers can be used. I will discuss some of Duncan's suggestions as well as add several of my own.

This presentation will include examples of content questions (e.g. quizzes), course progress questions (e.g. "Need another example?") surveys (e.g. "If your child was intersexed, would you have them surgically altered?"), predictions (e.g. "In this experiment, what do you think will be the outcome?"), results of classroom demonstrations (e.g. "For this half of the class, how many did you get? Now the other half?"), students using rubrics to evaluate peer presentations, and attendance record keeping. Discussion will include using clickers to gather assessment data.

Student comments regarding the use of clickers will be shared.

Reference

Integrating Ethics Across Disciplines Through Learning Communities

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Objectives:  
The objectives of the workshop are to:  
1. provide a rationale for integrating ethics throughout the college curriculum  
2. illustrate several instructional strategies for integrating ethics into disparate disciplines through learning communities  
3. give participants a chance to  
a) ask questions, make observations and offer additional examples of interdisciplinary connections that integrate ethics  
b) brainstorm and share ideas about how ethics can be integrated into different learning community settings.

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

Activities:  
The format of the workshop will include both facilitator presentation and participant interaction.  
1. Introduction and overview (5 minutes)  
2. Explaining the educational rationale and value of integrating ethics into disparate courses through a learning community format (10 minutes)  
3. Sharing two learning community ethics courses (30 minutes)  
   • Heroes and Villains (Ethics and English Composition)  
   • Heredity and Ethics (Ethics and Biology)  
4. Open discussion (15 minutes)  
Facilitators will offer and solicit from participants additional strategies and ideas on how to integrate ethics into learning community courses.
Abstract:
Most colleges have a general education goal of integrating ethical awareness throughout the college curriculum. Values education is most effective when students meet issues in the context of their entire educational experience rather than in isolated courses. McHenry County College faculty have developed several team-taught learning community courses combining ethics classes with classes in the humanities and the sciences. This workshop will highlight the facilitators’ experiences integrating ethics through paired courses.

In this interactive workshop we discuss both why integrating ethics is important and provide examples of how topics in ethics can be integrated into interdisciplinary learning community courses.

Program Abstract

The workshop will describe how faculty members in Biology, English and Philosophy have incorporated ethics topics into classroom learning. It will provide examples of general curriculum design, active learning strategies and assignments which illustrate how ethics can be integrated into team-taught interdisciplinary courses.

Heroes and Villains combines Philosophical Ethics and English Composition. It uses readings from philosophy and literature (both fiction and non-fiction) to investigate central questions about right and wrong, virtue and vice. Heredity and Ethics is a stand-alone team-taught course. It pairs discussions in the science (such as what embryonic stem cells are and how gene splicing is done) and ethics (such as the morality of stem cell research and of genetic manipulation).

References


Ten Years and Counting:
How Can We Make a Successful Good Course Continually Better?

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Objectives:
At the end of this session the participants will be able to:
1. Design changes in the content of an existing course that will allow the emphasis to be learner centered.
2. Relate how course redesign can lead to students’ application of content in their world experience facilitating adaptation of new knowledge.
3. Determine the feasibility of increasing knowledge synthesis by presenting current and ongoing content that emphasizes individual student perceptions of that content.

Intended Audience:
This presentation is appropriate for all academic disciplines especially new faculty, faculty teaching a developed course for the first time, faculty looking for new creative paths for course thriving, and faculty who are bored with the status quo.

Activities:
1. Content for objective number 1 will show how to cover course objectives while letting the student choose much of what they learn. Depending on the academic discipline and interest in
course content the student can choose activities that are personally and professionally applicable. Audience participation and examples will be encouraged and if accessed, participant identified experience will be emphasized rather than the presenter’s experience.

2. Content for objective number 2 will include four scenarios describing learning assignments that allow the learner to choose what they think they need to learn, how they choose to demonstrate the learning, and their subsequent change in attitude about what they have learned. Audience participation and input will be encouraged by having them choose content and demonstrate application from their life experience.

3. Content for objective 3 will summarize participant stages of cognitive learning and will engage the affective domain to achieve relative synthesis. Audience participation and examples will be encouraged and if accessed, participant identified experience will be emphasized rather than the presenter’s experience.

Abstract:
Participants will be briefly introduced to HIV prevention and primary infection information (Stine, 2007). Film clips from the movie, And the band played on (HBO, 1993), will be shown to precipitate/excite reaction to the politics, economics, and ethics of the history of HIV in the U.S. (Goldberger, Tarule, Clinchy, & Belenky, 1996). At that point participants will be shown course objectives and possible course assignments (Mangold, 2007, & Vega & Tayler, 2005). They will be asked to select from the list of possible assignments or contribute suggestions for assignments to reflect their world view (Mezirow, 1991 & Sheared, 1996). If the participants are hesitant to participate, examples from past classes will be used to illustrate the content.

Participants will be presented with four scenarios and will be asked what they think they need to learn and how they would choose to demonstrate the learning (Brookfield, 1993; Guglielmino & Guglielmino, 1991; & Knowles, 1989). Discussion about how these experiences might change their attitude about HIV prevention will be encouraged (Brookfield, 1991; & Brockett & Hiemstra, 1991). If participants are hesitant to participate, examples from past classes will be used to illustrate the content.

Current course content will be contrasted with past content (Lewis, Malow, & Ireland, 1997) and content from different situations to illustrate how changing and updating curriculum stimulates synthesis of knowledge (Brookfield, 1991; & Brockett & Hiemstra, 1991). Learning in the affective domain (Bloom, 1956, & Clark, 2007) will be illustrated and reactions to that learning sought from participants.

References


Mezirow, & Associates (Eds.), *Fostering critical reflection in adulthood.* (pp. 177-193). San Francisco, CA: Jossey-Bass


HBO Home Movie (Producer), & Spottiswoode, R. (Director), (1993), *And the band played on* [Motion Picture]. A division of Time Warner Entertainment Company, L.P. United States.


Applicability of Sheltered Instruction Observation Protocol
Language Assessment Instrument in College Teaching

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Objectives:
Participants will
• gain an overview of the SIOP Model
• practice skills while applying the eight features of the SIOP model.
• have a better perspective of the problems faced by English language learners at the collegiate level hopefully leading to a change in instructional practices benefiting all learners

Intended Audience:
Higher Education faculty

Activities:
Participants will be engaged in a variety of techniques designed to make content concepts clear. Examples of the techniques are: Cooperative learning strategies, problem solving, case studies, docucases – demonstrating the SIOP instructional features: Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Indicators of Review and Assessment. In order to gain a better perspective of problems faced, participants will be engaged in expository text involving the cloze procedure followed by discussion

Abstract:
The changing student demographics and diversity in American Higher Education present challenges to faculty in ensuring the understanding and acquisition of subject content and language (Vogt & Echevarria, 2006); (Echevarria, Vogt, & Short, 2004). The diversity in higher education classrooms is reflected by students’ race, culture, English proficiency, linguistic differences, academic achievement, and other variables. The diversity poses learning challenges particularly to students who are not proficient in the language of instruction; be it English, German, French, Spanish, etc. The reality of classroom discourse in higher education from experience is that, students whose first language is not the language of instruction are at a disadvantage. According to Bourdieu (1991) language is social capital. Students who barely can speak the language of instruction are at a disadvantage. Lack of proficiency in a language may
limit interaction with the instructor, peers, and learning materials (Crandall, Jaramillo, Olsen & Kreeft-Peyton, 2002). It does not mean that such students are of less cognitive ability but that they lack the language versatility that would otherwise make them competitive with the advanced and proficient students. It is justifiable to assume that due to these differences, instructors may be failing to meet the learning needs of all students. We assume that not all students have access to the academic content and language presented by the instructor. One way of improving access to content and language of the subject/discipline is for instructors to experiment with Sheltered Instruction Observation Protocol (SIOP) in their classrooms.

Generally SIOP has been used in K-12 classrooms according to the work of Vogt and Echevarria (2006) and Echevarria, Vogt and Short (2004). There is little research to date that has been conducted to investigate the applicability of SIOP in teaching at the collegiate level (Thomas & Collier. (n.d.)). We present our experiences and observations with SIOP in working with teachers and school administrators in Southeast Idaho. We are convinced from our experience that SIOP has a place in diverse classrooms that are now a common phenomenon in higher education today.

SIOP is grounded in sheltered instruction where an instructor is guided to teach standards and content in ways that are meaningful and comprehensible to students. The model offers the students different lenses of accessing subject content and language skills through a repertoire of strategies and assessment techniques. There are a myriad studies that support the use of varied strategies to support the learning of English as a second language students, (Crandall, et al, 2002; Cummins, J., 1981, Echevarria, J., Vogt, M., & Short, D, 2004). The challenge is for teachers to help students to be able to speak, listen, write, and read the academic language for that subject. It takes seven years for ESL students to be able to reach proficiency levels in a subject area (Cummins, 1981).

References


Opportunity Recognition: Active Learning Methods
for Expanding Entrepreneurial Mindsets Across the Curriculum

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Objectives:
1. To illustrate the birth of an idea [with demonstrated applications in the General Education curriculum]
2. To familiarize the participants with the SEEC framework for teaching and learning how ideas develop from birth, to the possibility stage, to the stage of a new venture opportunity
3. To demonstrate active learning methods adoptable in courses across the curriculum
4. To provide an opportunity for participants to demonstrate (1) securing; (2) expanding; (3) exposing; and (4) challenging experiential learning methods for adoption in a [General Education] course or curriculum
5. To assess ideas, possibilities and opportunity that have value and sustainability

Participants will be actively engaged in three techniques and walk away with:

a) 22 active learning skill building techniques for (1) securing; (2) expanding; (3) exposing; and (4) challenging ideas, possibilities and opportunities descriptions and academic references

b) 3 demonstrated techniques with applications to the general education curriculum.

Intended Audience:
General education faculty, discipline specific faculty and creativity, entrepreneurship, technology and scientific faculty.

Activities:
Three examples will be demonstrated in the presentation with citation for teaching notes.

1. Wallet Prototyping Exercise - This interactive exercise is designed to give participants the experience of identifying opportunities, understanding customer point of view, rapid prototyping, and giving a pitch. In this exercise, participants interview one another about what they like/hate about their wallets. Based upon what they learn, they build new wallets for their customer. Developed by the Stanford Technology Venture Program, Educators' Corner: Entrepreneurship Education Resources.

2. Inspiration and Innovation Exercises - Students review social and human research methods developed IDEO Method Cards and select new approaches to view and inspire creativity for making design useful, useable and delightful. Developed by IDEO, 2003.
3. Anthropologist dig - Students follow the behavioral patterns of new college students during orientation week to uncover and find needs. Developed by Ha, 2006.

Abstract:
Innovation is now recognized as the most important ingredient in any modern economy (Kelley, 2005). Carl Schramm, president and CEO, The Kauffman Foundation, the nation’s largest foundation promoting entrepreneurship sees entrepreneurial capitalism as the only formula for bring about peace, prosperity and stability in the world. For this nation to thrive or even survive, says Schramm, America must see expanding entrepreneurship as our nation’s competitive advantage that needs to be fully exploited (Schramm, 2006).

A big part of the American dream is the starting and owning of a new venture. The U.S. Small Business Administration reports that attention to create and operate a small business or social enterprise has never been greater. Levenburg (et al, 2006) reports that new business formation in the United States has broken successive records for the last few years, growing a rate of between 2% and 9% and totaling over half a million dollar annually.

College students are increasingly choosing to start their own new ventures before and during college, as well as after graduation. Members of Generation X do not perceive launching a business as a risky career path. Zimmer and Scarborough described them as the “most entrepreneurial generation in history” (2002:15), accounting for approximately 70% of new business start-ups (Bagby, 1998; Phillips, 1999).

Colleges and universities are beginning to understand these trends. “Entrepreneurship across the curriculum is the fastest-growing field of study,” says Paul Magelli, a Kauffman scholar-in-residence who compiled the “Census of the Status of Entrepreneurship in American Higher Education: 2006.” According to the foundation, more than 1,600 colleges offer courses in entrepreneurship, up from 1,050 in the early 1990s, and from 300 schools in the 1980s. At least 300 four-year higher education institutions now offer courses designed for students not enrolled in the business school.

Fueling students’ entrepreneurial ambitions, cross campus initiatives have emerged on numerous college and university campuses, signaling that that traditional home of majors and minors is no longer located in colleges of business. Traditional specialized majors within the business schools are frequently designed from the perspective that graduating seniors will seek employment in specialized departments within large established firms. However researchers state that students who want to launch their own enterprises (entrepreneurship) need to develop an array of skills that will support their new ventures (e.g. opportunity recognition, creativity, risk taking, problem solving and marshalling of uncontrollable resources (McMullan & Long, 1987).

Robert Chernow vice provost of entrepreneurship at Rensselaer Polytechnic Institute leads an effort in integrating the study, research, and practice of technological entrepreneurship across the curriculum. Chernow defines entrepreneurship as a process by which an individual develops an idea and applies creativity, initiative, and innovation to transform that idea into something that creates new value, which in turn creates new opportunities. At Rensselaer, entrepreneurship is reflected in commercial, scientific, technological, social, and cultural achievements by
leveraging its core strengths in innovation and creative thinking across all schools. “It’s a way to think, a way to learn, and a way to succeed,” he says. Chernow believes that Rensselaer will become the premier university in technological entrepreneurship with global reach and impact. (Chernow, 2006).

Opportunity recognition is the essential entrepreneurial capability. It is an important content area in entrepreneurship education that cuts across academic disciplines (Ardichvili, Cardozo, & Ray, 2003; Bhave, 1994; Gaglio & Katz, 2001; Shane & Venkataraman, 2000). Ardichvili et al. (2003) state that identifying opportunities for new ventures is one of the most important abilities of successful entrepreneurs. Bhave (1994) asserts that finding a good idea is the first stage in the entrepreneurial process, however for a good idea to succeed there must be a need for the product or service and a market that is willing to use/purchase it. Gaglio and Katz content that "understanding the opportunity identification process represents one of the core intellectual questions for the domain of entrepreneurship" (2001: 95). Shane and Venkataraman claim that one of the fundamental entrepreneurship research questions is "why, when and how some people, and not others, discover and exploit opportunities" (2000: 218).

The entrepreneurial mindset is all about the impulse of seeing and then doing something creative with a presented opportunity (Naisbitt , 2006). Opportunities are created, or built, using ideas and entrepreneurial creativity. Before entrepreneurs can turn ideas into profitable new ventures, they must recognize and assess the value of the idea and turn it into an opportunity. Opportunities have the qualities of being attractive, durable and timely and are anchored in a product or service which creates or adds value for its buyer or end user. Ideas that emerge into opportunities may be edgy and disruptive (Taylor and LaBarre, 2006). Timmons and Spinelli, assert that a good idea is nothing more than a tool in the hands of an entrepreneur (2004: 87). These ideas must crystallize and legitimize value for customers, key talent and investors. When an entrepreneur is launching a new venture, they are putting it all on the line: their talent, their money, their time, their professional and personal relationships, and their good name. As a competency that can be developed opportunity recognition helps new venture entrepreneurs become aware of and increase the speed and effectiveness to discern if a new idea has what is takes to become the next new venture.

Summary of the Literature

DeTienne and Chandler (2004) summarize the opportunity recognition literature indicating four ways in which opportunities are identified: active search, passive search, fortuitous discovery, and creation of opportunities. Active search, passive search, and fortuitous discovery adopt the perspective that opportunities "exist out there," and it is the entrepreneur’s job to recognize and uncover these opportunities. The creation perspective is consistent with the perspective that opportunities are a product of one's mind.

Amabile, Isaksen and Torrance all conclude that educators can teach others how to be creative through specific training as well as through natural experience (Amabile, 1988; Isaksen, 1988; Torrance, 1980). Amabile states "creativity-relevant skills depend on training, through which they may be explicitly taught, or simply on experience with idea generation" (1988: 153).
Robert Epstein identifies four skills that follow directly from generativity theory as means to enhance creativity (1996: 220). The Epstein skills include (1) securing--the ability to pay attention to and preserve new ideas; (2) expanding--acquiring new skills and knowledge, thus increasing the number of repertoires available to compete; (3) exposing--opening oneself to multiple controlling stimuli; and (4) challenging--opening oneself to new challenges through failure.

DeTienne and Chandler (2004) expand on the Epstein (1996) framework applying slightly different terminology to title the four areas (e.g., he used broadening instead of expanding) and modifying two of the Epstein titles without changing the meaning applied, to develop the acronym SEEC (a softer "seek" indicating passive search!) to aid in teaching and learning of the four Epstein skills.

Categorize the experiential skills building exercises, short exercise descriptions and author citations - available in a pdf file

References


SEEC Model References


Hackbert, P.H. (2007a). Introducing students to think creatively and entrepreneurially, Academy for Entrepreneurial Leadership, September 28.: UIUC AEL Website,


Stanford Technology Venture Program, Educators' Corner: Entrepreneurship Education Resources.


Passion for Learning as a Best Practice of Undergraduate Team Consultants (and Faculty Course Managers)

Star Team Consultants

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Objectives:
1. To present the concepts of passion for learning as an important determinant of undergraduate team consultant development.
2. To examine passion for learning within the context of the specific work of the Star Team Consultant Program’s organization.
3. How has the STCP culture promoted passion for learning as both an individual and organizational value?
4. To “check in” with session participants to see the level of their passion for learning as evidenced by actual behavioral examples of their work in the classroom organization.

Intended Audience:
All faculty and trainers from any discipline are invited to the session. If you’re using groups or teams in your classroom, this is a session for you. And the session asks you to confront your feelings and commitments toward your own learning first (and then the learning of others next).

Activities:
1. Powerpoint presentation of concepts and practices of “passion for learning”
2. Session participants play the “Learning Passion Game” to examine their “practices”
3. Brief discussion of applications to back home classroom organizations

Abstract:
The presentation and session experience will explore the meanings of “passion for learning” in the context of working in the higher education classroom organization. More specifically passion for learning will be examined as a key knowledge, emotional state and skill set for effective classroom team development. Undergraduate team consultants have been working for over three years with business and management core course student teams. As a result of our work together and study we have discovered some of the essential qualities of “passion for learning” as a key determinant for working to ensure the successful productivity and development in student teams as well as the professional/personal growth of the undergraduate student consultants.

The literature is increasingly replete with perspectives on the critical contributions of a passion for learning as a critical element for individual, interpersonal, team and organizational growth. Bennis and Thomas (2002) propose in their Leadership Development Model a series of leadership competencies. Four broad areas of competence include adaptive capacity, engaging
others by creating shared meaning, voice and integrity. Adaptive capacity includes the more specific competencies of hardiness, first class noticer (observer), learning learning, proactively seizing opportunities and creativity. Passion for learning, as defined for this presentation, includes these adaptive capacity elements, emphasizing learning learning. The “Geeks and Geezers” of the Bennis and Thomas research practiced and developed their learning skills over time.

Bennis and Thomas identify hardiness as a critical capacity. A positive outlook is part of this hardiness, an optimism about one’s potential and ability to solve problems successfully. Seligman (1998) suggests that optimism can be learned over time and is not necessarily just a natural trait, and Bennis and Thomas list proactively seizing opportunities as an important competency. Peters and Waterman (1982) in their classic research from In Search of Excellence, emphasize the intrinsic passion necessary for individual and organizational success and the “entrepreneurial” nature of high performance individuals. Perhaps an increasingly “intrinsic” motivation induces the emergence of passion and the more manifest optimistic entrepreneurial behavior.

Kolb’s (1984) classic research over the years includes an entrepreneurial phase in the learning cycle, Active Experimentation. “AE” is the time for the learning to develop a plan for taking action which tests out his/her learning in a next experience. Halliday, Natusch and Stacey (2006, 2002) expand the action, empowerment to learn phase through a deliberative and detailed integration of theoretical concepts and concrete behavior that can be initiated and tested in the academic workplace.

To us passion for learning includes a hardy, optimistic, entrepreneurial and empowered state of mind and body. Increasingly intrinsic motivation increases the emotional excitement of working on and accomplishing important results. Schein (1992) points out vividly the tremendous impact that organizational culture has on individuals, teams and the organization as a whole. Our presentation will identify some of the key cultural norms and values that are emerging from the STCProgram and their impact on our passion for learning.

As the Star Team Consultant Program organization developed norms and values of increasing self-direction, empowerment, continuous learning and on going assessment, a passion for learning emerged and deepened. School of Business faculty from various departments and client students and teams observed and commented on the energy, drive, optimism and joy that the student consultants brought to their consulting jobs (and their other classes). The STCP is becoming known for their passion for learning in just three years. The Star Team Consultants and I look forward to sharing that passion for learning with you.

References


Reflecting On A Pilot Study Involving The Development Of An Individualised Assignment Supported By Immediate Computer Assisted Student Feedback
Objectives:
An extensive body of literature exists on the topic of how people really learn. This presentation will demonstrate how the individualised assignment, supported by immediate computer assisted student feedback, involved at least four primary (and inter-related) processes:
- Wanting to learn (motivation, “thirst for knowledge”)
- Learning by doing (practice, trial and error, “getting one’s hands dirty”)
- Learning from feedback (other people’s comments, seeing results, correcting mistakes)
- Digesting (making sense of what has been learned; “getting a grip on it”)

After participating in the presentation attendees will have been exposed to an alternate way of thinking that will encourage them to apply the concepts when developing their own individualised assignment task.

Intended Audience:
This presentation is targeted toward faculty who are interested in exploring innovative pedagogy or who are involved in reshaping university teaching to increase retention and achieve higher learning outcomes. The proposed audience includes teaching faculty, instructional technologists and those interested in problem-based teaching and learning.

Activities:
For the presentation, the author will:
1. deliver a brief presentation about the underlying pedagogy.
2. demonstrate the individualized assignment.
3. show the benefits of the “answer-until-correct” approach.
4. seek feedback from the audience about new perspectives or insights gained.
5. assist the audience in identifying how similar exercises can be used in varied situations.

Abstract:
Many challenges face teachers in tertiary education today, not least that universities need to respond to the change in the mix of student profiles from a majority of the traditional academically committed students to a majority of the students who seek a qualification for a job. Biggs (2003:2) reflects on this theme when he makes the observation: “When university classes contained highly selective students, the traditional methods of teaching – lecture followed by tutorial – gave the appearance of working well. Today, with a much more diversified student population, these methods no longer seem to be working.” The observation is that the latter type of student lacks the motivation and study skills such as an ability to structure their learning experience and to engage actively and continuously with the material to be learnt. Consequently our teaching methodologies and our expectations for student learning need to reflect and
embrace this change. One aspect in which change seems to be necessary is the area of assessment.

The importance of assessment in influencing students’ approaches to their learning has been well documented (see, for example, the review in Scouller and Prosser, 1994). The often unanswered question is why do students consider assessment to be so important? According to Hinett and Knight (1996:1): “Data from the assessment of student learning have been used widely as [student] performance indicators.” Consequently, assessment has been found to shape how (the student’s approach), how much (the quantity), and what (the content) students learn. It seems that most students will learn the forms of knowledge and develop the cognitive abilities that they are asked to demonstrate; that is, students “prepare for what they expect to be the performance requirements” (Fransson 1977: 245).

One of the most important elements of assessment is the provision of timely and informative feedback to students during instruction and learning so that their practice of a skill and its subsequent acquisition will be effective and efficient. Pellegrino, Chudowsky, and Glaser, (2001) suggest individuals acquire a skill much more rapidly if they receive feedback about the correctness of what they have done. Immediacy of feedback was a key consideration in developing the individual assignment. A recent study by Epstein, Epstein and Brosvic, (2001) provided evidence that immediate feedback promotes the acquisition and retention of information. In that study, college students who completed a multiple-choice test adopting an answer-until-correct approach exhibited greater knowledge retention than students who answered the same questions on scanned forms and received feedback in a subsequent class.

Pedagogically, unique interactive spreadsheets can provide students with immediate feedback when using an answer-until-correct approach. The approach permits the identification of incorrect answers triggering the student to undertake appropriate corrective action until they are satisfied their answers are correct. This potential to enhance the acquisition and retention of knowledge by students from the learning process is most attractive, particularly in a learner-centered education context. The assignment also maximised the opportunity for students to engage with other students to learn collaboratively whilst at the same time minimising the likelihood of collusion and plagiarism.

The students’ remarks in their end of unit evaluative feedback regarding the challenging nature of the work (even though sometimes seen as difficult) appeared to suggest that the assignment was a suitable vehicle for fostering active learning. Whilst not in any way ensuring that all students adopted a deep and active learning approach, the assignment seemed from this evidence to at least encourage such an approach. Retention of the unit’s content by students was evidenced by significantly higher scores in relevant aspects of the final examination.

References


Fransson, A. (1977), On Qualitative Differences in Learning: IV-Effects on Intrinsic Motivation and Extrinsic Test Anxiety on Process and Outcome, *British Journal of Educational Psychology, 47,* 244-257


Fuel Self-Regulated Learning With Motivation GAS:  
Goal-Setting, Attribution, and Self-Efficacy

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Objectives:
• Identify self-regulation learning opportunities and requirements in own classrooms  
• Brainstorm about positive and negative aspects and possibilities of goal setting, attribution influences, and self-efficacy for participants’ classroom goals  
• Engage in critical thinking and problem-solving with colleagues for a clearer understanding of the importance of motivational factors  
• Apply concepts to own practices and share reflections with colleagues

Intended Audience:  
Higher Education Faculty

Activities:
• Brainstorm and Think-Pair-Share about role of motivation in own classrooms  
• Reflect and brainstorm possibilities of activities of goal setting, attribution reflection, and self-efficacy for own classroom contexts  
• Engage in individual and group work for participants to actively work with each concept: Goal-setting activity; Attribution activity; Self-efficacy activity  
• Share thinking and learning processes with whole group  
• Construct/identify a classroom activity or context that participants use/have used Goal Setting, Attribution Factors, Self-Efficacy (GAS) successfully; share with group

Abstract:  
Motivation provides individuals with "the processes that energize, direct, and sustain behavior" (Santrock, 2004, p. 414). Motivation is complex (Murphy & Alexander, 2000) and has long been recognized as important in self-regulatory behaviors (Bransford, 1979). For example, in self-regulation, individuals may be aware of their own knowledge and be able to regulate it (metacognition) by applying effective strategies (learning behaviors). Then individuals need to choose (be motivated) to engage in these behaviors.

It may even be that motivation is the key to engaging metacognitive knowledge and regulation as well as the use of learning strategies in academic tasks. However, for learners, it is not always clear whether they know that they have these choices in these processes as they complete academic tasks. In addition, it seems important for educators to know when (and if) students are aware of these choices (Hammann & Stevens, 1998). Three motivational components are the focus of this presentation and interact in students' self-regulation: (a) goal-setting, (b) attribution, and (c) self-efficacy.
Goals are a critical component of self-regulation, and an individual's learning is guided by them (Winne, 1995). Setting goals and then meeting them can foster learners' self-efficacy (Pintrich & Schunk, 1996). Students' goals are related to their strategy use as well (e.g., Schunk & Ertmer, 2000).

Attribution, the reasons individuals give for their outcomes (Pintrich & Schunk, 1996), can influence the goals that learners set for tasks. Learners who attribute outcomes to luck or ability, for example, may not even set goals or engage in self-regulating behaviors. On the other hand, learners who attribute their outcomes to effective (or ineffective) strategy use are more likely to persist in tasks and search for more effective strategies to meet their goals (e.g., Zimmerman, 2000).

Self-efficacy can be facilitated by goal setting and "self-evaluations of personal capabilities" (Schunk & Ertmer, 2000, p. 214). It may be that students' self-efficacy leads them to engage in self-regulatory behaviors in expectations of success, for example, metacognitive strategy use (e.g., Garcia & Pintrich, 1991) and cognitive engagement (Pintrich & DeGroot, 1991).

Individuals' self-regulatory capacities may be their "most important quality as humans" (Zimmerman, 2000, p. 13), and a many instructional recommendations for supporting student learning can be found in self-regulation literature (e.g., Boekaerts, 1995; Pressley, 1995; Schunk & Ertmer, 2000). Therefore, it is crucial that educators understand the importance of motivational processes in learning and integrate motivational teaching into their lessons: (a) goal setting, (b) attribution to effort, and (c) self-efficacy feelings of successful self-regulation. Instructors who do so will have the most potential to support their students' self-regulation and learning.

References


Co-Teaching Collaboration Skills for School Professionals:
An Innovative Approach to Training Graduate Students from Two Disciplines

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Objectives:
Participants who attend will receive handouts that provide: an overview of our grant project that demonstrates how to set-up a total school inclusion program that addresses all the issues associated with developing and implementing such a program. Students in educational leadership are paired with special education graduate students in order to learn how to create and implement accommodations in all content areas and at all grade levels following local, state and national standards.

Intended Audience:
The poster presentation will be appropriate for college and university faculty and practitioners from all disciplines who are interested in pros and cons of co-teaching at the university level, a means of developing, studying, and applying learner centered principles of co-teaching in innovative, yet effective and practical ways.

Activities:
The mode will be a poster presentation that includes activities that encompass benefits of co-teaching at the college/university level. The poster and handouts will indicate how to modify lesson plans for students with disabilities and diverse learning needs.

Abstract:
Faculty and practitioners interested in learning how to co-teach at the college/university level will be provided a rationale as to when co-teaching is instructionally appropriate (Friend & Cook, 2007) and info on how-to do implement co-teaching in settings with diverse learners (Bass & Associates, 2000). They will have opportunities to discuss with the presenters professional concerns (both administrative and pragmatic issues that can foster or constrain
successful co-teaching (Conderman & McCarty, 2003) that educators who are considering co-teaching will wish to address. Finally, they will have the opportunity to view lesson plans that incorporate co-teaching and lesson plan modifications (Friend & Cook, 2007).

References


Experience the Evidence Process:  
A Fresh Approach to Promoting Interdisciplinary Learning

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Objectives:
This session seeks to
• Offer faculty members a refreshing new approach to assessing student work;
• Illustrate the function and strengths of the Evidence Process in helping faculty members to understand how to help students make connections among disciplines through our own effective future design of curricula, courses, and assignments;
• Recognize the significant implications of this process for faculty members, and thus their students, across all disciplines in higher education.

Intended Audience:
The audience for this session should be faculty members across the curriculum and faculty development coordinators who are interested in developing strategies in order to engage students more effectively in a more interdisciplinary learning process to enhance their knowledge retention and success.

Activities:
In this session participants will:

• Analyze a student’s work in small groups using the Protocol developed for by the Washington Center for the Evidence Process;
• Discuss implications, based on this analysis, for assignment, course, and curriculum design to enhance students’ understanding of interdisciplinary connections;
• Recognize the significance of these implications for student success in courses across the curriculum.

Abstract:
Those in the teaching profession frequently feel isolated both in their disciplines and in the classroom when it comes to talking about, as well as practicing new methods of, achieving effective teaching and learning. The National Project on Assessing Learning in Learning Communities, which is Washington Center for Improving the Quality of Undergraduate Education at Evergreen College in Olympia, WA, strives to address this issue through the use of the Evidence Process, which was born out of the Zero Project at the Harvard Graduate School of Education in 2001 (Evidence Project Staff, 1). The Evidence Process is a very useful method in overcoming isolation and improving student learning. Clayton State University is among the twenty-seven colleges and universities nationally to receive a grant for an interdisciplinary team of faculty members teaching in learning communities to employ the Evidence Process in order to assist first-time, full-time freshmen in making the transition into college as successful learners who see connections among disciplines in their first required courses. The Evidence Process has numerous strengths:
First, unlike most professional development workshops or in-services, the Evidence Process allows teachers the opportunity to define for themselves the questions and topics they want to pursue. It enables teachers to focus on the issues that are most meaningful to them, increasing the likelihood that the work they do in Evidence Groups will be useful and intriguing to them on a day-to-day basis.

Second, while most teacher meetings are devoted to issues of management, discipline, scheduling, and other logistical concerns, Evidence Process meetings preserve the space for teachers to discuss deeply with one another the topic that matters most: teaching and learning in the classroom. It provides them with the opportunity to develop as a faculty common understandings about what constitutes effective teaching and learning.

Furthermore, in bringing teachers together for these conversations, the Evidence Process breaks the traditional and almost impenetrable isolation of the teaching profession. The development of trusting relationships among colleagues is an essential support if teachers are to take the risky steps toward trying new instructional approaches in their classrooms. (3)

Using a protocol and a rubric designed at the Washington Center for Improving the Quality of Undergraduate Education at Evergreen University in Washington, the interdisciplinary Learning Communities team at Clayton State University has devoted significant time over the past year to the collaborative assessment process which involves reading student work, commenting on valuable aspects of the work, recognizing interdisciplinary elements that students bring to the work, and developing implications for curriculum, course, and assignment design. The team includes faculty members from a variety of disciplines including literature, writing, chemistry, business, and instructional technology/design, and the group facilitator is the Dean of Student Retention at the University. This session will illustrate how the Evidence Process works through participants’ use of the protocol in analyzing a student’s work and discussing the implications of that work.

Reference


Suggestions for Further Reading


Washington Center for Improving the Quality of Undergraduate Education. Retrieved April 17, 2007, from http://www.evergreen.edu/washcenter/home.asp
What is the Real Definition of Teaching Excellence?? You Decide.

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Objectives:
Session participants will
• Identify and explore the idea of teaching excellence;
• Develop an appreciation of teaching attitudes and practices used in their own disciplines or in other disciplines that could be utilized directly or adapted in different forms in their disciplines; and
• Leave with a list of teaching ideas and practices that can improve their teaching and with this, most importantly, their students’ learning.

Intended Audience:
The audience for this session would include faculty members who seriously want to improve their teaching to enhance student learning, as well as professional development staff members who want to help their faculties do the same.

Activities:
Session participants will
• Answer five simple but significant questions about teaching excellence in small groups and then share their responses with the others in the session;
• Map their responses to determine how teaching excellence is achieved;
• Discuss the implications of their responses as compared to classic teaching approaches outlined in the literature; and
• Discuss implications for improving their own attitudes and practices in order to become better teachers and better facilitators of student learning.

Abstract:
Excellent teaching comes in many forms including engaging lectures, interactive learning, learning communities, cooperative and collaborative learning, web-based learning, and case/problem based learning (Verscaffel, Decorte, Kanselaar, & Valcke, 2005; Lowman, 1995; Wankat, 1993). Students learn as a direct result both of the intentional facilitations and practices of teachers and of their own and other learners’ responses (Weigel, 2002; Estes & Ressler, 2002;
Suskie, L., 200; Gaonkar, 2002; Brawner, Felder, Allen, & Brent, 1999). Teaching excellence is not discipline specific; rather, attitudes about, and approaches to, great teaching are applicable to any teacher/learner group (McKeachie, 1999; Chickering & Gamson, 1987). Bring your ideas to this session as we explore together the definition of teaching excellence, and hence, improved student learning, at the collegiate level. This session’s activities are part of an ongoing study on teaching excellence in higher education.

References


Encouraging Intrinsic Motivation through Assignment Wording:
The Effect of Controlling Language

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Objectives:
The primary objective for this presentation is to encourage attendees to consider how the wording of their assignments may be affecting their students’ motivation to complete the assignment. Supporting objectives include presenting new knowledge regarding how students respond to assignments and discussing different ways teachers might consider writing assignments. The discussion may challenge or encourage current attitudes a participant may have regarding how he or she currently writes assignments.

Intended Audience:
This presentation is appropriate for any faculty member who gives out written assignments.

Activities:
The following activities will be used in the presentation:
1. Assignment analysis ñ an opening discussion of the strengths and weaknesses of two different assignments (one using high controlling language, one with low controlling language). This will include a discussion of which assignment the attendees is more likely to use.
2. Short presentation ñ a mini lecture of the results of the study supported by handouts.
3. Discussion ñ guided discussion of the results and the implications for our own teaching.
4. Assignment revision ñ small group discussion about how attendees might change specific assignments they currently use or how they might write future assignments.

Abstract:
Communication research has shown that what a teacher says and does in the classroom has an important effect on attitudinal and learning outcomes of students (Mottet, Richmond & McCroskey, 2006). At the same time, books on teaching stress the importance of active learning to increase student engagement and learning (e.g., McKeachie, 1999). One form of active learning is to have students prepare a case study for class discussion. Unfortunately, though we know how a teacher’s classroom communication affects students, we know very little about the effect of their written communication. Little research has been conducted on the effect of the
wording of an assignment on a student’s motivation as a learner. The purpose of this research is to begin to understand the influence of assignment wording in order to assist teachers regarding how they write their assignments.

The issue of motivation has long been recognized as an important factor in teaching (Ryan & Deci, 2000a). More importantly, Ryan & Deci (2000b) highlight the importance generally of the relationship between people who are self-determined and their subsequent intrinsic motivation, self-regulation and well-being. They argue that humans have three psychological needs – for a sense of autonomy, competence and relatedness – that, if met, will improve intrinsic motivation and sense of well-being. Their framework, known as self-determination theory, provides one perspective to understand better the relationship between a teacher’s behaviors and a student’s motivations (Ryan & Deci, 2000a). This attention to intrinsic motivation is important because as motivation becomes more intrinsic, students’ performance as learners also improves. Numerous studies across different contexts have shown this to be true. For example, Vansteenkiste, Simons, Lens, Sheldon & Deci (2004) saw this happen with people learning material from textbooks as well as engaging in physical activities. Kerssen-Griep, Hess & Trees (2003) connected a teacher’s facework to sustaining students’ intrinsic motivation within a classroom. In 2004, Baard, Deci & Ryan showed how promoting an employee’s self-determination improved their job performance and adjustment. These studies show the importance of promoting self-determination in order to encourage intrinsic motivation.

This study focused on two factors of self-determination theory – need for competence and autonomy. The main research question was whether the wording of an assignment would influence a student’s sense of self-determination. Specifically, would the wording promote or inhibit a student’s self-perception of feeling competent or autonomous while completing the assignment? As a follow-up, we also studied the effect of the wording on student enjoyment. An experiment compared student responses (N = 255) to two hypothetical case study assignments, one worded with high controlling language and one worded with low (minimally) controlling language. Results support self-determination theory; the low control group showed a significant positive difference over the high control group in both perceptions of competence and autonomy. How an assignment is worded did not predict whether a student will enjoy it. However, regression analysis indicates that students’ enjoyment of an assignment is connected to their feelings of competence and autonomy.

References


Critical Reflection through Drama: Structured Role-Play
as an Approach to Develop Critical Thinking

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Objectives:
(a) Participants will learn strategies for committing students to role when using structured role-play.
(b) Participants will learn how structured role-play can assist student teachers to reflect on educational issues from multiple perspectives.
(c) Participants will learn how student teachers perceived that structured role-play contributed to their ability to engage in critical reflection.

Intended Audience:
This presentation describes how structured role-play engaged student teachers in critical reflection and therefore would be of interest to faculty involved in teacher education. This presentation would also be suitable to those interested in using drama as a pedagogical approach in a tertiary setting and those interested in innovative strategies for engaging students in critical reflection.

Activities:
In this presentation I shall provide an explanation of a structured role-play used with student teachers to develop their ability to critically reflect. Participants will be given the opportunity to try out some of the drama conventions that assisted student teachers to commit to role. I will conclude the session by discussing student teachers perceptions of how the structured role-play contributed to their ability to engage in critical reflection.

Abstract:
Many teacher education programmes aim to develop student teachers who critically reflect from multiple perspectives on issues to do with the practice of teaching. (Braun & Crumpler, 2004; Brindley & Laframboise, 2002; Dixon, Williams & Snook, 2000; Larivee, 2000; Smyth, 2001; Ward & McCotter, 2003) As a lecturer teaching on a degree that promoted such critical reflection I had become increasingly frustrated that reflection from multiple perspectives was only occurring to a very limited extent in my work with student teachers. It was evident that most student teachers struggled to view educational issues from any perspective but their own. Several writers in the field of reflection and professional development have provided explanations as to why student teachers may have difficulty in reflecting from the perspectives of others. An author in the field of organisational management, Chris Argyris (1990), argued that reflection is often subverted into a reflective loop, because when people reflect on an event or issue, they only consider perspectives of which their prior experience has made them aware. It is therefore understandable that when reflecting people ignore perspectives that are not in their realm of experience (Argyris, 1990).
The concept of the reflective loop resonated with me. It was clear that most student teachers in my classes were totally unaware of other important perspectives necessary to reflect critically on specific educational issues. The problem I faced was that if student teachers were to confront their assumptions about teaching in an open-minded manner, then they needed to be made aware of, and understand, multiple perspectives on the issues involved. However if in their reflections they only considered perspectives of which their own experience made them aware, or perspectives that were concomitant with their old belief systems, then it was unlikely that they would come to understand the filters they used to validate certain ideas and invalidate others. The reflective loop required a circuit breaker and from my previous experience I believed that drama could provide the necessary charge.

I had become aware of the potential of drama to engage people in reflective thinking during my time as a classroom drama teacher. I had seen children able to reflect after a drama on the roles they had taken. Many children’s experience of role-taking had helped them see things differently and they could demonstrate this in their writing and their contributions to class discussions. Later in my work as a facilitator and workshop leader on “The Arts in the New Zealand Curriculum” Implementation Project I saw how adults could also be encouraged to see the world from different perspectives through taking on roles and engaging in the dramatic world. The literature also suggests that drama has the power to assist learners to understand multiple perspectives on issues and events that impact on their lives (Brindley & Laframboise, 2002; Martello, 2001; Medina & Meyer, 2004; Morris 2001; Schneider & Jackson, 2000; Taylor, 1998; Walkinshaw, 2004) however none of this literature directly addresses a teacher education context.

This workshop will present strategies and findings from a research project that explored how drama contributed to student teachers being able to critically reflect on educational issues from multiple perspectives.

References


Building for Learning: Effective Blueprints for Scaffolding Instruction

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Objectives:
The session foreman’s goal is to foster participants’ ability to apply theory related to learning into actions for producing student intellectual growth. During the session, the foreman will build upon her insights and experiences as she promotes discourse with the session participants regarding how these designs can be used in other courses. The session foreman will provide participants with blueprints for scaffolding instruction.

Intended Audience:
This building session is directed toward college and university faculty who are interested in exploring blueprints for expanding their instructional practices and increasing student learning.

Activities:
Modeling, round robin learning centers, graffiti, and discourse will be the tools used at this construction site to help participants explore the scaffolding needed for learning in the college classroom.

Abstract:
“You cannot teach a man anything; you can only help him find it within himself.” (Galileo)

A college professor should focus on the process of learning and relational understanding of course content (Brown & Atkins, 1996). “Learning is social and cultural activity in which the learner derives meaning form the interaction of prior knowledge and new experiences” (Holt & Kysilka, 2006, p. 6). Active engagement through a variety of modailities is important for learning to occur (Holt & Kysilka). Accordingly, the aim should be to facilitate students’ construction of their knowledge about the content. That is the focus should be shifted to the learner and the context in which he finds himself interacting with the content. Which leads to the premise that when facilitating students’ construction of knowledge the professor needs to provide multiple opportunities for students to grapple with the content such that the student can increase their thinking skills in relation to that content (Freiberg & Driscoll, 1996). Furthermore, Baxter Magolda (1992) puts forth the notion that to build a solid framework for constructing knowledge that professors must legitimize students’ knowledge by grounding the learning in the students’ own experiences. Gagnon and Collay (2001) supports Baxter Magolda premise by further proclaiming that the type of learning event student are encountering is filtered through their previous experiences and prior knowledge. Therefore, if the goal is to build optimal learning it is important that the college professor employ instructional strategies and techniques that are relevant and worthwhile to the students which ultimately will engage them in connected knowing (Hofer and Pintrich, 2002).
“Instructional techniques, classroom tests, and classroom discussion may be either frustrating students, who do not understand the epistemological underpinnings of learning or modifying students' existing beliefs for better or worse” (Schommer, 1993, p. 368). Moreover, classrooms should be places where students grapple with the learning process (Good and Brophy, 2008). “Good teaching is about recognizing and selecting instructional patterns that match the context for learning and the students we are teaching” (Holt & Kysilka, 2006, p.22). Therefore, it is important for teachers who wish to help students maximize their knowledge growth to understand research relating to learning (Blackburn, 2007; Lang & Evans, 2006) and how to integrate research findings into their instructional practices. The following question will be addressed in this session: (1) How can college professors facilitate knowledge construction? In this session, participants will be given the opportunity to ask questions, make observations, participate in active learning, analyze shared examples of 4X4 construction techniques, and offer additional examples of classroom activities that embrace the 4X4 construction techniques.

The session facilitator will utilize self-reflection and review of pertinent literature relating to the process of on knowledge construction to provide the foundation of this session.

References


Enhancing Undergraduate Research: Issues in Teaching, Learning, and Assessment

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Objectives:
• Explain the purposes and uses of undergraduate research as a means to enhance student learning
• Discuss the components of undergraduate research process
• Implement undergraduate research for both general education and discipline-specific purposes
• Assess learning outcomes from undergraduate research experiences

Intended Audience:
Faculty, faculty development specialists, instructional designers, and others interested in integrating undergraduate research into courses and curricula will find this presentation useful in their endeavors.

Activities:
While there will be a brief (10-15 minute) presentation on key issues in undergraduate research, this presentation will actively engage participants through discussion of best practices, lessons learned, pitfalls-to-avoid, and other resources to aid faculty in teaching, learning, and assessment related to undergraduate research. Additionally, the presenters will provide for attendees examples of rubrics and other resources to aid in enhancing undergraduate research activities.

Abstract:
Colleges and universities have long recognized the value of student scholarship as the culminating hallmark of an engaged and successful undergraduate career (Kuh, et al, 2005; Malachowski, 2003). Research experiences, conducted individually or in collaboration with other students, and under the mentorship of concerned and dedicated faculty, have the potential to be transformative in their impact (Burke and Cummins, 2002; Dotterer, 2002). Leaning from
undergraduate research often moves undergraduates to deeper understanding of and engagement with the world around them (Heylings and Tariz, 2001; Pasceralla, 1980; Pasceralla and Terenzini, 2005). Finally, undergraduate research provides an important measure of cumulative student learning, as evidenced by the increasing use of capstone experiences for which research components are organized and assessed (Merkel, 2003; Rowles, et al, 2004).

While there has been greater emphasis placed on undergraduate research endeavors, many faculty and students remain unclear as to the aims, purposes, approaches, methods, and processes associated with undergraduate research projects. Some questions faculty often ask concerning undergraduate research include: When should students be introduced to research principles? What is the appropriate level of rigor for undergraduate research projects? Should undergraduate research be integrated as part of existing courses and assignments, or should research projects be their own stand-alone course or experience? What are the best methods to monitor, evaluate, and assess student processes and learning outcomes associated with undergraduate research? To what extent does the institution provide the infrastructure (financial, technological, developmental, etc.) to support undergraduate research? These representative questions – and others – will be addressed in this session, with an emphasis on sharing lessons learned and successful strategies for enhancing teaching, learning, and assessment related to undergraduate research.

References


What’s Wrong with Bloom’s Cognitive Taxonomy of Educational Objectives?

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Objectives:
1. Outline limitations of the taxonomic approach in education.
2. Report the results of a study showing that knowing and understanding are different.
3. Explain why, contrary to what is usually assumed, understanding is the prerequisite for knowing.

Intended Audience:
The intended audience for this presentation includes faculty and graduate students in education who are interested in educational objectives, the nature of knowledge acquisition and understanding, and their relationship.

Activities:
The presentation will be a standard lecture format with opportunities for audience members to ask questions and offer their comments on the presentation.

Abstract:
Mainstream educational objectives are often cast explicitly in the form of knowledge, skills, and abilities. By comparison, the development of human understanding is at best an implicit aspiration. The reasons for this have not been entirely obvious. It has been suggested that educational practitioners fall short of implementing the guidelines set by educational taxonomies (Bloom, 1984). Instead, we consider here another possibility. We suggest that the problem has to do with the assumptions behind the taxonomic approach itself and not solely with the way it is applied. In other words, educational leaders, researchers, and/or practitioners consider knowledge, skills, and abilities as the teachable, necessary and sufficient conditions for the development of understanding; and, consequently, understanding itself is left to follow spontaneously in practice. Comparing the predictions of the taxonomic approach pioneered by Bloom and his colleagues (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956; Shulman (2002) with those of whole theme education (Iran-Nejad & Gregg, 2001; Prawat, 2000), we present a study in which subjects judged their agreement with statements with varying degrees of intuitive acceptability. There were thirty statements, ten representing everyday knowing (e.g., I drive a car even though I myself do not really know how I drive a car), ten representing knowledge processing (e.g., I elaborate on what I hear or read even though I myself do not really know how
I elaborate on what I hear or read), and ten representing understanding processes (I know that I understand what I hear or read even though I myself do not really know how I understand what I hear or read). We analyzed the data using correlational and analysis of variance techniques to demonstrate that knowing and understanding are fundamentally different human capacities. We discuss the educational implications of the two different perspectives in light of the data suggesting that understanding is the requisite gateway to knowledge acquisition rather than vice versa (Iran-Nejad, 2000; Prawat, 2000). We anticipate lively interaction with the audience and may be even some heated controversy.

References


Discovering the Connections: A Collaborative and Interdisciplinary Approach to Teaching Undergraduate Research Methods

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Objectives:
• Participants will gain an awareness of the essential process of planning a collaborative interdisciplinary course (i.e., finding a common language and understanding scientific contributions at different levels of analysis).
• Participants will understand the importance of reframing common problems to bridge disciplinary boundaries in order to teach using a problem-based learning approach.
• Participants will see how instructors have built the tools of research methods into individual teaching modules by using their own active research projects.
• Participants will experience a problem-based learning exercise used with undergraduate students that can be easily adapted to fit various courses.
• Participants will see examples of student-learning outcomes, including first-year research project titles and select student proposals.

Intended Audience:
Faculty and other personnel involved with undergraduate research or problem-based learning.

Activities:
In one specific activity, panelists will engage participants in a demonstration of how problem-based learning can be used to teach research methods within an interdisciplinary setting.
Participants will be divided into groups to discuss the causes of childhood obesity, ranging from individual level to structural level explanations. When back in the larger group, we will ask participants to offer explanations as we place them along a continuum from Macro to Micro. Based on these explanations at different levels of analysis, we will discuss possible hypotheses and research methods that could be used to test these ideas. This exercise will highlight how our combined interdisciplinary expertise offers a more complete picture of the problem in question and how we would each approach this problem differently. During the session, participants will also have opportunities to ask questions and engage in guided discussion.

Abstract:
The instructors on the panel have just completed teaching two semesters of a freshman seminar funded by the Howard Hughes Medical Institute. In the introduction to this session, the panelists will share the purpose of the course, which introduces first year undergraduate students to scholars actively engaged in research at Emory. The primary goal of the seminar is to teach students to think critically about the creation of knowledge through science and to initiate and empower their own engagement with scientific research (Sales et al. 2006, 2007). We accomplish this in two interrelated ways. First, we each use our own research to demonstrate how we use science to answer questions that we have found interesting and/or important. For instance, each researcher takes the students along on their own research journey, whether investigating the health effects of air pollution (Darrow), the genetic causes of disease (Keebaugh), the interconnections of production and consumption within a global economy (Jamerson), or the effects of pre-existing patent categories on emerging technologies (Tan). Throughout these four distinct teaching modules we introduce our discipline, the inspiration for our research, the process of developing our research design, and the methods that we use to answer our particular questions. Additionally, we make links across modules to highlight the ways in which science extends across our disciplinary boundaries and research topics. Second, we aim to stimulate the creative curiosity of new scientists by inviting them to come up with a research question of their own. Throughout the semester, they are challenged to develop this question into a proposal – complete with a literature review, a testable hypothesis, sampling strategies, data collection techniques and instruments, and proposed data analyses. In order to ensure success, the modules are designed to build a base of research knowledge and tools throughout the semester. Also, several workshops offer students the chance to offer constructive feedback to their peers and instructor-mentors are assigned to each student for one-on-one assistance through the semester.

After an introduction of the course, the panelists will introduce our own research trajectory and share some of the issues that arose for us in interdisciplinary teaching across the natural and social sciences. More specifically, we will discuss the challenges of speaking a common language, identifying methodological differences and similarities, bridging pedagogical disciplinary divides, and creating a coherent course format for freshmen students. We found that one successful method of bridging our epistemological and methodological differences was incorporating a problem-based learning approach to the course (Savery 2006). We will illustrate how we utilized this approach through a small group brainstorming session and large group discussion that shows how we connected each of our disciplines through the common objectives and methods of scientific inquiry. This approach lessens disciplinary divides and emphasizes the complimentary nature of our distinct disciplines, especially when examining a complex and
multifaceted problem. Moreover, students see multiple angles from which they can approach their own research interests.

Lastly, the panelists will discuss some of the practical exercises we used to assist students in developing their own research design, share the range of topics students were able to explore given the interdisciplinary expertise of the instructors, and offer some examples of proposals from freshmen students. We will also offer tangible suggestions about mentoring in this type of interdisciplinary context and the ways in which our combined efforts enriched student proposal topics and research designs. We will end the session with some closing thoughts on how this type of collaboration added to each of our own pedagogical toolkits and research agendas.

References


Transforming Perspectives:
Using Cooperative Learning to Foster Critical Reflection

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Objectives:
As a result of participation, audience members will develop strategies for implementing cooperative learning activities that lead students to critically reflect in their college courses.

Intended Audience:
This presentation is appropriate for anyone who teaches college courses.

Activities:
We will use cooperative learning activities, discussion, and short presentations to meet our presentation objective.

Abstract:
A significant body of research exists in cognitive and educational psychology which supports the use of cooperative learning and structured social interaction as means of fostering student learning, as well as nurturing outcomes such as greater efforts to achieve, more positive relationships among students, and greater psychological health (Johnson, Johnson, & Holubec, 1994; Slavin, Hurley, & Chamberlain, 2003). Vygotsky (1978) explained that "Functions are first formed in the collective in the form of relations among children and then become mental functions for the individual. Research shows that reflection is spawned from argument" (p. 17). In fact, social negotiation of meaning, shared responsibility for problem solving, and verbalization of thinking processes (thinking aloud) often expose students’ prior misconceptions and help students construct a more meaningful understanding of academic subject matter. For instance, Webb (1992) found that students learned more when they provided elaborated explanations to others.

Our research (Malone, Jones, & Stallings, 2002) and classroom experience indicates that cooperative and experiential learning can promote critical reflection in college courses. Critical reflection involves "moving beyond the acquisition of new knowledge and understanding, into questioning existing assumptions, values, and perspectives" (Cranton, 1996, p. 76). While critical reflection is often cited as an aim of higher education, implementing classroom practices that foster it can be difficult.
In this presentation, we will demonstrate several techniques that can be effective in promoting critical reflection in college courses. Participants will engage in cooperative learning activities and structured social interactions to experience firsthand how these strategies can be used in the classroom to facilitate students’ critical reflection.

References


Faculty Perceptions of Diversity: An Examination of Pedagogy and Curriculum

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Objectives:
1. Inform the audience on the benefits of pedagogy that affirms diversity.
2. Introduce various models of racial/ethnic centric pedagogy.
3. Provide a demographic context of faculty perceptions regarding diverse pedagogy.
4. Encourage the audience to engage in a dialogue about the usage of racial/ethnic centric pedagogy in higher education.

Intended Audience:
This presentation is most appropriate for faculty, administrators, counselors and students who are concerned about the under-representation of minority students in higher education. This workshop is also an opportunity for educators to engage in dialogic interaction, problem-posing, and solution-seeking of ways to effectively address pedagogical concerns in the academy.

Activities:
During the presentation the primary group will be broken into sub-groups that will discuss the material and to brainstorm action steps to address the issues raised.

Abstract:
Though the numbers of "minority" scholars and educators in the "academy" have substantially increased since the 1960s, underrepresentation continues to occur (Collins, 2001; Pickney, 2000). Researchers illustrate the importance of utilizing pedagogy and curriculum that is culturally relevant in order to successfully educate a diverse student population (Murrell, 2002; Ladson-Billings, 1995; Howard-Hamilton, 2000; Irvine & Armento, 2001). Unfortunately, the body of literature that does exist regarding these pedagogical strategies is largely unutilized (McPhail, McPhail & Smilkstein, 2002). Additionally, there is a dearth of research regarding faculty perceptions of the usage of racial/ethnic centric pedagogy in the academy. As a result, this study analyzed faculty perceptions of racial diversity within the pedagogy and curriculum in the College of Education at a public four-year university in Northern California. Data was collected through a mixed-method questionnaire sent to faculty members and was examined based upon Nieto’s (1996) four levels of multicultural education: tolerance; respect; acceptance; and affirmation, solidarity and critique. Panel members will discuss emergent themes that were evident based upon demographic factors such as; race/ethnicity, gender, primary language and age. From a solution-oriented approach the panel will present strategies which are essential for institutions to adopt in order to promote the academic development of diverse students in the field of education.
References


Improving And Assessing Learning Through The Development And Use of Rubrics

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Objectives:
This session seeks to:
• enhance understanding of rubrics as means of enhancing and assessing student performance
• offer examples of different rubric format for different disciplines and skills
• provide guidelines for the development of rubrics
• assist participants in the development of rubrics for their courses

Intended Audience:
The presentation is intended for those instructors and professors who are interested in improving student learning, its assessment, and to learn more about a method of assessing qualitative performance

Activities:
Session attendees will participate by doing the following for one of their courses:
• Select a category from three types of learning (cognitive, affective, and psychomotor), based on Bloom’s taxonomy (Bloom, 1956).
• Select a method of assessment for the rubric
• Develop a rubric for the category of learning
• Identify how this will improve learning and assessment in the course

Abstract:
This session will allow participants to understand the benefits to both students and instructors by developing a rubric, which best fits their teaching style, discipline, and performance. Through the use of rubrics, students can develop knowledge, skills, and attitudes, which are important to career success.

With the increased attention toward assurance of learning in higher education, the use of rubrics, or systematic means of scoring student performance, has become increasingly important for several reasons. One, students become aware of what is expected of them, and therefore, can focus their efforts on these expectations. Second, they assist students in assessing their own learning and performance, a major component of self-management, or self-directed learning (Rubrics, scoring, and grading). Third, rubrics facilitate grading for the instructor, once the rubrics are developed. Fourth, rubrics insure that scoring is fair and objective (Varlas, 2005). Furthermore, it increases students’ perceptions of the instructor’s fairness, which influences their evaluations of the instructor and reduces students’ appeals regarding grades. Finally, rubrics can be applied to almost any measure of student performance, and works best with qualitative performance. As part of this, rubrics can be created such that they can assess effort, knowledge,
skill, and work habits on performance tasks, according to Kan (2007). Sadler and Good (2006) have used rubrics for self, as well as peer-grading, where they found that self-graded resulted in increased student learning.

References


Exploring the Boundaries, Pressing the Limits:
The Marginalized Student and Academic Success

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Objectives:  
At the end of this presentation, attendees will be able to discuss and demonstrate innovative strategies in composition, literature, mathematics, and university success classes to motivate and integrate marginalized students into the academic milieu and the global marketplace.

Intended Audience:  
Faculty

Activities:  
Discussion; demonstration of acquisition and use of knowledge; demonstration of portfolio development with suggestions for use in mathematics classroom; actual use of templates and exercises, to facilitate student success; and short stories to help achieve multicultural understanding.
Abstract:
This panel proposes to discuss ongoing strategies in general education that provide marginalized students with the tools to succeed in their studies. In particular, we intend to demonstrate innovations in classroom teaching, which can change ingrained negative attitudes about learning, through the University Success classes, composition classes, and math classes. From a different perspective, we also intend to demonstrate how literature classes can open students’ global understanding, increase their critical thinking abilities, and prepare them for their futures in the global workforce.

Literature regarding the teaching of developmental classes and classes to integrate students into the academic milieu is multiple. The most influential literature on the subject remains David Bartholomae and Anthony Petrosky’s Facts, Artifacts, and Counterfacts, the concepts of which underlie most of our work, even with non-developmentl students, and most especially in gently drawing these marginalized students into the mainstream. Literature and multiculturalism form another focus of the discussion, all moving from early work to Galda and Beach’s approach to literary response as a culturally engendered exercise. Kathleen Yancey’s pioneering work on portfolio development and assessment underlies the application of portfolios in the mathematics classroom. In terms of integrating students into the academic milieu, the world of business provides a foundation, with Daniel Goleman’s seminal work on emotional intelligence, along with innovative developments by Stephen Covey and Carl Rogers, serving as the inspiration to application in the college classroom.

References


Teaching and Assessing Dispositions

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Objectives:  
A. Learner/Participant Outcomes: By the conclusion of the presentation, participants will be able to identify representative performance indicators of caring, responsible educators. Participants will be able to describe one method of assessing the caring, responsible behaviors of educators and procedures used to assist learners in developing those behaviors.

Intended Audience:  
Best suited for educators and administrators who place importance on social and emotional learning outcomes.

Activities:  
B. Methods: As a whole group, participants will brainstorm a list of learner dispositions that fall far below expectations for caring, responsible citizens. From this list, participants will derive a set of performance indicators reflective of exemplary dispositions. The facilitator will then present the BCPP assessment device developed by one Teacher Certification Program and will explain the procedures for its use. Participants will be able to compare/contrast their indicators with the BCPP indicators. An open discussion about how best to teach and assess dispositions will conclude the session.

Abstract:  
A. Statement of the Issue: The typical curriculum for teacher certification includes the liberal arts courses deemed necessary for all educated people, accompanied by content specific to a major, and topped off by pedagogy courses on teaching skills. But where do future educators learn the dispositions that will enable them to establish meaningful, caring relationships with their future students, and further, to help their future students become caring, responsible citizens? Although measures of dispositions are still in their infancy, the expectation that educators will behave as caring professionals is clearly referenced in standards that guide teacher education. Although caring, responsible behaviors are often modeled in the classroom, they are seldom taught or assessed explicitly. How can educators better develop the dispositions expected of caring, responsible citizens?

B. Literature Review: Teacher exhibition of caring professional behaviors have long been considered essential for developing the positive classroom climate that nurtures learning (Borich, 2000; Kauchak & Eggen, 1998). A growing body of evidence indicates the significance of caring dispositions for both student achievement and student motivation (Bosworth, 1995; Stipek, 1996). Some educators (Noddings, 1992, 2002; Palmer, 1999) draw special attention to
the teacher/student bond and sense of community created by teachers who exhibit caring dispositions.

But what are caring, responsible dispositions? According to Anita Woolfolk (2007), students define the concept of teacher caring in two ways. One way is academic caring, in which teachers set high but reasonable expectations and help students attain them. The second way is personal caring, in which teachers are patient, respectful, humorous, willing to listen, and interested in students' personal problems. Research has indicated that for students at risk or alienated from school, personal caring is most critical (Cothran & Ennis, 2000; Woolfolk Hoy & Weinstein, 2006).

Although general descriptions of caring and its import to education are available, strategies for teaching and assessing caring, responsible dispositions are few. Standards-based dispositions for teacher educators have their roots in the critical thinking literature on dispositions/habits of mind (Costa & Kallick, 2000; Norris & Ennis, 1989). From this literature, two major approaches to dispositions instruction have emerged – an approach that focuses on character education (Nucci, Drill, Larson, & Browne, 2005), and an approach that focuses on social and emotional learning (Cohen, 1999; Norris, 2003). These approaches informed the processes of the current study.

C. Contribution: In order to meet accreditation guidelines and public expectations, educators must better define, teach, and assess the behaviors learners need in order to exhibit dispositions and build relations of care and trust with others. Toward this goal, a Teacher Certification Program (TCP) at one public liberal arts institution underwent a year-long process of research, brainstorming, and clarification to develop procedures for the teaching, remediation, and assessment of the behaviors of caring educators. The TCP developed two parallel procedures, one educational and the other remedial, to teach the dispositional standards of caring, responsible behavior and to assist candidates whose dispositional behaviors did not meet proficiency standards. To guide the teaching/learning process, the TCP developed a rubric entitled The Behaviors of Caring Pre-Professionals (BCPP). The rubric lists ten criteria, with representative performance indicators, to assess the critical components of both academic and personal caring. Criteria were linked to disposition expectations in accreditation standards and to the literature on educator dispositions. The new rubric and procedures were pilot tested fall/spring terms, 2006/07.

References


Teachers’ Planning, Words, and Actions
That Create Motivated, High-Achieving Learners

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Objectives:
At presentation’s end, participants will be able to:
• Explain the theory of student mindset as mediator of academic performance
• Reflect on current personal teaching practice to identify unconscious and/or conscious classroom teaching practices that may be undermining student motivation and performance
• Demonstrate at least three teaching activities that positively mediate subsequent student motivation and achievement

Intended Audience:
Faculty, instructional designers and technologists, educational psychologists, teacher training educators, faculty developers

Activities:
• Presenter Self-Deprecation – Presenter self-disclosure of foibles and peccadilloes breaks the ice and introduces the topic.
• Pair-Share-Dare – Identifying instances in one’s own teaching past (formal or informal learning situations) that involved underachieving and/or de-motivated learners will contextualize the topic. Daring each other to take action in the future to actively work to strengthen student motivation – even if it’s action not based on information presented today – helps gain commitment to do something to intervene positively, where needed and appropriate, concerning student motivation.
• Visual Text and Graphics Posing Questions and Summarizing Concepts – “What If” scenarios will be presented and key concepts will be reinforced via Powerpoint (concept maps, bulleted lists, video clips) as means to communicate how students’ mindsets affect their performance and how teachers’ actions affect students’ mindsets.
• Small Group Discussion & Whole Group Debriefing – Participants tease out objections, rightness-of-fit (or not), and evaluation of evidence presented in order to identify both cognitive and emotional reactions to the idea that teachers can positively affect student motivation and achievement at students’ psychological and meta-cognitive levels.
• Role-Playing – Role-played scenarios provide a kinesthetic and emotional hook on which to hang new information. The role-playing will involve a staged scenario (i.e., actors are provided props and a general outline, but freedom exists to play out the scenario as they would _in situ_, using their own words, approaches, ideas, actions/reactions, etc.). The scenario will demonstrate how the concepts might actually be put into practice.
Abstract:
Carol Dweck, researchers influenced by her work, and others have been examining the psychological profile of student attributions for success and failure and/or teachers’ own attributions about student success and failure for quite some time (e.g., Aronson, Fried, & Good, 2002; Bergen, 1991; Dweck, 2000; Dweck, 2006; Dweck, Davidson, Nelson, & Enna, 1978; Dweck & Leggett, 1988; Hativa & Goodyear, 2002; Hong, Chiu, Dweck, Lin, & Wan, 1999; Raths & McAninch, 2003). At a time when the United States clearly perceives the need to raise student achievement and increase numbers of college graduates prepared to contribute immediately in the workforce (both in terms of discipline-specific skills and meta-cognitive skills), insights into how to improve student learning are vitally important.

A growing body of evidence is showing that students’ beliefs about themselves as learners play an important role in academic achievement and motivation (e.g., Pintrich & de Groot, E. V., 1990; Stipek & Gralinski 1996). If this is true, then faculty should be apprised of the theory and praxis of positively impacting students’ “mindsets” about themselves as learners (though the terminology often used in the literature is “implicit theories,” Dweck has crystallized the concept as “mindset”).

Across decades of research, much of which is comprised of clever yet elegantly designed studies (Lepper & Henderlong, 2000), Dweck and colleagues have tested interventions to change student mindsets and to determine if changed mindsets result in improved academic performance. The body of evidence supports the notion that interventions with students can prompt changes in student mindsets that then result in improved academic performance. One example is a “mediational model including learning goals, positive beliefs about effort, and causal attributions and strategies” that Blackwell, Trzesniewski, and Dweck used with a group of seventh graders that resulted in positive changes in motivation and grades (2007, p. 246).

The progression, then, looks like this: 1) identify students’ mindsets as either “fixed” (intelligence and performance are relatively stable; you can’t do much to improve them) or “malleable” (focused attention and effort will improve achievement); 2) change fixed mindsets to malleable mindsets; and, 3) celebrate improved student outcomes.

The devil, of course, is in the details. This presentation will spend a short time laying the theoretical groundwork and most of the time on what teachers actually do to inculcate a malleable (also termed “incremental”) mindset. For instance, how you praise student work can have a very large impact on whether students adopt one mindset or the other (Dweck, 2006). Also, providing information about brain function and the inevitability of neuronal and dendritic growth (i.e., certain kinds of information about meta-cognitive processes) plays a role in building incremental mindsets (Aronson & Fried, 1998; Blackwell, Trzesniewksi, & Dweck, 2007) as does having students teach the mindset to others (Aronson & Fried, 1998).

College teachers can easily plan and implement classroom and student interactions that nurture incremental mindsets and change fixed mindsets. They must be convinced of the efficacy of such techniques, and they must know what to do to accomplish the desired results. This presentation will launch participants into that process.
References


What Happens After the Classroom Experience?
Teacher Candidates’ Theoretical Orientation for Reading Instruction

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Objectives:
- Learn about the methodologies used to collect data on the teacher candidates’ theoretical
  orientation to reading instruction including the DeFord (1985, 1979) Theoretical Orientation to
  Reading Profile
- Learn whether students’ maintained or changed their theoretical orientation to reading
  instruction when they became student teachers and then professional educators
- Hear students’ voices on the topics most important to them for literacy instruction
- Share their thoughts on how the results of the study can inform the pedagogy and content of the
  special education reading methods course so that it can become more learner-centered

Intended Audience:
- Teacher educators
- Those who teach courses with a practicum or methods component
- Those interested in applying research results to the pedagogy and content of courses with a
  particular theoretical orientation

Activities:
- Discussing participants’ experiences with students maintaining, altering, or discarding the
  theoretical framework originally adopted in their college classroom experience
- Discussing the progression of students’ theoretical understanding as they move beyond the
  college classroom
- Requesting participants’ suggestions as to how the study’s results can inform the pedagogy and
  content of the course so that it can become more learner-centered

Abstract:
Some professionals espouse a theoretical orientation which is aligned with their university
instruction, but for others, another influence proves stronger (Poznanski & McLennan, 2003). When
teaching a course with a particular theoretical orientation, a professor may wonder what
happens when students complete the course. If students adopted the theoretical orientation
valued in the course while enrolled, is this orientation reinforced, altered, or discarded after
leaving the college classroom?
Adams’ (1990) review of research indicates that there is strong evidence for the success of literacy instruction approaches which combine systematic, explicit teaching of phonics with the use of authentic text and a focus on comprehension strategies. More recently, Tompkins (2006) notes the value of integrating instruction for literacy strategies and skills with authentic reading and writing experiences.

Teacher candidates enrolled in Elon University’s reading methods course in special education (EDU 444 Language and Literacy Methods in Special Education) are taught the importance of combining systematic, explicit phonics instruction within a literacy rich environment emphasizing the construction of meaning. Although the reading methods course is taught with this theoretical orientation, the instructor did not know whether the teacher candidates adopted this orientation, and if they did ñ was it maintained during student teaching and then while working as professionals? Did the student teaching environment and/or the professional work environment affect the teacher candidates’ theoretical orientation to reading instruction? Copeland (1979) says: “Student teachers’ ability to use many skills they learn during their university training depends not only on the quality of the initial training they receive but on the environment in which they must practice those skills, their student teaching classrooms” (p. 194).

What was the theoretical orientation to reading instruction of the ten teacher candidates enrolled in EDU 444 when taking the course, when student teaching, and when working as professionals? The teacher candidates were asked to complete the DeFord “Theoretical Orientation to Reading Profile” (TORP) (DeFord, 1979, 1985) when completing the course, at the end of student teaching, and at the end of their first year as graduates. The teacher candidates were interviewed twice; once after their student teaching experiences in special education, and again after their student teaching in general education.

The results of the TORP were analyzed and grounded theory (Glaser & Strauss, 1967) was used to identify significant themes in the students’ interviews. Cooperating teachers were also asked to complete the TORP in order to ascertain their theoretical orientation to reading instruction and its possible influence on the student teacher.

Results of the study indicate that the study participants maintained their theoretical orientation toward reading instruction after leaving the college classroom. They adopted and maintained a balanced literacy approach as advocated during their literacy methods course. Significant themes expressed by the students during their interviews will be explored in the presentation. Participants will be asked to share their thoughts as to how the results of the study can inform the content and pedagogy of the course so that it can become more learner-centered.

References


Academic Service Learning for Teacher Candidates in Title I Schools

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Objectives:
Participants will:
- Learn about data collection, analysis and results for teacher candidates’ perspectives toward Title I schools
- Hear about the social and cultural differences between teacher candidates and students in Title I schools
- Consider how practicum and service-learning experiences in Title I schools can influence perspectives toward these schools

Intended Audience:
- Teacher educators
- Those who teach courses with a practicum or service-learning experience
- University personnel who are interested in improving partnerships with Title I schools

Activities:
Presentation participants will:
- Discuss the pressing need Title I schools have for recruiting qualified teachers and some of the biases toward these schools
- Share their experiences with placing students in Title I schools for practicum or service-learning experiences
- Learn about data collection, analysis, and results for teacher candidates’ perspectives toward Title I schools
- Express their ideas about how to improve partnerships between Title I schools and Schools of Education so that positive perspectives are fostered.

Abstract:
Academic service-learning (ASL) has been defined as “a pedagogical method that intentionally integrates learning with service, and within this framework, service and learning goals are of equal weight, and each enhances the other for all participants” (Simons & Cleary, 2005, p. 165). Within the field of teacher education there is a distinction between practicum experiences and ASL. Traditional practicum experiences focus on the development of teacher candidates’ pedagogical skills; that is the needs of the teacher candidate dictate the structure and outcomes of
The experience. While enhancing teacher candidates’ pedagogical abilities is also a goal in ASL experiences, there is equal emphasis on meeting the needs of the K-12 teachers, their students, and/or the school environment (LaMaster, 2001, p. 28).

The K-12 schools with the greatest needs to be met are Title I (high poverty) schools. These schools seem a natural fit for ASL experiences in a teacher education program, but there are indications that teacher candidates have some negative views about working in Title I schools (Ng, 2006). More needs to be learned about the perspectives which teacher candidates bring to and take from their ASL experience in Title I schools. This study was designed to answer the questions: How do teacher candidates perceive Title I schools? and What perspectives toward Title I schools do teacher candidates have after experiencing an academic service learning experience in a Title I school?

This study employs the theoretical framework of symbolic interaction in an effort to understand the views of the participants (Reynolds & Herman-Kinney, 2003). Forty seven questionnaires were administered at the beginning and end of the spring 2007. Fifty percent of the teacher candidates participated in an hour long focus group near the end of their semester long ASL experience. After collecting the data, the authors inductively analyzed the focus groups in Atlas.ti and ran the statistics on the questionnaires in SPSS. In the analysis of the questionnaires the researchers examined means and frequencies and looked for differences in teacher candidates views of Title 1 schools. The focus groups were analyzed inductively with the goal of understanding their ASL experience while working in a high poverty school (LeCompte, Preissle, & Tesch, 1993).

Preliminary analysis suggests that teacher candidates are concerned that Title 1 schools are not the ideal teaching environment. Specifically, some of the teacher candidates were detracted from seeking employment in Title I schools because they found a more limited and rigid curriculum, lower levels of parent involvement, and greater need for strong classroom management in comparison to more affluent schools. Further findings and areas of future research will be shared relative to the partnerships between Title I schools and Schools of Education. Presentation participants will be invited to discuss their perspectives of Title I schools and this research.

References


Reynolds, L. T., & Herman-Kinney, N. J. (Eds.). *Handbook of symbolic interactions*. Walnut Creek, CA: AltaMira Press.
Just Say(ing) No: Destroying Classroom Security One Word at a Time

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Objectives:
This session seeks to:
1. Expose a simple word that can cause great harm in communications with our students
2. Illustrate the influence of this negative word in the impairment of classroom security and the learning environment.
3. Discover simple alterations in vocabulary to replace negativity in order to foster learning.

Intended Audience:
This presentation is appropriate for anyone holding any position in education or for anyone who communicates with other individuals.

Activities:
This presentation is embedded heavily with activities and periods of discussion. The participants will engage in an activity that will demonstrate the negative power of the word “no.” Following this, we will discuss the practicality of this as it pertains to the classroom. Participants will then take part in small group discussions to find alternate ways to address students in class with emphasis placed on creating a safe and non-threatening environment that fosters student interactions.

Abstract:
The objective of this presentation is to encourage teachers to consciously create a safe learning environment to foster desired student interaction. Through demonstration, we will exemplify the harm in the usage of the word “no,” while offering solutions for alternative vocabulary.

Intellectual interaction is the basis for promoting learning in effective teaching (Timmerman, 1995). In order for this form of interaction to occur, the teacher must create a non-threatening classroom environment where students feel comfortable to contribute to or raise questions regarding the subject matter.

Many teachers say they want all of their students to succeed and master the course content; however, it is imperative for their actions to be representative of this on a behavioral level. A teacher’s words are congruent, emphasized even, by their actions and interactions in the
classroom (Timmerman, 1995). These actions must display trustworthiness, sensitivity to the needs of the students, encouragement and the willingness to assist students with regards to their academic success. When students perceive support from their teachers, they are more likely to engage in intellectual interaction, such as asking questions and participation in class discussions resulting in higher academic achievement (Goodnow, 1993: Wentzel, 1994: Newman and Schwager, 1993: Patrick et al., 2007).

Educators have a tremendous amount of power over their students and their choice of words and comments can follow a student throughout their lifetime. Acts such as rejection, can damage a students behavioral, cognitive, affective or physical functioning immediately as well as long term (James-Weagraff and Donaldson, 1998). Conversely, acts of support and encouragement can increase the value and enjoyment of learning and result in the desire for personal improvement and subject mastery (Patrick et al, 2007: Timmerman, 1995).

The use of the simple word “no” can immediately shape the classroom into a negative, growth-restricted environment. The objective of this presentation is to find ways to utilize positive vocabulary to enrich the classroom in regards to the promotion of intelligent interaction.

References


Beyond the Blank Stares: Finding Out If Your Students Really Get It

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Objectives:
During this presentation, participants will:
- Learn different techniques to engage students and assess their understanding,
- Develop take-away activities to use in their courses, and
- Engage in sample activities to experience they work.

Intended Audience:
This presentation is appropriate for faculty who teach large classes where interaction, engagement, and assessment can be an instructional challenge while the class is in session. While the focus of the presentation will be on large classes, faculty who teach smaller classes should find the activities useful and easy to implement.

Activities:
This presentation will include the following activities:
- Discussion will be used to gather information about the participants’ courses in order to determine which activities they are familiar with and to help them share what they have developed during the session.
- Participants will also have the opportunity to develop one of the techniques in the presentation for use in their own classroom.

Abstract:
If you teach a large class, the following scenario might be all too familiar. You are in the middle of one of your best lectures but as you look out at your students, you see blank stares and you are not sure whether your students are grasping the material. Large classes can pose a variety of instructional challenges, but two of the biggest challenges can be keeping students engaged and assessing their understanding of the material while the lecture is taking place.

In their book, Classroom Assessment Techniques, Angelo and Cross (1993) presented several strategies for assessing student learning during a class session; however, choosing strategies and implementing them with a large class can prove to be difficult. Careful thought must go into choosing an activity that assesses the correct learning outcomes. Likewise, if your students are not used to working during class they might either resist your efforts or get so involved that it will be a challenge to rein them in when you want to move on (Felder, 1997). Finally, teaching a just-in-time lesson based on the assessment results can impact your plan for the day as well as subsequent classes. The important thing to remember is that in spite of all of these challenges,
the pay off of keeping students engaged and closing potential learning gaps will keep you from having to re-teach the lesson.

This mini-workshop presentation will not only familiarize you with different easy to use in-class assessment techniques, but also give you the opportunity to develop activities you can take back to your institution and implement. You should leave this session confident to try at least one of these activities in your next class.

References


Facilitating a Professional Development Workshop for Saudi Arabian Faculty

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Objectives:
- Participants will be able to describe the importance of a learner analysis in instructional design.
- Participants will understand the importance of cultural context of a learning experience.
- Participants will become familiar with resources and strategies to use to gain an understanding of another culture.
- Participants will recall issues Western educators should know about when teaching Middle Eastern, particularly Saudi Arabian, students.
- Participants will apply new knowledge to scenarios of unique teaching situations.

Intended Audience:
Faculty and university staff involved in international training endeavors

Activities:
The presentation will include discussion about participants’ own cross-cultural experiences. The inclusion of other experiences will help participants apply the information to their own work. Participants will apply the concepts presented in small group discussions of several cultural scenarios.

Abstract:
In the present political environment, it has become increasingly important for educators to foster international relationships. In the summer of 2005, faculty from King Abdul Aziz University in Saudi Arabia visited Virginia Tech to participate in faculty development training. We will share the challenges and solutions that we, as white American women, encountered in our experience designing and implementing a three-week workshop for the Saudi Arabian faculty.

Thomas, Mitchell, and Joseph (2002) argue that “culture is central to meaning making and cognition” (p. 42). In fact, culture is so much a part of the construction of knowledge that it should “underpin not only the analysis phase but all phases of the design process” (p. 41). To address this, Thomas, et al. proposed adding a cultural dimension to the traditional ADDIE (Analyze, Design, Develop, Implement, and Evaluate) instructional design (ID) model.
When the cultural background of instructional designers differs greatly from that of their intended audience, there is danger that they will erroneously assume certain cognitive structures on the part of the learners (Driscoll, 2005). We realized that the Saudi learners would likely have different cognitive structures from our own. Knowing this, we sought to consider our audience’s experiences and our own cultural biases throughout the design and implementation process.

We agreed with the premise that “the designer’s world view cannot be divorced from his [or her] societal context” (Thomas, et al., 2002, p. 44). As a result, we made attempts to educate ourselves about the Saudi culture. We took the following steps recommended by Thomas, et al. We attempted to interact and collaborate with the Saudi learners throughout the ID process. We used introspection to ensure that we considered our own thoughts, beliefs, attitudes, desires and feelings toward the culture of the client university.

Although we were convinced of the need to make the instructional materials culturally sensitive, we experienced cultural and administrative barriers that hampered our attempts. There were challenges related to skill levels, age differences, gender separation, diet restrictions, prayer times, language, and wardrobe. We worked to find ways to deal with these issues that were satisfactory to the participants, the guest presenters, and ourselves as the designers and facilitators.

We will present our favorite solutions to the problems encountered and a list of recommendations for those who wish to take advantage of cross-cultural training opportunities. We will share details on the type of cultural resources we used to gain insight about the target learner culture; the middle eastern instructional aids used; the review process for cultural sensitivity carried out by those familiar with the target culture; the plan for flexibility in scheduling and the instruction itself; and the strategies used for handling ambiguous course scope requests. Despite the barriers, we gained a rich understanding of Saudi university culture, gained an appreciation for the alternative perspectives that are inherent in international work, built a deeper understanding of our ID craft, and made many new cross-cultural friendships.

References


Multicultural Education: Where are We and Where We are Going?

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Objectives:
Participants will be able to
- explain the importance of multicultural education in school and society
- identify the key competencies of multicultural education
- apply the theoretical framework and guidelines of the levels of multicultural education to their schools and districts.

Intended Audience:
all teachers (some prerequisite knowledge/skills)
teachers, faculty, staff, and administrator who are interested in multicultural education

Activities:
- icebreaking activities (10 min): awareness of cultural difference
- intro theories, levels (10 min)
- sharing the research results (20 min)
- we will have the audience talk about their experiences/ Q&A time (10 min).

Abstract:
Since the 1970s, many educators and researchers argue that schooling has been failed. For example, Bowles and Gintis (1973) conducted a research on how the hidden curriculum reproduces the attitudes and personality traits upon schools. Illich (1970) and Apple (1982) emphasized the important of the explicit curriculum in the reproduction of consciousness in the capitalistic society. Multicultural educators also claim that the current schooling has failed to integrate diverse racial, cultural, and language-background students to work cooperatively and productively in a school (Banks & Banks, 2005). The drastic shifts from the industrial age to the information/knowledge age, from European-oriented single culture to multi-cultures require a
new form of schooling and educational approach. As the United States becomes more culturally diverse, educators must take responsibility for understanding and appreciating the many diverse students and individuals who work at private and public educational institutions and society at large. There are political, social, educational, and economic reasons to recognize that the United States has emerged as a culturally diverse society. The U.S. Bureau of Census projected in 1992 that by the year 2050, the white ethnic majority will decrease to 52%, while other ethnic minority groups will continue to increase. Educators must recognize the need to act within the educational school systems, classroom and community as the demographics of students require a new changes and challenges in pedagogy, curriculum and the environment. This presentation (article) is designed to provide participants with a theoretical background and pedagogical approaches to multicultural education based on a case study. For the research, we adopted and modified Banks & Banks’ (2005) 4 levels of integration of multicultural content. The first level is the contribution approach which is frequently used when a church first attempts to integrate multicultural content into the mainstream curriculum. It is characterized by the insertion of ethnic heroes/heroines and discrete cultural artifacts into the curriculum, e.g. events, holidays and famous leaders. The second stage allows the teacher to put ethnic content into the curriculum without restructuring it, a process that would take substantial time, effort, and training as well as a rethinking of the curriculum and its purposes, nature, and goals. The next level, integration, enables students to view concepts and issues from more than one perspective and from the point of view of the cultural, ethnic, and racial groups. The last approach, transformation, includes all the elements of the integration approach but adds components that require students to make decisions and take actions related to the concept, issue, or problem studied in the unit. Below is the summary of the four levels of multicultural education stages

Stage 1 (contribution/ multicultural awareness)
- focusing on heroes, holidays, and discrete cultural elements
- identifying events, recognizing ethnic holidays and ethnic gurus in the church activities
- just intellectual curiosity and intercultural awareness level, not having the church strategies, visions for multicultural education in the church
- education programs operated separately, independently by selected group of people
- multiculturalism for assimilation to a dominant cultural ideology

Stage 2 (addition/ multicultural familiarity)
- content concepts, themes, and perspectives are added to the curriculum without changing its structure
- operating ethnic worship services, encourage ethnic fellowship meetings and Bible studies in their languages, but those activities are operated separately and not integrated with church policies and leadership initiatives
- deeper level of understanding for multiculturalism
- seeking to reduce prejudice & stereotypes by fostering intercultural exchange, but still assimilation to European oriented perspective teaching & learning
- international people are selected as teachers (or leaders) to lead a bible study and/or other church activities
Stage 3 (integration/ multicultural enjoyment)
- the structure of the curriculum is changed to enable students to view concepts, issues, and themes from the perspectives of diverse ethnic and cultural groups
- Integrating all diversity activities as an important church mission and goal.
- Discuss diversity issues at the leadership meeting regularly
- Encouraging all church people to have cultural competences
- But, singular focus on culturally competence without consideration of broader social justice

Stage 4 (transformation/ social action)
- students make decision on important social issues and take actions to help solve them
- Diversity vision in action for social justice. Actively involve for improving community change
- Empower marginalized people to participate in decisions about important social issues that can transform presumed predestined life choices and opportunities
- Embrace affirmative action in life opportunities for people of color

The major goals of instruction are to educate students for social criticism and social change and to teach them decision-making skills.

Based on the four levels of multicultural content, we conducted survey a survey in order to identify the central Ohio non-profit organizations’ multicultural educational level. Also, we conducted interviews with selected participants to get more detailed information. Also, several weaknesses and strengths were identified along with strategies and tactics how does each organization move up to the next level. In this presentation (article) we will share the result of our research including strategies and tactics to gain a greater understanding of multicultural approaches in order to improve their multicultural competencies.

References


How to Build a Culture of Information Literacy: Tools You Can Use

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Objectives:
The presentation will answer such questions as: What is Information Literacy? Why is it Important? What is Your Information Literacy IQ? and How Can College Libraries Help Build Information Literacy? Included in this "How-to-do" case study presentation will be information about how to access an award-winning, free IL tutorial; a look at a college library's "wiki" resource; and an Information Literacy Rubric handout that can be used as a standard tool for measuring IL across the curriculum.

Intended Audience:
Faculty, librarians, IT personnel, and administrators interested in creating a greater awareness of information literacy and building an IL culture at their college or university.

Activities:
Participants will be able to participate in a demonstration of an on-line Information Literacy tutorial. They also will have an opportunity to share their own IL ideas and experiences.

Abstract:
As educators, we have an opportunity to create an IL culture by using information literacy daily in our classrooms, with our students, and with our own research. We can use numerous library resources, and improve IL skills through tutorials and other sources. We can use an information literacy rubric to measure outcomes. Information literacy expert and proponent Christine S. Bruce said: "Information literacy is conceivably the foundation for learning in our contemporary environment of continuous technological change....IL is generally seen as pivotal to the pursuit of lifelong learning, and central to achieving both personal empowerment and economic development." With these thoughts in mind, a goal of this presentation is to help educators plan and achieve a "culture" of informational literacy.

Reference

Coherence Teaching: An Effective Chinese Teaching Strategy for Reducing Students’ Statistics Anxiety

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Objectives:
Present a new strategy to cope with college students' statistics anxiety and thus enhance statistics teaching.

Intended Audience:
Faculty as well as those interested in problem-based teaching and learning.

Activities:
Through discussion, the presenters and the audience will share effective teaching strategies and thus enhance everyone’s teaching.

Abstract:
Anxiety is prevalent among graduate students when they take statistics as a part of their degree programs (Onwuegbuzie & Wilson, 2003). However, most studies in the literature either focus on measurement of statistics anxiety (e.g., Cruise et al., 1985; Pretorius & Norman, 1992) or factors related to statistics anxiety (e.g., Onwuegbuzie et al., 1997). There are only a few researchers exploring how to reduce statistics anxiety (e.g., Schacht & Stewart, 1990; Wilson, 1999). This article demonstrates how the Chinese teaching belief is adopted in an introductory statistics class in the USA to reduce students’ anxiety.

The main teaching belief the authors take from Chinese learning culture is instructional coherence (Wang, 2004). This teaching belief not only indicates the coherence of the content in lesson plan activities (Fernandez, Yoshida, & Stigler, 1992, Stevenson & Stigler, 1992), but it also concerns with “focusing on one or two main topics” in the lesson to explain them well in K-12 teaching. The authors of this paper developed and extended this teaching belief model for teaching statistics and advanced mathematics at college in China.

Based on the learning-questioning and learning-reviewing model, we demonstrated the coherences in American statistics classrooms:
1. Key question coherence: This coherence serves dual functions in the class – recalling students’ prior knowledge and triggering the new knowledge.
2. Learning process coherence: Instead of cooperative learning, we believe that the Chinese style lecture is more powerful for teaching statistics. The similarities between this kind of teaching and American constructivist teaching (Kirshner, 2004) will be compared in this part.
3. Review coherence: This coherence makes the lesson clearer to the students and encourages feedback from students.
4. Coherence between lessons: This coherence requires the instructor to trade off among the conceptual understanding, exercise, and real setting problems.
5. Students-teacher relation coherence: This coherence requires the instructor to think from students’ positions, to deal with their problems and their anxiety issues.

One semester teaching based on the above model showed that the Chinese teaching strategy works well in the first author’s statistics classroom in the USA. At the end of the Fall 2006, she received positive evaluation from her students. Through the thank-youî emails from them, it seemed she could see their smiles. Meanwhile, she received feedback from her colleague who is teaching an advanced statistics this semester that some of her former students demonstrate more interest in statistics as well as less statistics anxiety in the advanced statistics class.

References


Student Learning Outcomes:  
The Intersection of Competencies, Service, and Reflection

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

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

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

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

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

Reflection, a critical thinking/writing activity, is one method that can be used to assess the ability of our course competencies to prepare students to achieve positive student learning outcomes. Through reflection, we can view the connections made between separate ideas or events e.g. classroom instruction and actual application. We are also able to rate the sophistication of the integration and interpretation of those ideas and events. In the current academic environment where both assessment and accountability have a sharpened focus, having demonstrable connects between the classroom and the world outside academia will be a useful part of the assessment process.

Reference

Is Grading Stressing You? There’s a Cure for That!
Tips for Dealing with Grading Stress and Anxiety

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Objectives:
This session seeks to:
1. Enhance understanding of the reasons why we stress over grading
2. Discuss methods that may reduce that stress and anxiety
3. Demonstrate ways teachers can cut down their grading stress and anxiety

Intended Audience:
This presentation is appropriate for anyone who currently teaches or will be teaching in the future.

Activities:
This presentation session will be interactive and engage participants in assessing their own grading stress and anxiety as well as developing methods that may reduce that stress and anxiety. The presentation will consist of the following activities:
1. A short questionnaire measuring participants’ stress/anxiety levels
2. A case study activity
3. Role playing activities that highlight major areas of concern with grading
4. Demonstrations of methods that may reduce that stress/anxiety

Abstract:
My presentation has three main goals: (a) To educate participants about grading stress and anxiety, (b) To inform participants of the underlying causes for this stress and anxiety, and (c) To demonstrate that there are methods that can reduce stress and anxiety related to grading.

Critics of higher education have claimed that grade inflation and graduates’ lack of job skills point to greater problems regarding learning deficiencies in higher education. Furthermore, claims of grade inflation and lack of educational accountability have entered the conversation. Criticism of higher education, in particular, has focused on the increasing grade point averages of contemporary college students versus students of years past. Martinson (2004) cites Arthur Levine’s survey of transcripts from 1969 to 1993. In 1969 only 7 percent of undergraduates had A averages, whereas in 1993 26 percent had A averages and only 9 percent had C averages.

Eiszler (2002) has commented on the effects of teacher evaluations on grade inflation. He examined data from 1980 to 1999 about 37,000 course sections and 983,491 teacher evaluations at a mid-sized public university. Controlling for students’ prior achievement, course “attractiveness,” and instructor appeal, Eiszler discovered that faculty received higher ratings for the semesters in which more of their students had A and A- grades.
Despite other possible reasons for grade inflation, the connection between teacher evaluations and students’ grades is the most apparent. This connection has resulted in some universities taking unique approaches to grading and evaluation (Boretz, 2004; Eiszler, 2002; Felton & Koper, 2005).

Others have noted the external pressures placed on faculty. As Basinger (1997) points out administrators and students often place pressure on teachers concerning what happens in the classroom and the grades that are assigned. In addition, McArthur (1999) found that an association between students’ grades and the professor’s status. Adjuncts were more likely to have “A” students than full-time professors. McArthur believes the reasons for this may lie in the pressures that adjuncts face. Good evaluations mean employment for adjuncts, while tenured professors are not affected by negative evaluations.

Kezim, Pariseau, and Quinn (2005) support McArthur’s conclusions with their own study on faculty status and grade inflation. The researchers looked at business students’ GPAs from 1983 to 2003. After grouping faculty into three categories – tenured, non-tenured, and adjunct – they examined how faculty status affected grade inflation. While grade inflation was apparent across all faculty categories, adjunct professors had a much higher rate of grade inflation than either tenured or non-tenured professors. Non-tenured professors came in second, while tenured professors had the least amount of grade inflation.

The results of these and other studies coincide with claims that teacher evaluations and faculty status are related to the grade inflation trend. The pressure placed on faculty to teach, research, and publish is at times overwhelming. It is believed that this pressure has generated stress and anxiety over grading students’ work. During this presentation, I will discuss the reasons behind grading anxiety and demonstrate some methods that may reduce it.

References


Rev Up Your Students: Motivating Students With “CAR”

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Objectives:
Upon completion of this presentation, participants will be able to:
1. Identify and apply the core constructs of Competence, Autonomy, and Relatedness (CAR);
2. Distinguish positive and negative instances of CAR present in teaching presentations, syllabi, and instructor feedback;
3. Design instructional events and materials that promote CAR in the college classroom.

Intended Audience:
Educators interested in having students motivated to attend class, participate while there, and learn while achieving success.

Activities:
The participants will:
1. Utilize a case scenario designed to activate prior knowledge related to CAR.
2. Discuss the core constructs of CAR and their applicability to the college classroom.
3. Analyze syllabi, teaching presentation skills, and instructor feedback for positive and negative instances of CAR.
4. Design activities and classroom interactions that promote CAR.

Abstract:
Self-determination theory involves innate human growth tendencies and psychological needs as a basis for self-motivation. It also encompasses the environmental and social contexts that support development of positive processes of motivation development among which are the needs for competence, autonomy, and relatedness (Ryan & Deci, 2000). Having these needs met within an educational setting leads students to feel more self-determined in their behaviors and contributes positively to intrinsic motivation and directional energies related to educational outcomes (Deci, Vallerand, Pelletier, & Ryan, 1991).

When applied to the educational realm, self-determination theory is primarily concerned with encouraging student interest, involvement, confidence, and an inherent value of education (Deci, et al., 1991). Filak and Sheldon (2003) purport that even though students are concerned with their grades; they also instinctively desire learning and enjoyment from their classes. Their study
suggests that offering students the opportunity to learn in an environment that provides them with the strategies for success (competence), allows for self-directed behaviors (autonomy), and in which the teacher-student interactions are abundantly non-authoritarian (relatedness), students are interested, challenges, and intrinsically motivated to achieve during their educational experience.

Students need to feel a sense of control over their actions in order to pursue a given outcome. They also need to feel as though they have the tools to succeed in an educational event in which their instructor cares whether they achieve their goals (Flink, Boggiano, & Barrett, 1990). Instructional behaviors may be the link to comprehensively connect students, through self-determination constructs of CAR, to learning and success in college classrooms (Reeve & Jang, 2006).

References


“Front-Loading Your Students”:
Increasing Reflection, Critical Thinking and Participation in Class

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Objectives:
Instructional Objectives - Participants will be able to:
a. identify ways they can use the front-loading process in classes they teach;
b. experience a brief front-loading activity with follow-up processing to simulate a class time processing session;
c. discuss with colleagues possible variations of this method based on the discipline they teach;
d. problem solve ways they can use the process in large lecture type classes (greater than 100 students)

Intended Audience:
Teaching faculty and graduate teaching assistants interested in problem-based learning and cooperative learning, interactive lectures and discussion sections. I do not use an online format; I believe an instructional technologist would find the process easily instituted online.

Activities:
A brief introduction to the process will be followed by “hands-on” activities where they will read, write reflectively and then discuss the reading as a group. My syllabus with the lists of readings and the rubric for the reflective writes will be provided to each participant. Student reflections will also be available to illustrate the products. Following the experiential activity we will open up the discussion to ways the process can be used in other disciplines and with a wider variety of content to be front loaded.

Abstract:
As a Faculty Development Specialist, I work with dedicated teachers who truly want their students to reason and problem solve at the higher levels of thinking (Bloom, 1969). Yet, what happens in most classrooms is that the teacher interprets the information for students handing it to them already digested, a process Richard Paul (1993) refers to as teaching like a “Mother Robin.” What is abundantly clear is that what we need to do is critically reflect on our own assumptions and biases of teaching by engaging in conversations with colleagues about what works, what doesn’t work and how we can push our students and ourselves to deeper, more meaningful time spent in the classroom. Stephen Brookfield (1995) presents a model for critical conversations among teaching professionals and it is from this that I began asking myself how I could encourage students to come to class prepared and already in the process of digesting the readings for the current class. Front-loading is a term I use to describe how I have readings and related written reflection assignments due two days prior to every class. This informs me of the level of engagement and processing of the materials by each student. It gives me the opportunity to reflect on what they thought about the readings and, what the readings made them think of in
relation to their own lives and course of study. Finally, it allows me to respond to them prior to class to push even greater reflection and/or to praise their depth of reflection and to prepare class directly to their interests and their needs, a truly learner-centered approach to teaching and assessment of learning (Weimer, 2002; Huba, 2000). The results have been gratifying; class time is active, engaging and has a rich multicultural flavor as academic and personal lives are in process first individually and then in the collective setting. From the standpoint of critical pedagogy (Wink, 2000), context matters and interaction with friends and colleagues in context along with written words and ideas in context forms the basis of socio-cultural learning (Vygotsky, 1978). Shor (1992) discusses the socio-political classroom making an effective argument for the social and personal aspects of learning. Even topics that do not speak deeply to a student individually often bring up teachable moments in that the student must then look at their passive engagement with the materials. Freire (1978) introduced the oxymoron of passivity being active. When one considers all of these aspects juxtaposed, the entire body on research regarding transfer of learning further supports this accountable preparation strategy (Haskell, 2001). The assignment rubric assesses their effort and the in-class discussion provides further stimulation and feedback. During the course of the semester, the vast majority of students increase their level of engagement and class time is spent in lively, informed, scholarly and lived interaction. The end of course evaluation scores of the perception of the class and the amount of learning they perceive they have obtained has soared!

References


Application of Pharmacotherapeutics in a Laboratory Setting

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Objectives:
1. To develop an understanding of the problem identification and problem solving skills needed when processing a cancer chemotherapy order.
2. To gain familiarity with proper aseptic techniques used when preparing cancer chemotherapy medications.
3. To successfully complete a mock chemotherapy medication order.
4. To successfully counsel a simulated patient about the potential adverse effects of the cancer chemotherapy agent.

Intended Audience:
Faculty members in the sciences or professional healthcare education

Activities:
Chemotherapy Week #1 Activities
1. Students viewed the American Society of Health System Pharmacy (ASHP) film "Safe Handling of Cytotoxic Agents" and were required to fill out a tutorial formed that reviewed the steps presented in the film. A random sampling of the tutorial questions then appeared on the final examination.
2. Students reviewed an article that explained the correct procedure to follow when reviewing cancer chemotherapy orders.
3. Working in pairs, students then used the process outlined in the above article to identify errors in the cancer chemotherapy medication order cases they were given.

Chemotherapy Week #2 Activities
1. Students were given sample cancer chemotherapy medication orders with errors in them.
2. Once the students identified the errors and determined the proper doses of the medications, they then gowned up and went into the laminar flow hoods to draw up the "mock" chemotherapeutic agents. Laboratory instructors were on hand to observe their aseptic technique and give helpful pointers using a checklist.
3. The students labeled their admixture and then returned to their seats to counsel the "patient" who was about to receive the cancer chemotherapy medication for the first time.
4. The students were then assessed on their ability to identify problems, solve problems, and their communication skills.

Abstract:
Using a variety of techniques, the students develop a skill set that helps them successfully navigate a challenging topic.
Reference

Using a Games Format in a Laboratory Setting

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Objectives:  
The overall objective of this activity was to develop a method of introduction that was fun for the students to become familiar with the Sanford Guide to Antimicrobial Therapy and to share in the responsibility of learning.  
Specific objectives included:  
1. Select the drug of choice given a specific micro-organism  
2. Select the appropriate antibiotic, dose, route of administration, and duration of therapy when given a specific microbe and site of infection  
3. Recognize alternative therapy for a given bacteria.  
4. Identify drug-drug interactions  
5. Recognize the generic and brand names of the different anti-infective agents.  
6. Select the appropriate dose when choosing an antibiotic for special populations. (The renally impaired patient, the hepatically impaired patient, the immunocompromised patient, and the pregnant patient).

Intended Audience:  
Faculty members who teach in courses with a laboratory component, healthcare education faculty, and science faculty.

Activities:  
The laboratory activities occurred over a two-week laboratory period.  
Antibiotic Week #1 introduced the Sanford Guide to Antimicrobial Therapy using a board game method. The activity included using a board similar to the famous game Monopoly. The Antibiotic Monopoly board included classes of antibiotics in place of properties, novel penalties in place of community chest and chance, and random questions from trivia cards to diversify the learning experience. Students worked in teams using the Sanford Guides to answer questions in order to buy property, build houses or hotels.  
Antibiotic Week #2 reinforced material that was covered in lecture using the Jeopardy game format. During this week, as the students were more familiar with the Sanford guide, time management was enforced. The game was formatted in a PowerPoint presentation using a similar category set up as the television game show Jeopardy. Each category in this game represented a specific sexually transmitted disease and the questions were based upon the disease state.

Abstract:  
This educational activity using a game format to enhance knowledge in a pharmacy practice lab setting shared responsibility of learning between the teacher and the students with the teacher providing opportunities to learn, ongoing assessment and feedback so that the students take
responsibility for achieving the stated learning objectives. Students developed learning skills to allow them to memorize tedious information, improve skills such as time management, and how to use an important reference guide appropriately. Students became self-directed learners as they acquired skills to learn specific material related to this guide.

Reference

5 Ways to Increase Knowledge Transfer

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Objectives:
After the presentation, the participants will be able to:
1) Identify strategies to increase knowledge transfer among students
2) Articulate the importance of knowledge transfer
3) Develop examples of how to incorporate the idea of knowledge transfer in a classroom setting

Intended Audience:
All faculty and graduate students that teach

Activities:
1) Activity outline and guide designed to probe participants prior knowledge of transfer
2) Examples of ideas and concepts of how to improve transfer with real world applications
3) Discussion of the similarities and differences among the concepts
4) A bringing it all together final discussion listing examples of how to apply knowledge transfer to a classroom setting

Abstract:
Knowledge transfer can be described as the ability to transfer knowledge from one problem, situation or context to another. In order to decrease student forgetting and increase knowledge transfer, conceptual learning is key because by gaining a deeper understanding of the information, there will be a durability of the information, thereby increasing the likelihood of transfer (Georghiades, 2000). Similarly, Maclellan (2005), found that this type of learning encourages students to construct their own understanding of information and make connections between ideas. This can help develop a deeper understanding of the subject area. Also, how students attend to and coordinate information, as well as the way teachers frame this information, can have a significant impact on transfer in the classroom (Engle, 2006; Wagner, 2006).

References


A Behaviorist and a Constructivist Walk into a Bar: Synthesizing Strategies for Instructional Success

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Objectives:
1. Participants will be able to explain the foundational principles of behaviorism and constructivism.
2. Participants will be able to effectively apply principles of behaviorism and constructivism in the classroom.
3. Participants will be able to evaluate the potential effectiveness of behaviorist and constructivist-based instructional strategies.

Intended Audience:
All higher education faculty, regardless of instructional domain.

Activities:
1. A Anticipation Guide to Explore Behaviorist and Constructivism Pre-Conceptions.
2. An activity to demonstrate the essential components of behaviorist theory.
3. An activity to demonstrate the essential components of constructivist theory.
4. A critical thinking exercise designed to model effective behaviorist and constructivist instructional strategies.

Abstract:
Behaviorism

Behaviorism is a philosophy within the field of psychology. The core beliefs within this philosophy hold that all thinking, feelings and actions are behaviors. As such, they can be influenced by changes in the environment. This movement within psychology began in the 19th century, and its contributors included Thorndike, Watson, Skinner and Pavlov.

1. Behavior is observable and measurable;
2. Behaviorism seeks to describe a relationship between stimuli, responses, and consequences;
3. Behaviorism seeks to determine the strength of this relationship.
Constructivism

Constructivism is a theory of learning that has roots in both philosophy and psychology. The essential core of constructivism is that learners actively construct their own knowledge and meaning from their experiences. This core has roots that extend back through many years and many philosophers, including Dewey, Hegel, Kant, and Vico. Philosophically, this essence relies on an epistemology that stresses subjectivism and relativism, the concept that while reality may exist separate from experience, it can only be known through experience, resulting in a personally unique reality. von Glasersfeld proposed three essential epistemological tenets of constructivism to which a fourth has been added in light of recent writings.

1. Knowledge is not passively accumulated, but rather, is the result of active cognizing by the individual;
2. Cognition is an adaptive process that functions to make an individual's behavior more viable given a particular environment;
3. Cognition organizes and makes sense of one's experience, and is not a process to render an accurate representation of reality; and
4. Knowing has roots in both biological/neurological construction, and social, cultural, and language based interactions.

Thus, constructivism acknowledges the learner's active role in the personal creation of knowledge, the importance of experience (both individual and social) in this knowledge creation process, and the realization that the knowledge created will vary in its degree of validity as an accurate representation of reality. These four fundamental tenets provide the foundation for basic principles of the teaching, learning, and knowing process as described by constructivism.

Behaviorist and Constructivist Strategies

Behaviorism and constructivism provide the conscientious instructor with many strategies. Here are but a few:

Reciprocal Teaching: Reciprocal teaching is an instructional strategy based on modeling and guided practice, in which the instructor first models a set of reading comprehension strategies and then gradually cedes responsibility for these strategies to the students (Brown & Palincsar, 1989; Palincsar, 1986; Palincsar & Brown, 1984).

Anticipation Guides: Anticipation guides represent a pre-engagement strategy designed to foster (a) activation of prior knowledge prior to reading, (b) facilitation of comprehension during reading, and (c) evaluation of comprehension after reading. Anticipation guides involve the creation of neutral statements, statements that some students will agree with while others will not, which are read and discussed prior to reading a specific text, or engaging another medium.

Think-Pair-Share: TPS is a cooperative learning strategy that involves (a) the instructor providing a question or problem to solve, (b) the student thinking about the their response or solution, (c) two students forming a cooperative group, and (d) the two students sharing their
responses and/or solutions and continuing to refine their collective response and/or solution (Lyman, 1981; Millis & Cottell, 1998).

25-Word Summaries: Twenty-five word summaries are reader-based statements designed to express the most important idea(s), point(s), or theme(s) in a text piece, such as a book chapter (Winograd, 1984). These summaries are focused exclusively on the gist of the authors’ message to ensure that students are developing valid understandings.

References


Instructional Strategies for an International Student Body

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Objectives:
This presentation aims to:
a) raise participant awareness of instructional strategies they can use with students from a variety of cultures.
b) contribute to participant teaching skills by suggesting a variety of effective strategies to better understand and instruct their students.
c) raise participant awareness regarding what culturally diverse student behavior means so they are not misunderstood.

Intended Audience:
This presentation could be useful for high school teachers and faculty members who have students from diverse cultural backgrounds. Faculty with GA's from different cultural backgrounds can also benefit from this presentation.

Activities:
Small Group Discussions
Presentations of findings
Whole group discussions

Abstract:
Our job as teachers is to reach and instruct everyone in the classroom - no matter what their linguistic or cultural background. Do you think you are equipped to teach students whose culture differs from your own or are you always on the lookout for new strategies to use in your multicultural classroom? If you would like to discuss various strategies to use, this presentation/discussion is for you. The presenter will facilitate discussion on culturally relevant teaching strategies that participants have found useful in their own settings. She will also present successful strategies used with students from Turkey, Japan, Korea, Taiwan and Saudi Arabia. Various ideas such as “Cross-Cultural Collaborative Exercises” (Munoz, Wood & Cherrier, 2006), a framework for teaching multicultural literature (Hinton, 2006), reading and writing workshops, projects (Davis, 2006) and others will be discussed. Strategies to adapt each activity so that it is more suitable for students from various cultural and linguistic backgrounds will also be discussed. Being sensitive to cultural backgrounds of students will enable participants to better understand their students and optimize opportunities for student learning to occur in their classrooms.
References


The Structuring and Delivery of a Service-Learning Component to Large Lecture General Psychology classes

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Objectives:
The objectives are to report on the use of a service-learning component in a large lecture class; to contribute to the knowledge base of the service learning literature; and to discuss the findings of students that are in the beginning stages of socialization into the university/community and involved in the formation of identity processes.

Intended Audience:
Teachers of Psychology, Instructional Development Staff and personnel involved in service learning and civic engagement.

Activities:
Poster presentation

Abstract:
Service learning is a type of student activity in the community that provides assistance in addressing community needs, an impetus to student self-development and the forging of learning linkages between course concepts and the world (Jacoby, 1996; Pancer & Pratt, 1999). The service learning literature is well-established and results have been studied. Improvements in political and civic awareness (Simons & Cleary, 2006), positive self-concepts (Pancer & Pratt, 1999) and enhanced empathy (Lundy, 2007) have been reported.

The integration of a service-learning component into a large lecture course in general psychology was thought to be important because
(1) undergraduates enrolled in such courses are mostly freshmen unsocialized to university culture and to the community;
(2) these undergraduates are at a developmental stage where identity and self-concept are formative; and
(3) an activity involving experience provides linkages between theoretical concepts and these experiences.

The University of Minnesota is fortunate to have a volunteer organization, the Darland Connection, that assisted in a project of this size. Over the past three semesters, five general psychology classes with a combined enrollment of about 1200 students (250 per class) were placed in service learning activities. Some semesters, students were asked to write brief reflection papers on their experiences. In the Spring 2007 semester, with the assistance of a small grant from the UMD Office of Civic Engagement, poster presentations were held in the
ballroom. This activity is supported by the Department of Psychology and its ongoing commitment to community connections.

References


Heuristic Implications and Creative Applications of Analogy-Enhanced Teaching and Learning

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Objectives:
• To discuss the metaphorical basis of conceptual frameworks
• To present theoretical foundations for pedagogical uses of analogical reasoning
• To pinpoint potential limitations and effective corrective measures when using analogy-enhanced teaching and learning
• To highlight educational applications of analogical reasoning, including guidelines for instruction and interactive classroom activities

Intended Audience:
This workshop should prove useful to college teaching faculty at all levels and across all disciplines.

Activities:
As a concluding exercise, I will introduce a series of interactive, analogy-based classroom activities aimed at drawing students into the dynamics of the learning process. For convenience of review, I have arranged these activities to flow generally in ascending order of sophistication. I will solicit audience participation in accordance with allotted time constraints.

Abstract:
Thinking and speech are inherently metaphorical processes (Lakoff & Johnson, 1980). Consequently, our conceptual systems are defined and organized in metaphorical terms. In everyday practice, we understand and experience most concepts in relation to other concepts. The metaphorical basis of our conceptual frameworks is precisely why analogies and metaphors exist as linguistic expressions. For example, imagine the thought processes involved when pioneering computer-software designers were searching for an analogous phrase to capture the essence of boxes on a screen as a user interface. After some deliberation, they arrived at the self-descriptive term "windows" as their metaphorical choice (Kopp, 1998).

Since thinking and speech are interwoven with analogies and metaphors, teachers across disciplines have long relied on these language tools to introduce new concepts (Heese, 1966; Thagard, 1992). Sometimes even unwittingly, educators preface their explanations with "Likewise," "Comparably," "Just as," and similar analogous expressions (Glynn, Law, & Doster, 1998). A considerable body of theory, research, and practice has shown that analogy construction holds favorable pedagogical implications (e.g., Mayo, 2001b, 2004b, 2006a; Wong, 1993a, 1993b).
What factors underlie the success of analogical reasoning in the classroom? In this workshop, I will review the theoretical bases for using analogy-enhanced teaching and learning, which include personalizing course concepts (Mayo, 2006b), stimulating creativity (Pittman, 1999), promoting abstract reasoning (Mayo, 2004a), and enlivening content delivery (Cyrs, 1994).

Though analogies are generally effective heuristic tools, all analogies are faulty in some respects. Like “double-edge swords” (Glynn, Law, & Doster, 1998), if pushed too far analogies can actually mislead learners. In this workshop, I will present proactive measures that educators can take to guard against such unintended confusion.

Another problem associated with pedagogical applications of analogical reasoning is that poor analogical transfer may occur when a student enters the learning situation with a weak knowledge base. I will demonstrate the effectiveness of "bridging analogies" (Brown, 1994; Clement, 1993, 1998) and "multiple analogies" (Spiro, Feltovich, Coulson, & Anderson, 1989) in countering a learner’s limited background knowledge.

In my own classroom research and practice, I have found learning gains to be most striking when students are allowed to create their own analogies (Mayo, 2001b, 2004b, 2006a). As a result, I have developed a three-stage model of analogy co-construction (Mayo, 2006a, 2007) that asks students to (1) generate original analogies for course principles; (2) evaluate these analogies in accordance with constructive feedback from classmates and instructor; and (3) modify their initial self-generated analogies in light of others’ appraisals. In this workshop, I will introduce this tripartite model that mirrors a cyclical process of learners outgrowing earlier analogies in favor of adopting increasingly more sophisticated conceptualizations. Realizing that analogy-enhanced instruction engenders its most favorable learning outcomes in cases where students are actively involved in the process of analogy co-construction, I often attempt to draw my students into the dynamics of learning through analogy-based classroom activities (Mayo, 2004a). I will conclude this workshop by presenting these activities in generally ascending order of complexity.

References


Foxfire Goes to College: An Applied Approach to College Teaching

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Objectives:
1. Introduce the Foxfire approach through interactive processes
2. Present the Core Practices
3. Connect the Core Practices for each participant’s classroom

Intended Audience:
Any educator interested in adding strategies to their classroom practice

Activities:
The Foxfire approach provides a different perspective through which to consider your overall approach to instruction, including reflections on assumptions about students, learning, curricula, assessing achievement, and quality of work. While that may be uncomfortable, Foxfire assumes that folks who are already experiencing a measure of discomfort with their teaching may enjoy the kind of process that this approach offers. Because the Foxfire approach requires highly interactive practice, this presentation will be presented as authentically as possible. Usually the Foxfire Level One course is presented in a sustained one week mode or over an entire semester.

Abstract:
The Foxfire approach, invented by Eliot Wigginton and his students, is not a “method.” It is not a template nor set of instructions to follow like a recipe for classroom success. Each practitioner adapts the approach to her/his own subject areas, student constituencies, institutional contexts, and curricular requirements. The Foxfire Core Practices – developed over time by distilling the practices of highly successful teachers – provide both a starting point for analysis and a life-long set of referents for improvement. The Core Practices: the work of the classroom is infused with learner choice, design and revision; the integrity of the work is clear; the teacher is facilitator and collaborator; class work is characterized by active learning; there is an authentic audience for
the work; new activities spiral gracefully out of the old; reflection is a central goal of the
classroom; connections between the classroom work, the surrounding communities and the world
beyond the community are clear; aesthetics are key; and the work teachers and learners do
together includes rigorous ongoing assessment and evaluation. The theoretical lynchpin for the
Foxfire Approach begins with John Dewey and travels to Paulo Freire. Practitioners realize
fulfillment of all the core practices for only fleeting moments, hence the title of Wiggintonís
book Sometimes a Shining Moment. Pursuing the approach tends to elicit creativity in
instructional practices long missing from college teaching.

References


Publishing Group

The Role of Applied Academics, Extracurricular Activities, and Employment in Educational Aspirations

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Objectives:
(A) The participants will gain knowledge about the ways in which employment conditions contribute to educational aspirations for young adults.
(B) The participants will gain knowledge about the ways in which application of academic skills in employment contribute to educational aspirations for young adults.
(C) The participants will gain knowledge about the ways in which extracurricular activities contribute to educational aspirations for young adults.

Intended Audience:
The presentation is most appropriate for faculty, administrators and student affairs professionals who are interested in young adults’ educational aspirations.

Activities:
The poster research presentation provides an opportunity for interactive discussion with faculty, administrators, instructors and student affairs professionals. The discussions will allow the presenters and audience members to exchange information that they could bring to their own institutions. The application of information at their own institutions could enhance the educational quality for nontraditional students.

Abstract:
Educational aspirations reflect the ambitions that individuals hold for their academic success (e.g., Antonio, 2004). According to Burchardt (2004), aspirations “can provide the push for educational attainment and the motivation to overcome difficulties encountered on the way” (p. 181). Prior research has examined aspirations among high school students to enter college (Kao & Tienda, 1998), undergraduates to complete their degrees (Antonio, 2004), and undergraduates to attend graduate school (Bowie & Hancock, 2000). Yet, less attention has been given to young adults who enter the workforce after school and aspire to return to education at a later date. Given the increase in nontraditional student populations, colleagues should understand the needs and motivations of students who do not enter college directly from high school (Chao & Good, 2004).
Two factors that might affect educational aspirations are work experiences and extracurricular activities. Compared to prior generations, young adults have a flexible view of the work/education sequence, so they are more likely to engage alternately or simultaneously in these endeavors (e.g., Arnett, 2004; Cherednichenko, 2006). Early work experiences can be formative in young adults’ self-perceptions, values and life goals (e.g., Arnett, 2004; Johnson, 2001), including their educational goals. Extracurricular activities might also be relevant to aspirations. For example, Tchibozo (2007) identified that university extracurricular activities offered access to better occupational activities. However, universities are not the only source of extracurricular activities and it is possible that other venues (e.g., public settings, informational resources) also facilitate educational aspirations among employed young adults. Thus, the present study examined the degree to which work conditions and extracurricular activities affected aspirations of young adults.

More specifically, this study is a secondary data analysis of the National Education Longitudinal Survey (NELS, 1988-2000). This study examined the degree to which application of academic skills in work settings (e.g., math, literacy), extracurricular activities (e.g., sports, volunteer work) and employment conditions (e.g., job satisfaction) contributed to educational goals (e.g., achieved degrees by age 30). In the NELS study, respondents completed a questionnaire about prior education, current work and future plans. Regression analysis indicated that the variables collectively accounted for approximately 20% of the variance in educational aspirations. These findings have implications for the ways in which colleagues (e.g., educators, student affairs professionals) support the aspirations of employed young adults. For example, educators might need to expand teaching technologies (e.g., Parchoma, 2006) or create employer-university partnerships (e.g., Peters, McHugh, & Sendall, 2006) to enhance educational conditions for the next generation of employed/post-employment learners.

References


Improving Writing with a PAL: Harnessing the Power of Peer-Assisted Learning with the Reader’s Assessment Instrument

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Objectives:
To demonstrate how college and university faculty can enhance the products and processes of writing by combining peer-assisted learning with the Reader’s Assessment, an analytic instrument that is aligned with the reading process

Intended Audience:
Postsecondary faculty members who assign writing to their students

Activities:
Application of a peer-assessment instrument for essays in the process mode
Discussion of its effectiveness

Abstract:
Large numbers of undergraduate students are arriving on the nation’s campuses underprepared for the challenges of college writing (“Nation’s report card,” 2003). If these students are to improve, they need to do a lot of writing. They also need the kind of feedback that will help them improve their writing, and this must be more than a holistic score and a few perfunctory comments. It must certainly be more than the mere marking of errors. Students need specific feedback: They need encouragement in their areas of strength, and they need tips to strengthen their areas of weakness. Students need the kind of guidance that coaches and personal trainers give athletes to help them improve their game. This is the kind of guidance that most faculty members want to give their students. Faced with heavy teaching loads and large classes, however, faculty members often find their resources of time and energy stretched to the limit.

So, until additional resources arrive, what can be done? Part of the answer lies in the writing process itself. An important part of learning to be a writer is learning to assess one’s own writing and the writing of colleagues, learning to give and to receive effective feedback. In training students to engage in this mutual assessment process, professors are building additional quality into writing processes and products, preparing students for business and the professions (where peer review is an important part of the workplace), and transforming classes into learning communities (Heinrich, Neese, Rogers, & Facente, 2004). Research studies have demonstrated the effectiveness of peer assessment as a component of writing instruction across a broad
spectrum of disciplines and educational levels: from agronomy to zoology (Liu, Pysarchik, & Taylor, 2002), from elementary school (Mullen, 2003) to graduate school (Topping, Smith, Swanson, & Elliot, 2000; Heinrich et al. 2004) – including students with special needs (Ammer, 1998). At the undergraduate level – the focus of this presentation – researchers and practitioners provide impressive testimony for the benefits of peer assessment (Topping, 1998). Among these benefits, two deserve particular emphasis.

- Peer assessment promotes learning about the disciplines and learning about the writing process itself (Venables & Summit, 2003).
- Peer assessment is timely and efficient. As Walberg (1998) observes, “Working alone or during teacher presentations, learners can carry forward or even practice mistakes. In a small group, or in pairs, however, they need not wait; they can quickly compare and correct their understandings” (p. x). Moreover, in contrast to an overloaded professor, who has many student essays to evaluate, a peer reviewer can concentrate on the one essay assigned to her and more easily provide a rich, detailed response (Venables & Summit, 2003; Topping et al., 2000).

Research indicates that peer assessment tends to be more accurate when its stated purpose is formative (improving a work in progress) rather than summative (assigning a grade to a finished product) (O’Donnell and Topping, 1998). Research also suggests that feedback can be enhanced by the use of assessment instruments, variously called guides, checklists, or rubrics (O’Donnell & Topping, 1998; Soles, 2001). When students are given valid and reliable assessment instruments to guide the process, feedback from peers can be as effective as – or more effective than – feedback from professors (O’Donnell & Topping, 1998; Topping, 1998).

Valid and reliable assessment instruments not only serve as evaluation tools; they also serve as teaching tools because they articulate the expectations for specific assignments (Saddler & Andrade, 2004). As Soles (2001) asserts, “Shared rubrics empower students, they urge students to become active participants in the writing process, and they substantiate the connections among teaching, learning, and assessment” (p. 15).

In keeping with the findings of research and the testimony of educational practitioners, the purpose of the Jackson State University Reader’s Assessment Project is to develop, apply, and evaluate instruments for peer-assessment of writing. In this proposed session, participants will have the opportunity to apply one of these instruments and comment on its effectiveness and practicality.

References


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Strategies for Increasing Male Achievement Outcomes in College Classrooms

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Objectives:
1. To understand that the male educational experience is currently being compromised, resulting in serious deficits in male academic achievement and increased college dropout rates for males.

2. To examine male specific modes of learning and why this knowledge must be used to inform decisions about curriculum and instruction on the college level.

3. To raise our immediate, personal awareness of this problem and to collectively identify successful strategies and create new ones to increase male academic achievement on the college level.

4. To reflect on our fields of expertise and pedagogical practices and determine specifically how and where to integrate strategies that will address the needs of males in our own college classrooms.

Intended Audience:
This presentation is appropriate for undergraduate faculty, administrators, and academic advisors.

Activities:
1. Brief overview of presentation
2. Warm-up "Icebreaker"
3. Small group "Carousel" brainstorming activity
4. Sharing of "Carousel" results
5. Whole group discussion
6. Future directions - What strategies will you incorporate into your classes to increase the achievement of your male college students?
7. Closure and evaluation of workshop

Abstract:
This presentation focuses on the challenge to educators of addressing a crisis that has largely gone ignored by the members of college and university communities. The distressing effects of a serious educational gender gap adverse to males have captured national attention in many forums (AAUW, 1995; Harris, 1997; Sommers, 2002; West, 2002). Over 80% of eighth grade students expect to earn a college degree, and nearly 50% of those students expect to earn a graduate or professional degree (Csikszentmihalyi & Schneider, 2000). The motivation to obtain a college education is increased in these students as they progress through high school and learn about
their educational and career options (Wimberly & Noeth, 2004). Students arrive on campuses with a set of expectations that influence their academic success.

Many factors have been suggested to positively influence higher educational attainment (Knight, 1994). Housing arrangements, perception of institutional quality, major and career certainty, father's educational level, availability of funding, parental encouragement and contact with advisors, faculty, and friends were some factors cited by Bean and Vesper (1994). One construct in their study termed "satisfaction with being a college student" was shown to predict academic success in college. (Bean & Vesper, 1994). This included the variables of confidence in one's abilities and taking enjoyable and exciting courses.

T-tests showed that there were no differences in the mean responses of females and males on any variable except for "satisfaction with being a college student." Parental encouragement was significant for only males as was the father's educational level and major and career certainty. These variables did not have a significant effect on female satisfaction. This study shows that gender based distinctions may be important for males in these three areas.

Additional studies support the research of Bean and Vesper (1994) and Knight (1994). Astin (1993) cites being female as one variable which predicts educational attainment. Martinez and Munday (1998) concluded that students were more likely to drop out of college for a number of factors including "being male." They also found that young men were disadvantaged by the "feminisation" of the curriculum, portfolio assessment, and a decline in traditional male areas of the curriculum (Martinez and Munday, 1998, p. 19). In a study of class success and withdrawal, Geltner (1996) found that white males have a higher withdrawal rate from courses than white females and females have a higher success rate (receiving a grade of "C" or better) than males for all ethnic categories except American Indian.

Colleges and universities wanting to increase student satisfaction must do so in different ways depending on gender (Bean & Vesper, 1994). If taking exciting and enjoyable courses and having confidence in one's abilities are mediating variables in academic success then faculty in higher education must use methods that increase student achievement and design classroom environments that enhance learning (Berryman and Bailey, 1992; Clark, 2000). The research is telling us that these methods are being successful for females but are not addressing the gender-specific teaching/learning needs of male students.

References


Let's Play "House": Problem-Based Learning in Psychology courses

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Objectives:
Application of Problem-Based Learning, critical thinking, synthesis of material, group work, collaborative learning, application of material

Intended Audience:
Anyone interested in hands-on work, problem-based learning, group work, those in social and biological sciences

Activities:
Small group work, "diagnosis" of mock cases

Abstract:
Problem-based learning (PBL) is not a new concept; it first grew out of the medical school arena in the early 1970s (Rhem, 1998) and in recent years has expanded into K-12 and college environments (Hmelo-Silver, 2004). By its use of realistic, ill-defined problems and collaborative learning, PBL’s goals include the development of the following:
1. flexible knowledge
2. effective problem-solving skills
3. self-directed learning skills
4. effective collaboration skills
5. intrinsic motivation (Hmelo-Silver, 2004)

Typically, students in a PBL class work in small, collaborative groups to solve a complex, ill-defined problem. Instructor(s) and/or peer tutors facilitate the work of the groups by providing direction but not answers, scaffolding the students’ learning by coaching and modeling (Hmelo-Silver, 2004). While reviews of the research to date on whether PBL is superior to more traditional curricula is equivocal (Capon and Kuhn, 2004) the technique has much in its favor. For example, Ahlfeldt, Mehta, and Sellnow (2005) found higher student engagement in university classrooms with more PBL, using items adapted from the National Survey of Student Engagement survey, across all levels (freshman to senior) and academic colleges at a single university.

PBL has been applied in a variety of course formats, but for the purposes of the current study those that involve the behavioral and biological sciences were of interest. Hays and Vincent (2004) evaluated the use of PBL in three different graduate-level psychology courses. Students were evaluated using an anonymous questionnaire asking them to compare their experiences with PBL to the more traditional teaching methods on a variety of point. PBL was rated higher on characteristics including promotion of interactions between students and faculty, critical
thinking, research skills, oral presentation ability, and knowledge acquisition. However, PBL was also considered to be of a higher workload than the traditional instructional methods. McParland, Noble, and Livingstone (2004) compared two cohorts of British medical school students in a psychiatry course, one which received a PBL curriculum and one given a traditional curriculum. Students were assessed at the beginning of the psychiatry instruction and at the end, both with a variety of measures aimed at the measurement of learning styles and attitudes toward psychiatry and with two routine formative assessments of knowledge; one of these was a multiple-choice test and the other was a clinical practicum.

McParland et al. (2004) found that those students in the PBL curriculum scored higher on the formative assessments. However, they did not differ significantly in either attitudes or learning styles. And, while knowledge growth in psychiatry and behavioral science was shown to increase across a six-year PBL undergraduate medical curriculum (Van Diest, van Dalen, Schruers, van der Vleuten, Muijtjens, and Scherpbier, 2004) the growth appeared to level off midway through the curriculum.

Something that is heavily emphasized in all of my courses is the application and synthesis of course material. Problem-based learning appeared to be a natural addition to these exercises, and often our students express a desire to do more “hands-on” work in their classes.

Students were divided up into seven working groups according to their past coursework and assigned specific cases illustrative of a variety of perceptual, language, memory, motor, and other brain-based disorders. Students also participated in a group report-out session to explain their cases to the class at large. A capstone mock poster session was also held at the end of the semester, in which students prepared poster presentations of two of their five cases. Guest judges attended the session (which was formatted much like a poster session at an academic conference), during which student groups were present to explain their projects and answer questions.

Anonymous student feedback (via an online survey) indicated that these exercises were generally well-received. Student scores also increased between pre- and post-tests for the most part.

This approach is also being introduced into introductory psychology courses, and an upper-division seminar. These experiences will also be discussed.

References


Insert International Issues into Your Course

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Objectives:
By the end of this interactive workshop, participants will have the following knowledge and skills:
1. An appreciation of the topic and its importance
2. Familiarity with relevant vocabulary and examples of each
3. Examples of learner-centered assignments (with grading rubrics), content, and activities from the authors’ teaching experience in psychology and Spanish (including interdisciplinary collaborations)
4. Practice generating pedagogical applications across disciplines and concrete examples for participants’ respective courses

Intended Audience:
Appropriate for all audiences

Activities:
1. Discussion, Quiz, Ecological Footprint, etc. (Objective 1: An appreciation of the topic and its importance)
2. Ask participants to add examples (Objective 2: Familiarity with relevant vocabulary and examples of each)
3. Divide into small groups, discuss, and present results to broader group (Objective 4: Practice generating pedagogical applications across disciplines and concrete examples for participants’ respective courses)

Abstract:
“Globalization is not incidental to our lives today. It is a shift in our very life circumstances. It is the way we now live” (Giddons, 2007). Today’s students live in an increasingly international world, and face global issues that impact their lives. These issues affect work opportunities (e.g., competition for jobs, technological changes, multi-cultural understanding) (Hawkins, 2005; Walsh & Savickas, 2005) and environmental realities (e.g., access to education, global warming, war, food quality, energy resources, socioeconomic disparities) (Gore, 2006; Schmuck & Schultz, 2002). Students are becoming more involved in realizing and tackling the resultant challenges (Sayer, 2007). It behooves educators to adapt pedagogy across curricula to reflect
these changing student realities and needs. The East-West Center’s International Forum for Education 2020 (http://education.eastwestcenter.org/education2020) is one such concerted effort to address this challenge. Analogous efforts in the United States are warranted as well.

This workshop focuses on practical ways to inculcate global thinking while maintaining the integrity of traditional educational goals. An overview of the topic and the case for its importance is provided; education for sustainable development, business applications, and social justice are used as exemplars; examples from the authors’ teaching experience in psychology and Spanish language are offered (including interdisciplinary collaborations); interactive experiences are included; and opportunities for participants to develop course specific components are provided.

References


E-Portfolios in Milestone & Capstone Courses

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Objectives:
The workshop includes both the positive and negative aspects of using technology in courses, the time and loss of course content, and the use of source data to compare to the experiences of the students.

Intended Audience:
The presentation is suitable for faculty who are interested in implementing an e-portfolio in their course, those who teach a writing intensive course, or those who have an interest in hearing the experiences of faculty utilizing technology and the scaffolding approach to giving students assignments.

Activities:
Icebreaker
Powerpoint & Student portfolio demonstrations
Group Discussion
Question and Answer Session
Evaluation

Abstract:
e-Portfolios have the potential for students to record their progress through an academic program such that they can provide prospective employers and colleges that they may attend evidence of their accomplishments. The portfolios can also demonstrate to the students themselves their own progress through the curriculum.

Milestones originally were the physical markers on early roads that measured one’s progress before the days of odometers. Milestone courses provide a similar measurement for students who have embarked on an academic journey.

Capstones are the last stone placed in an archway that creates the balance of all the previously placed stones. Capstone courses provide students with a similar unity of previously completed courses revealing a unity to academic masonry.
This presentation demonstrates how e-portfolios have been piloted in both a milestone and a capstone course at Queensborough Community College. The pilot experience records both the benefits and gaps in combining the three concepts in real life. Additionally, the presentation focuses on the incorporation of a writing intensive component into each of the courses, aimed at measuring the abilities of the students to complete undergraduate assignments at particular points in their academic career. The presentation also cites specific sources addressing each of these topics.

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Humanizing Online Classes with Camtasia and Horizon Wimba Live Classroom

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Objectives:
To demonstrate a sample "mini-lecture" that was created with Camtasia software and produced as a Windows Media Video, introducing this technology to participants and inspiring its usage

To give participants first-hand experience with Horizon Wimba Live Classroom from a student's perspective while simultaneously projecting the instructor's perspective to the audience.

Outcomes:
The participants will leave this session with an understanding of how Camtasia and Horizon Wimba Live Classroom will allow their personalities to come through even when teaching online.

Participants will feel more comfortable in adopting these technologies after using them during the session and by understanding that a fellow instructor, not a technology expert, can master these modalities.

Intended Audience:
This session would be appropriate for any instructor wishing to integrate either Camtasia or Horizon Wimba Live Classroom into their course. This session is especially designed to engage participants by incorporating their participation into the presentation. It is not discipline-specific.

Activities:
Projection of a Windows Media Video "mini lecture" made with Camtasia software while giving pointers on using call-outs, videos, and other amenities of the software.

The "mini-lecture" will be followed by an archive of an actual live classroom session that was recorded during an online course conducted by the presenter. Participants will see how Horizon Wimba Live Classroom was used for an interactive case study with students.

The case study will be continued by the session participants, as they become the students. They will participate in the session by using microphone or text chat, polling, and the white board. The instructor's view of the live classroom will be projected, so participants can see both student and instructor perspectives.

Abstract:
The purpose of this session is to offer participants an opportunity to see how a fellow instructor successfully utilized Camtasia software and Horizon Wimba Live Classroom in teaching an online course. Unlike traditional presentations, participants will be actively involved in the
session, becoming the students while simultaneously seeing the instructor's perspective. The session will encourage participants to use these technologies in their courses after seeing what the technologies can offer.
Mission Impossible IV: Group Work

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Objectives:
Gain increased knowledge about group work, the strengths, opportunities and challenges of assigning group work. Increase understanding of multiple ways to evaluate groups as well as new skills for developing group assignments. Through the presentation faculty will gain an opportunity to discuss their attitudes and those of their students regarding group work.

Intended Audience:
Faculty members teaching in college and university settings

Activities:
Interactive exercises, group discussions, individual participant toolkits developed to highlight creative ways to evaluate and assign group work.

Abstract:
Presentation Outline
Why do we assign group work?
Current practices and theoretical foundations
Common issues and challenges for students and educators
Benefits of assigning group work
Exploring techniques that work
Strategies for success when evaluating group work

References


Davis, BG. (1993). Collaborative work: Group work and study teams. Retrieved February 1,2006 from the University of California, Berkeley Office of Educational Development website at: http://teaching.berkeley.edu/bdg/C0llab0tatived1~


Objectives:
• Participants will give theoretical rationale for authentic projects.
• Participants will describe an example of an authentic project for physical geology.
• Participants will define authentic assessment.
• Participants will explain the importance of multiple drafts and detailed rubrics in assessing writing.
• Participants will describe ways to use technology to facilitate grading writing.
• Participants will suggest authentic assessment possibilities for their own disciplines.

Intended Audience:
Faculty, especially science faculty who teach introductory courses to non-majors

Activities:
The presentation will open with quick introductions around the room to find out what fields participants are from. Participants will also be asked to share their personal strategies for assessing learning outcomes. This will help participants activate their existing conceptions of how science assessment is or should be done. The author will present a lecture of her Geologic Guidebook strategy and the scholarly literature that supports it. Finally, participants will do think-pair-share brainstorming sessions for new ideas to conclude the presentation time.

Abstract:
In the presenter’s experience, lecture and test formats led to students’ having limited connections among concepts, persistent misconceptions, and a lack of meaningful products. A new strategy was designed to address these issues in an introductory physical geology class.

Learning psychologists and instructional design theorists are well aware of the problems encountered. Bloom, Engelhart, Furst, Hill, and Krathwohl (1956) created a taxonomy of instructional objectives that address complexity of learning. The taxonomy includes six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. Lecture-and-test based instruction, especially in the sciences, is typically limited to the knowledge and comprehension levels of the taxonomy. Analysis, synthesis, and evaluation are important to real learning. Assessing at these levels requires more creativity, but is entirely possible (Doran, Chan, & Tamir, 1998).

Misconceptions are another common problem in introductory science classes. Teachers must help learners to “re-conceptualize deeply rooted misconceptions” (Bransford, Brown, & Cocking, 2000, p. 179). The process of teaching for conceptual change involves eliciting learners” views and helping the learners understand the competing conceptions (Hewson, 1996).
Meaningful products are helpful for motivation. According to the ARCS (Attention, Relevance, Confidence, Satisfaction) motivation model, relevance and satisfaction are two of the critical components to maintaining learner motivation (Keller, 1987). When the assignment is relevant to the learner, they are more likely to be motivated to learn the concepts. When learners are satisfied with (or proud of) their achievements, they are more likely to apply the knowledge in a new situation. Traditional tests typically lack relevance or satisfaction.

Based on frustration with earlier experiences, the presenter replaced tests with an authentic project in which students created geologic guidebooks to United States National Parks of their choice. The complete guidebook consisted of seven chapters that included some general information about the topic and some specific information that applied the concepts to individual parks.

The writing component of the project helped students rise above the knowledge and comprehension levels of learning. Students had to make semantic connections among vocabulary words and concepts. As they researched and wrote, they spent their time applying knowledge to their parks and analyzing information they found in their research. They synthesized their chapters in the complete document.

Multiple drafts were essential to correcting misconceptions. As expected, students’ first drafts often revealed substantial misconceptions. Misconceptions were addressed individually, or, when appropriate, during class time. Students had the option of revising to improve their grades. To manage the grading load, each chapter had a final deadline, after which scores could not be improved. At the end of the semester, students created a bound copy of their paper. They had a product they could put on their personal bookshelves, which solved the problem of a lack of meaningful products.

Designing a project like this was not without its pitfalls. After teaching three iterations of the Guidebook Project, the presenter offers four keys to success: detailed rubrics, prompt feedback, use of technology, and flexibility. Students gave generally positive feedback in their reflections on the project. The professor finished each class with more confidence that learning was appropriately assessed and students had created something personally meaningful.

References


Beyond Comprehension: Assessment to Improve Teaching and Learning

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Objectives:
1. The participant will determine whether higher-order thinking skills are embedded in student work.
2. The participant will determine if assessments are varied and appropriate.
3. The participant will evaluate student work based on individual student needs.
4. The participant will discuss best practices in teaching and learning with a focus on assessment of student work for optimum learning.
5. The participant will discuss the relationship between assessment, achievement, accountability, and instruction.
6. The participant will compare and contrast actual student work to determine the level of Bloom's Taxonomy required.

Intended Audience:
Faculty, particularly those involved with pre-service teachers or those who work with faculty development in schools and school systems

Activities:
Participants in this highly interactive session will engage in large and small group discussion in addition to analysis of actual student work to determine levels of critical thinking in order to meet the session's objectives. The presenters will serve as facilitators.

Abstract:
This presentation will address the complexity of classroom assessment by examining various ways to assess student learning with particular attention to assessment at higher levels of Bloom's Taxonomy. If it is indeed true that much assessment (and, therefore, classroom instruction and curriculum) is focused on the lower levels of difficulty (i.e., knowledge,
comprehension, and application), then teachers must become more intentional as they plan curriculum, teaching, and assessment.

According to Anderson et al. (2001), teaching is both an intentional and reasoned act because we always teach for some purpose, “primarily to facilitate student learning” (p. 3). Therefore, all student work should be viewed as some form of assessment and should become key data about the life of a school. Schools are increasingly held accountable for a wide array of variables. Therefore, by placing emphasis on assessment that drives instruction, accountability is welcomed. There is no separation between assessment, achievement, and accountability.

By examining actual student work, participants will gain practical skills in analyzing work to drive instruction and curriculum that focus on higher levels of Bloom's Taxonomy, as well as the revised Taxonomy (Anderson, et al., 2001 & Smythe & Halonen, 2006), thereby increasing critical thinking and student achievement. Moving beyond comprehension, in turn, will cultivate instruction and assessment at higher levels that foster an atmosphere of welcomed accountability.

References


Teaching Large Lecture Hall Classes at the Undergraduate Level

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Objectives:
1. To recognize the challenges of teaching a lecture class.
2. To explain the theories that support personalizing large classrooms.
3. To examine the steps to teaching a large class.
4. To understand how to implement technology into the classroom.
5. To develop new and innovative techniques for teaching large lecture classes.

Intended Audience:
This poster presentation is most appropriate for instructors teaching at the college level.

Activities:
Discussion of challenges to teaching large lecture classes.

Abstract:
According to Cooper & Robinson (2000), challenges facing lecture-based classroom instruction include lack of active learning; impersonal classroom environment; insufficient teaching techniques; classroom management problems and inadequate presentation of thinking strategies. Thus, different strategies as developed by Cannon and Newble (2000) and McKeachie and Svinicki (2006) as well as others' will be reviewed.

References


Objectives:

- Viewers will identify relevant aspects and stages of curriculum development from Malawi's perspective.
- Discuss the role of context in curriculum development.
- Discuss the importance of stakeholder participation in curriculum development and change.
- Describe the role of pilot testing in curriculum development and change.

Intended Audience:

- Teachers
- College Administrators
- Policy makers

Activities:

- Poster will be pasted for viewing
- Handouts will be issued describing the model.
- Questions will be answered and suggestions solicited from viewers.

Abstract:

The role of context in curriculum development cannot be overemphasized. In Malawi, there has been, since time immemorial, usage of borrowed curriculum from Britain. Contextual issues and involvement of stakeholders at the time of adoption seem not to have been taken into account. Although efforts have been undertaken to modify the curriculum to suit the Malawian context and bring about the much needed transformation in the country, such efforts have not gone without resentment and resistance by relevant stakeholders. The suggested model takes into account issues of context and stakeholder participation (Jones & Anderson, 2001) in learning need identification, feasibility determination and learning need validation and pilot testing. It is expected that inclusion of relevant stakeholders and analysis of contextual matters would help derive curricula that are not only relevant but acceptable enough to bring about the envisaged change. (Dodge & Sewankambo, 2003).

References

Revisiting the Ideas of Carl Rogers:
Empowering Students through Collaboration

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Objectives:
1. Participants will develop an understanding of the ideas of student-centered teaching developed by Carl Rogers.
2. Participants will learn how Rogers’ ideas on student-centered teaching can be applied with graduate students.
3. Participants will learn about the highly creative activities developed by students who were empowered via the collaborative process.
4. Participants may develop insights and changes of attitude concerning empowering students via a student-centered, collaborative approach to teaching.

Intended Audience:
Higher education faculty and students interested in empowering busy graduate students

Activities:
A PowerPoint presentation that will include numerous photos of actual students will be followed by a discussion and a question and answer period.

Abstract:
In 1969, Carl Rogers wrote his famous book on education entitled Freedom to Learn. Within this book, Rogers explains his ideas focusing on student-centered learning. Rogers, who was named by the American Psychological Association as one of the most influential psychologists of the 20th century, originally focused his ideas on psychotherapy, specifically client-centered counseling. Later in his distinguished career, Rogers turned his attention to the classroom where he applied many of his important ideas from client-centered psychotherapy to student-centered learning.

Rogers believed that teachers should be facilitators of learning, as well as resources for their students. He essentially thought that a teacher should be a “guide on the side” rather than a “sage on the stage.” He believed that the essential element to effective learning was the trust developed between the instructor and his/her students.
Graceland University developed a partnership with Grant Wood Area Education Agency in Cedar Rapids, Iowa and, four years ago, began an innovative graduate program for teachers leading to a master’s degree in Collaborative Teaching and Learning. Students design their own learning experiences within their classes around the five Core Propositions of the National Board for Professional Teaching standards. A faculty facilitator assists students in determining class meeting times, textbooks, and course activities and assignments.

By empowering students through the collaborative process, students have used their knowledge, talents and wisdom to design numerous highly creative learning experiences. Students also are required to design a two-night, three-day overnight class to a major city in the Midwest for a class that focuses on diversity and multiculturalism. This summer the three new cohorts have decided to visit St. Louis, Chicago, and Milwaukee in pursuit of their learning experiences. As well, during the second year of their program, students take a course focusing on the development of creativity in the classroom. The culminating capstone activity in the program is an action research project conducted by students in their own classrooms.

Some of Rogers’ key ideas include:
1) Human beings have a natural potentiality for learning.
2) Significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes.
3) Learning which involves a change in self organization - in the perception of oneself - is threatening and tends to be resisted.
4) Those learning which are threatening to the self are more easily perceived and assimilated when external threats are at a minimum.
5) When threats to the self is low, experience can be perceived in differentiated fashion and learning can proceed.
6) Much significant learning is acquired through doing.
7) Learning is facilitated when the student participates responsibly in the learning process.
8) Self-initiated learning which involves the whole person of the learner - feelings as well as intellect - is the most lasting and pervasive.
9) Independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance.
10) The most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experience and incorporation into oneself of the process of change.

The experiences these graduate students have had in their Collaborative Learning and Teaching program are a result of the collaborative process in action. These results clearly demonstrate that the application of Rogers’ ideas on student-centered learning lead to rich and powerful learning experiences.

References


Teaching for the Times: Using Developmental Theory, Constructivist Pedagogy and an Interdisciplinary Curriculum to Revitalize General Education

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Objectives:
This session should provide an important "proof of concept," illustrating how educational research on constructivist practice can be effectively combined with more general cognitive developmental goals to produce a general education experience that emphasizes active, engaged, and critical thinking, an appreciation of diverse viewpoints, and perhaps most importantly, the learner's own responsibility for participating in the knowledge construction process.

In addition, we hope to share with participants how the interdisciplinary nature of the course series and organizing learning around real-world themes can promote connections with students’ prior knowledge and help them transcend disciplinary boundaries that may inhibit the problem-solving process.

Intended Audience:
All university personnel interested in:  
- alternatives to general education programs  
- first year experiences  
- holistic approaches to general education  
- intellectual development  
- STEM education
Activities:
We will
1. Provide an overview of the Earth Sustainability course series sufficient to allow others to begin to develop similar general education curricula.
2. Offer materials, ideas and activities that facilitate adoption of the pedagogical techniques essential to delivery of the curriculum.
3. Introduce session participants to the voices and experiences of the first cohort of students to complete the course series, as expressed in interviews carried out longitudinally over the two years of the series. Participants will critically analyze the relationship between the learning goals of the course series and students' remarks.

Abstract:
A host of reports generated by a wide range of constituencies have called for radical reform of general education (e.g., AAAS, 1990; AACU, 2002; Bartlett, 2004; Project Kaleidoscope, 2002). Employers, scientists and philanthropists have argued that students are inadequately prepared to engage in the kind of thinking, problem-solving and communication fundamental to functioning in today’s complex, high-change environment. In a recent review of educational psychology over the last 25 years, McInerney documents how models of teaching and learning have come to embrace the contemporary emphasis on constructivism: “Constructivism underlies many contemporary research themes such as information processing, metacognition, self-regulation, self-efficacy, peer tutoring, scaffolding, learning strategies and study skills…. [It] has certainly dented ideas that knowledge was fixed and immutable and could be passed on from teacher to learner in a transmission mode” (2005, 592). At the same time, McInerney notes, “Many practices in classrooms still reflect the reinforcement and transmission dogmas of the 1970s and 1980s. In other words, recent theory and research has had a disappointing impact on educational policy and practice” (2005, 596).

We will present an alternative model of general education built explicitly on the social-constructivist principles of Baxter Magolda (1992; 2004) and the associated pedagogical model of Baxter Magolda and King (2004). Baxter Magolda’s theory describes student development proceeding from absolutist constructions of the world through relativistic transitional stages in which knowledge is uncertain. With further development, students conceive of knowledge as contextual and socially constructed and are able to integrate varied views into a meaningful whole based on laws of evidence and coherence. We believe that it is this unique focus on change in students’ underlying cognitive development that is essential to the acquisition of the reasoning and problem-solving skills desired.

The new curriculum is an integrated, two-year, 30-credit course series introduced at Virginia Tech in 2004. The course series redefines faculty- and student-related course roles and responsibilities, emphasizes the role of peers through collaborative team-based learning, and replaces a fragmented general education experience with an interdisciplinary curriculum based on the theme of Earth Sustainability (ES). Assessment of the course series’ first cohort demonstrated its success, with ES students outperforming a comparison group on measures of cognitive development, critical thinking, and engagement.
Participants will be given a template for the course, along with a brief list of pedagogical principles and practices. This list was created as part of a hand book to help faculty in the course series translate the Baxter Magolda and King model into the more immediate terms of the classroom. Handouts will be accompanied by brief discussion of how principles have been instantiated in the ES series, soliciting examples from participants’ own teaching experience. Working in groups, participants will then have an opportunity to apply some of these pedagogical principles in a microteaching situation. Finally, to help participants better understand the specific cognitive-developmental changes we seek to promote, we will ask groups to “code” sections from longitudinal interview data, identifying the criteria for determining intellectual growth and its potential impact on instructional practice.

References


Launching Bright Stars:
Building College Success Principles into Course Design

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Objectives:
a) Explore and define the general concept of College Success for any discipline
b) Outline data for each of ten selected College Success Principles
c) Facilitate a dynamic environment for collaboration in the application of these principles across disciplines.
d) Provide workshop attendees a chance to network with others interested in Student Development Principles.
e) Supply each workshop attendee a rich list of resources with which to go home and begin building these college success principles into their course design and instructional materials such as websites.

Intended Audience:
Faculty, Student Services Staff, Administrators, Instructional Technologists.

Activities:
Brief Presentation – 10 minutes
Group Activities – 30 minutes
Discussion – 10 minutes

We will begin with an overview, move to an interdisciplinary group activity, break for discussion, resume group activity and then end with a group discussion and wrap up of the workshop.

Abstract:
As institutions race to add college success mechanisms such as first year seminars, freshmen orientation programs, student success workshops and mentoring programs to serve students and increase retention rates, it could be that a simple intervention, coaching in the classroom is overlooked. We have designed this workshop to highlight the essential skills students need for college success and provide a format whereby faculty members from every discipline can enhance their course designs by including these core competencies.
According to a study by ACT (American College Testing), one-quarter of all college students at four-year institutions do not return for their second year. The numbers are even more alarming for minority students. Some such as former Princeton President William Bowden have even argued for a new kind of class-based affirmative action for college admissions to help level the playing field. College Success Programs do have the potential to address some of the student characteristics that increase attrition. According to ACT, the key is to focus on both academic and non-academic issues.

A 1994 study by Stith and Russell found that faculty have a significant impact on students’ decisions to persist. In any given term, faculty have the greatest opportunity for impact on students among college personnel due to the sheer number of contact hours. This unique opening places faculty in the most important position on the playing field. This program is designed to seize this opportunity and give faculty members the tools to apply triage and make a positive contribution to this student success equation.

While student success in the classroom is the purpose of the academic experience for both educator and student, it is important for the college instructor to teach more than just her specialty or his content. Teaching beyond the four corners of the text ñ teaching skills transferable to other course and other life experiences ñ will help students succeed beyond the four walls of the classroom. Time management skills, public speaking, analytical thinking, writing, and debate are skills students need to persist in college and succeed beyond the four years of the undergraduate experience.

This workshop will suggest ideas for the college professor to weave into course design that use principles and practices that are both potent and practical.

References


Taking Integration to the Next Level:
Using Teams to Integrate across Business Courses

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Objectives:
• Provide an overview of our courses with an emphasis on describing the use of teams and how we integrate the two courses through team-level assignments, evaluations, and projects. Participants should expect to better understand the process of developing cohort cross-functional courses.
• Present an opportunity for participants to learn about and partake in an alternative for team formation based on personality types. Participants may then use this tool to implement in their own classes.
• Review the impact of teams for achieving course integration highlighting what has worked and what hasn’t. We invite participants to share any ideas and suggestions they may have for improvement in these areas.

Intended Audience:
The audience should include faculty members interested in using teams in their coursework. Further, faculty members and administrators interested in cohort courses and integration across courses should also attend.

Activities:
Two activities will be used that engage the audience to illustrate the main objectives of the presentation; a team exercise and a computer business simulation.

First, we feel it is critical that participants leave with a clear sense of the team formation process. As a result, we will actively engage the audience in a team formation exercise. Participants are also encouraged to share their experiences with the implementation of teams as well as cross-functional business courses.
Second, we will focus on how to link courses through team-level assignments and activities. One primary element, in particular, will be highlighted in a computer simulation, which allows teams of students to “run” their own businesses and compete with other student teams. Using the simulation, participants of the session will be asked to make decisions that cut across multiple business functions and afterward, they will be able to see the results of their decision-making on the success or failure of their businesses.

Abstract:
The presentation will include a discussion of the application of teams to achieve two primary learning goals at our university – teamwork and business integration.

Research has noted that among some of the skills considered of “highest priority” for entry-level graduates was teamwork (Fisher et al., 2006); the development of interpersonal skills required to effectively work as members of teams. This is especially the case for organizations experiencing rapidly changing external environments. In response to these needs, teamwork is increasingly being used in a variety of college courses (Payne et al., 2006) with many universities adopting mechanisms that include cross-functional team activities (Hartenian et al., 2001). Having individuals gain experience in working in teams affords schools and organizations many benefits. Among some that have been identified are the development of teamwork skills, improvement of critical-thinking skills and additional insight into topical areas such as expertise in a business discipline. In addition, participating in teamwork affords the development of communication and interpersonal skills and has been suggested as increasing student involvement in the learning process (Miglietti, 2002). Given the importance of teamwork to organizations and to further support the use of teams in university courses, we will illustrate one team formation process tool by engaging the audience in a team exercise. During this portion of the presentation, participants will be encouraged to provide feedback and share their experiences with teams and other similar teaching practices.

Further, the presentation will include a discussion of business integration; that is, understanding the interdependence of various functional areas of business. Driving the move towards integration has been criticism that business schools have produced graduates who are too specialized and who lack the knowledge, methods and skills to make complex business decisions (Behrman and Levin 1984). The criticism implies that the traditional functional focus leaves students with little understanding of the interrelationships between business disciplines (DeMoranville, et al., 2000). We will concentrate our efforts during this segment of the presentation on explaining the tactics employed to achieve better integration across both the Introduction to Business and Information Systems courses as well as across company functional lines. This is achieved by reviewing the team activities and materials that support this integration process. Included among some of these are the “running” of a business through a computer simulation, creation of a website for their businesses, and discussion of the evaluation process of students as team members. We feel this method of teaching takes a more inclusive approach to the concept of business integration. By supporting a better understanding of how different business disciplines impact one another and how this knowledge can be readily used in other courses, students actively learn, apply, reinforce and reflect on what we teach.
References


Empowering Preservice Teachers: Providing Experiences, not Opportunities

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Objectives:
* preservice teacher development
* alternative field experience placements
* tutoring elementary learners
* assisting students with special needs through preservice teacher field placements
* curricular development to include student input

Intended Audience:
preservice educators, curriculum developers, special ed faculty, elementary ed faculty

Activities:
slide show, lecture with handouts, brainstorming activity, question and answer session

Abstract:
Teacher preparation programs generally consist of field experiences which are not always effective in developing preservice educators. These programs include content instruction, observational opportunities of classroom teachers, and varying amounts of teaching experiences prior to student teaching; yet, they are not always effective. Many of my own undergraduate students voiced their concerns about how those limited opportunities within elementary classrooms seemed meaningless. In some instances, students sat watching as classroom teachers held authoritarian control of the class. Others said they conducted excessive amounts of observational studies while failing to have realistic teaching experiences with children. A few of the students even expressed their swaying desires to enter into the teaching career. They were so displeased with their preservice teaching opportunities thus far that they questioned whether they would be prepared for the immense responsibilities that go along with the profession.

Although I could not change the entire program, I could change the logistics of my particular course to better situate it towards their eminent needs. The pursuit of change commenced with designing a noteworthy semester filled with field experiences that would prove more meaningful to both the collegiate students and those elementary/middle school learners with which they came in contact. After all, what is the purpose of developing future teachers if their needs are not taken into consideration when formulating one’s own curriculum?

Clearly, significant change needed to be made to the entire preservice teacher program, but the more eminent issue was the need for my course to be restructured immediately so that 52 collegiate students would be prepared for student teaching the following semester, not a simple task. Where would I find a population of children with educational needs, who could use the one-on-one assistance of my students, and who were accessible to my student body?
After deliberating about this predicament, one possibility came to mind. It lied deep within my own previous educational experiences, many of which I had hoped to forget. In adolescence, I faced numerous school-related dilemmas due to a personal illness – one that changed my life forever. At the age of 16, I was diagnosed with non-Hodgkin’s Lymphoma (NHL) and instantaneously, my future was unknown. Life, including becoming educated, was made more difficult.

In an effort to fill the voids within the existing preservice program at the university with which I worked while simultaneously providing a much-needed service to ill children, field experiences were directed towards tutoring cancer patients. Throughout the entire process, I served as a liaison between the participatory patient families and the university’s preservice teachers. Patients’ schedules were given priority when arranging meeting times as my collegiate students could accommodate the youth’s biweekly hospital visits. In all, the individualized tutoring sessions were geared to each student’s particular needs, according to subject areas. The meetings were conducted within a 12-week period on location at a clinic affiliated with a large pediatric cancer research hospital.

References


Animation and Visual Imagery with Microsoft Moviemaker as a Learning Tool

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Objectives:
This research was conducted during the spring semester 2007. Students were informed that their performance would be graded. The overall objectives were as follows:
• research product development and end use of animation applications
• make abstract concepts visible through technology
• select, implement and adapt animation to teaching methodologies and integrate a variety of software, applications, and learning tools
• assist learners in organizing and analyzing complex information
• amplify students' means of expression through the use of animation
• collaborate to enhance student, teacher capabilities and improve student learning
• enable students to develop polished products through technology

Intended Audience:
All

Activities:
Participants in this workshop will learn how to incorporate digital photographs, music, and other media into a customized movie based on the findings of this study.

Abstract:
The availability of computer related technologies and the increase in software capabilities have facilitated an increase in the use of computer-based technology in learning environments. With the ability to create coursework with graphics and animation, new opportunities exist for teachers and trainers to provide students with a wide variety of learning environments. Research has shown that computer-based instruction enhances learning and fosters positive attitudes toward instruction (Kulik & Kulik, 1985), as well as offers the opportunity for conceptual understanding through visualization. Visualization is a powerful instructional tool which has been found to be an effective cognitive strategy to facilitate learning (West, Farmer, & Wolff, 1991). However, Research has shown that, before evaluating the effectiveness of a picture, one must first determine whether a textual passage alone elicits adequate internal imaging (Dwyer, 1978). If learners adequately image internally, the inclusion of visuals will probably not result in any additional learning gains. Dwyer (1994) has reported that student achievement improves when
visual cues properly designed and positioned are integrated into instruction. One strategy for enhancing the instructional impact of static visualization is adding visuals in motion (animation). In contrast to static presentations, animated presentations can enhance a figure’s prominence (Hannafin & Peck, 1988). Only recently have researchers started asking whether animation in instruction can improve learning. Unfortunately, the results of research driven by this question have been conflicting. Cognitive theory, particularly cognitive information processing, is the theoretical basis of this study. Cognitive information processing is a branch of cognitive psychology that considers how people take in, process, and act on information and focuses on attention, perception, and memory (Ausubel, 1968). Research suggests that there are limits to the amount of information that learners can attend to and process effectively. Learners need to be actively engaged in processing information, to transfer it from short-term memory to long-term memory, and recall of information is facilitated when the learned material is encoded in some way (Gagné, 1985). The key factors for effective encoding of information include ensuring that the material is meaningful and that activation of prior knowledge occurs. Animation strategies, as selected for this study, may provide a more intense interaction between the learner and the content and thereby facilitate the encoding process. Specifically, the purpose of this study was to investigate the effectiveness of animated visual strategies on cognitive processing and produce a workshop to teach the basics of MovieMaker based on the findings.

Significance of the Study

Limited research exists on animation as a learning tool in the classroom. The current study investigated animation and visual imagery with Microsoft MovieMaker as a learning tool and evaluation of classroom experiences. By using qualitative methods to obtain student perceptions of animation and MovieMaker, this study adds to the knowledge base of the existing literature. Further, in-depth interviews provide more detailed explanations and insight into student perceptions, which is needed when establishing guidelines for future implementation.

References


The Teaching Frames of Music Teachers and Their Use in Other Learning Settings

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Objectives:
• Participants will gain an understanding of the music teaching strategies.  
• Participants will discriminate music teaching strategies from other types of teaching strategies.  
• Participants will recognize small teaching “frames.”  
• Participants will see music teaching strategies modeled.  
• Participants will engage in using music teaching strategies with their own content.  
• Participants will be encouraged to develop a cross-discipline approach to learning further teaching strategies with a view to arts teaching and learning in general.

Intended Audience:
This presentation is most appropriate for college faculty and high school educators who teach in classrooms with students in small and large groups. Administrators may also find this presentation rewarding as they can share the music teaching strategies with their faculty at their own institutions.

Activities:
This presentation will focus the second portion on interactive role play, as modeled by the presenter. Participants will be given scripts which they may alter to suit their content, while keeping the strategies intact. This will allow them to understand, demonstrate, and recognize music teaching strategies and how they may be useful in their own learning settings.

Abstract:
While the best practices of teaching and learning have remained, in principle, somewhat stable in the wider educational community, the teaching strategies of music teachers have not been often shared with this community. Music studio teachings have held an oral tradition that takes place in a small room, once a week, one-on-one with a musical instrument. This tradition has proven to be very successful for the purposes of teaching musical instruments and many of these strategies are to be found also in the music performance classrooms of band, chorus, and orchestra, but can they be useful to other teachers and educators? Recent research in the field of music education has revealed what Duke (2005) calls “teaching frames”. These frames (p.161) occur within an instructional period and involve students reaching small goals in small time intervals. These teaching frames are evidenced in all music teaching although may not be necessarily labeled as such. According to Duke, “there is always an identifiably goal, and it encompasses all of the teacher and student behavior devoted to the accomplishment of the goal” (p. 160). Teacher behaviors include interventions, information, directives, questions, modeling, and feedback. Student behaviors include verbalization, information, question, and musical performance. If the
musical performance label is removed and we allow student performance to take its place, then the music teaching strategies can transfer to other learning settings where there is still an identifiable goal.

The key difference of the music teaching strategy is that a teaching frame can happen very quickly and much interaction will occur. For example, Henniger et al (2006) found that frequent and highly positive reinforcement is used in the music studio. The placement of feedback in the instructional sequence has been prominent in music education research for some time. Price (1983) illustrated that students were more successful in accomplishing defined objectives if their teachers used a complete sequential pattern of instruction ř teacher instruction, student performance, teacher feedback ř than students who received incomplete patterns of instruction. Yarborough and Price (1989) ascertained that teachers with more experience tend to follow each student performance of feedback.

Henniger et al (2006) and Creech & Hallam (2003) provide a detailed literature review of the concepts of effective teaching in the music domain which is suggested for a more in-depth review than can be illustrated here. Current research supports the predominance of positive feedback occurring after each student performance (Brogla-Krupke, 2003; Henniger et al, 2006; Colprit, 2000; Benson & Fung, 2005) and the effects this has on student progress (Costa-Giomi, Flowers, & Sasaki, 2005; Brogla-Krupke, 2003). The music teaching strategy uses widely accepted instructional sequence but it happens in a short time frame. As the frames happen frequently, the level of reinforcement via feedback also increases and the outcome is often higher levels of achievement for students. The sharing, modeling, and practicing of the music teaching strategy may have implications and impact on the wider community of teachers and learners; it also improve achievement for the students of other faculty and administrators.

References


Got Those Laboratory Course Meaningful Learning Blues? Try Using Vee Diagrams with Concept Maps for Learning, Assessment, and Remediation

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Objectives:
Participants in the presentation will:
1. Be able to explain the development of the concept map and Vee diagram as an application of cognitive learning theory and the information processing model of learning and memory;
2. Be able to define and differentiate among the 2 primary types of knowledge constructed using a map and Vee diagram:
   a. conceptual knowledge
   b. procedural knowledge;
3. Be able to construct a map and Vee diagram about the information processing model of learning and memory using the information provided in the presentation;
4. Use the map and Vee diagram to describe knowledge about the relationship between concepts in a laboratory exercise;
5. Be able to describe a scoring rubric and its use in a remediative interaction using the Vee as the teacher-student interaction guide.

Intended Audience:
Participants in the presentation who will benefit the most will be anyone interested in meaningful learning outcomes from inquiry type activities. Examples are science laboratory oriented, but any discipline that requires students to utilize both conceptual and procedural knowledge should be able to generalize this activity to their field.

Activities:
Learning cycle to include:
a) Introduction to concept maps and Vee diagrams and presenter’s global research results;
b) Audience practice in developing concept maps and Vee diagrams;
c) Discuss meaningful learning theory, scoring rubric, and remediative examples;
d) Audience practice in using concept maps and Vee diagrams in laboratory simulation.

Abstract:
Concept maps and Vee diagrams are representations of the conceptual and procedural relationships in a student’s knowledge set. Using Vee diagrams with concept maps as laboratory reports can encourage and assess meaningful learning, and provide a platform for remediation. This presentation follows a learning cycle beginning with an exploration phase where participants learn how to develop their own maps and diagrams. Next, the explanation phase provides a discussion of the theoretical foundations for mapping and diagramming. The
presentation concludes with a practical exercise on diagram and map construction and assessment.

Meaningful learning theory (MLT) encourages the learner to become an active, not passive, participant in the learning process. MLT strategies are metacognitive strategies that allow the learner to organize their cognitive structures into more powerful, integrated patterns. Learners who use metacognitive strategies learn more meaningfully because they examine the conceptual, relational and hierarchical nature of the knowledge with which they are working (1; 2; 3; 4; 5). Vee diagramming and concept mapping are two metacognitive strategies for learning and assessment have been combined by Novak and Gowin (3) to enable active learning.

A concept map is a concise, two-dimensional, schematic representation of the collection of concepts and semantic linking relationships in a learner's knowledge set. The physical construction of a concept map is accomplished as learners actively seek and develop concepts with their associated semantic linking relationships (5;6). Dansereau and Cross (7) suggest using relationally guided maps. However, Novak and Gowin (3) claim that the more hierarchically structured, non-arbitrarily organized the map, the higher the understanding given to the representation.

The Vee diagram (so named because the learning tool is in the shape of a letter ëVí) is used to build knowledge structures. The Vee relates the knowledge developed from procedural activities performed in laboratory to the concepts and theoretical ideas that guide a scientific inquiry. The Vee helps the learner "see" the interplay between the structural knowledge he or she possesses going into the laboratory, the methodological knowledge he or she develops during the laboratory, and the conceptual knowledge he or she produces from the investigatory processes (3; 5; 8).

Misconceptions, which occur as a result of the interaction of the learner and the instruction, are usually seen in concept maps as a linkage between two concepts that is false or otherwise insufficient (1; 3; 5; 6; 7). Student misconceptions are represented in their Vee diagram as invalid or incomplete conceptual or methodological relationships, or as conceptual relationships that are incongruent with the methodological relationships described in the Vee. When used as an assessment vehicle, Vee diagrams with concept maps allow instructors to recognize misconceptions which would need remediation (1; 3; 4; 5).

Meaningful learning and misconception remediation are cognitively positive attributes of Vee diagram with concept map utilization. In this role, they simultaneously attend to what the learner knows, how this knowledge is organized, and point to any misconceptions held by the learner that need remediation. (1; 4; 5)

Citations:


"I am NOT what I am": Collaborative Writing as Character-Building in Arts and Sciences Courses

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Objectives:
The session seeks to:
• Use collaborative learning for philosophical exploration;
• Enhance understanding and acceptance of personal and cultural differences through meaningful communication in a safe environment;
• Demonstrate to students the complexities of the writing process, in which students produce texts that are their responsibility, but are not identical with the students’ inner selves.

Intended Audience:
This session will benefit faculty who teach any humanities, arts, or social sciences course.

Activities:
Faculty members attending will a) participate in an engaging and personally challenging sequential "self-description" exercise which involves development of one's "literary persona" followed by shared written comments from others; b) recognize how students could use this exercise to see the literary, psychological, and philosophical limits of self-description; and c) discuss the practice and theory of this exercise in the context of writing as collaboration and writing as discovery across the curriculum.

Abstract:
In courses in the humanities, arts, and social sciences, instructors often try to practice a humanistic pedagogy that allows students to examine and discover themselves as well as the intellectual subject of the course. Sometimes, however, an emphasis on logic and critical thinking as self-discovery can ignore students’ emotional and aesthetic experiences (Caranfa 86). Aesthetes like Caranfa and politically-minded cultural theorists like Pierre Bourdieu would actually agree that a self-discovery that leaves out personal likings, values and habits will address only a limited part of a student’s mental life. My presentation will discuss how a specific writing assignment that I have given in my Composition and Literature course pushes the boundaries of academic writing and allows students to pursue multiple objectives: self-discovery, philosophical awareness, empathy for others, and understanding of cultural difference. The assignment is designed so as to acknowledge that college students come to cultural literacy within structured power relations (Giroux 177) and that the professor must be mindful of what she asks students to do in the public and therefore risky setting of the classroom. I will have the faculty members complete the writing assignment, which involves collaboration. I will then show examples of student responses to the assignment, and lead a discussion of the benefits (or drawbacks) of this assignment for courses in the Arts and Sciences curriculum.
Background and Rationale

Collaborative learning is now accepted by the academy as a crucial strategy for student success. The exercise I outline immediately below is a philosophical take on collaboration: students are working “together,” but in sequential order. Effectively, each student must position herself both as part of the writing group and as an individual responsible for an ethically-charged act of communication. This double role situates the student in a position that is psychologically safe, but not closed off from the challenging otherness of her peers. Very few writing exercises in college focus explicitly and publicly on the “character” of the individual writer. The reason for this gap in writing is the risk attendant upon public discussion of personal values, but as Habermas and subsequent theorists have noted, public and counterpublic spheres can allow the exercise of personal and collective agency. This writing exercise allows students to present themselves in a Habermasian sphere in order to see the literary, psychological, and philosophical limits of self-description, while enabling a close exploration of the student’s own values and of those of others.

Works Cited


Why Don't My Students Think I'm Groovy? Engaging the Millennial Learner

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Objectives:
Through application exercises attendees will apply the presentation content to improve their teaching methods and better meet the needs of millennial learners.

In attending this session, the participant will:
1. Become familiar with research findings regarding teaching techniques that meet the needs of millennial learners.
2. Reflect on his/her own teaching techniques as they apply the findings of the research on millennial learners to teaching within their individual discipline.
3. Gather materials and activities for presenting a workshop on their own campus.

Intended Audience:
Professors
Teaching and Learning Center Directors

Activities:
Brief review of Literature and overview of original research findings
Application Exercises
Viewing and Discussion of Digitized Video of Student Interviews

Abstract:
What factors influence student motivation and desire to engage in the process of truly learning? Obviously, there are some influences beyond the professor’s control, but research in educational psychology suggests that one thing professors can do to increase student engagement is to create a learning environment that is in some ways linked to, and supportive of, the current student culture.

Much attention has recently been focused on the millennial student. In her 2006 Bestseller Generation Me, Jean M. Twenge, Professor of Psychology at San Diego State University, makes the assertion that the current generation of college students have the following unique issues:
1. As a result of growing up during the internet revolution, in which information is available at a keystroke, this generation has no tolerance for delay.
2. Millennials are statistically more likely to strive for wealth and materialism as opposed to seeking meaning and purpose in life.
3. As children, millennials’ parents were a generation that focused on building their child’s self-esteem. As a result, millennials are focused on their own individual rights and happiness.
4. There has been a decline in conformity and adherence toward social rules such that millennials are more likely to question authority and reject formality.
In order to find out how these and other characteristics of the new millennial generation student impact learning in the college classroom, the presenter has conducted research on millennial student culture and millennial student expectations in the classroom (Price, manuscript in progress). This research will inform session attendees on the view of millennial students regarding:

1. professors who seem to be familiar with their culture versus professors that do not.
2. their ideal classroom environment.
3. their ideal assessments and assignments
4. the characteristics of their ideal professor

References


Price, Christy (manuscript in progress)
Doing the Right Thing: Integrating Ethical Inquiry into Student Learning

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Objectives:
By the end of the session participants will:
i. Have a pedagogical model of ethical inquiry to use in their classes
ii. Identify conditions necessary for compassionate and safe exploration of ethical issues
iii. Problem solve barriers to ethical inquiry
iv. Apply the model to their own disciplines

Intended Audience:
Faculty, administrators, deans

Activities:
• Small group activity to set the context for ethical inquiry (ii)
• Group discussion around barriers to ethical inquiry in discipline classes (iii)
• Brief didactic presentation of the AIR model of ethical inquiry and sharing of the tools of ethical inquiry (i)
• Case study applying AIR to classroom settings (iv)

Abstract:
There is often trepidation about introducing ethical issues into a discipline (Fish, 2003) but the challenges of the millennial generation are making this more important (Howe & Strauss, 2000). This generation has lived through multiple scandals in business, politics and education. Combined with their ready admittance of their cheating habits in their academic courses (McCabe & Pavela, 2005), we can no longer ignore the role of developing the ethical as well as intellectual capabilities of students. Margaret Miller in Change (2003) challenged higher education to provide not only content expertise but also ethical agency in our students.

Faculty are often reluctant to deal with ethical issues either because of comfort level, fear of bias, lack of ethic expertise or simply time to address everything in a course (Cohen, McDaniels & Qualters, 2005). On the student side, few college age students have the ability to process from multiple contexts to clarify their thinking (Baxter Magolda (2001) as well the reality that students vary in their ability to reflect (King & Kitchener, 1994). Science education has identified the need to have a curricular model of engendering ethical behavior in future scientists as well as the challenges in implementation of such a plan (Cohen, 1994).

In response to this challenge we developed the AIR Model of Ethical Inquiry (Cohen, McDaniels & Qualters, 2005) as a reflective critical based inquiry model. The AIR model allows students to process difficult dilemmas that are inherent in every field of study in a compassionate and caring environment. AIR provides students with the necessary reflective tools to critical evaluate their
own Awareness of the extent and repercussions of the ethical issue; Investigate venues to explore resources to help think through a possible solution; and helps them arrive at a practical Response to difficult dilemmas (Academic Leader, 2007). This model proved to be very effective in helping students process and formulate multiple solutions to ethical challenges as they were exposed to authentic situations either through experiential learning or through simulations, role plays or case studies in the classroom (Cohen, McDaniels & Qualters, 2005).

For faculty, this is a comfortable model because it does not espouse any philosophical or ethical stance, it provides a safe environment for their students to process current and future challenges as they think about how their knowledge and skills will be utilized in their lives; and it does not require extensive knowledge of ethical theory. Rather it provides students with reflective tools which help them clarify their own thinking within the context of their own moral believes.

References


Knowles's Andragogy and the Use of Learning Contracts
as a Teaching Methodology in Higher Education

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Objectives:
1 of 4. Participants will have a conceptual understanding of the term "andragogy."
2 of 4. Participants will have a conceptual understanding of the assumptions that andragogy makes about the adult learner (continued)
3 of 4. Participants will acquire the skill of completing a Knowlesian learning contract.
4 of 4. Participants will briefly explore the potential and limitations of these contracts, and develop attitudes about their applicability in their own teaching settings.

Intended Audience:
Higher education faculty.

Activities:
Oral presentation of andragogical concepts supplemented by overhead transparencies, discussion of Knowles's use of this method in his classes, question-and-answer concerning the potential and limitations of contract-learning in higher education settings and disciplines.

Abstract:
In 1968 Malcolm Knowles borrowed the European concept of andragogy, developed it according to his own philosophical values about and methods of adult education, and in several books (Knowles, 1970; 1973; 1980; 1984) popularized it within the field to the extent that for some it has come to be synonymous with adult education. Knowles defined it simply as "the art and science of helping adults learn" (1980, p. 42), and Rachal (2002) has defined it as "both a philosophy and a method of adult education in which the learner is perceived to be a mature, motivated, voluntary, and equal participant in a learning relationship with a facilitator whose role is to aid the learner in the achievement of his or her primarily self-determined learning objectives" (p.219). This andragogical ideal is clearly not the norm in higher education, and its appropriateness for traditional students in that setting is understandably limited; however, with modifications it may well have more applicability than traditional pedagogy would suggest, especially but not exclusively with graduate students. Knowles operationalized andragogy through the use of a learning contract he developed that has become widely used among many adult educators. This presentation will provide an introduction to andragogy and its assumptions about the adult learner from one of Knowles' (not uncritical) former students, focusing on the concept's appropriateness and limitations as it might be operationalized in the form of a Knowlesian learning contract within a higher education setting.
References


Insidious Disincentives: Perplexing Comments and Disheartening Remarks

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Objectives:  
People who attend this presentation will learn new ways to 1) encourage unmotivated students to improve their writing and 2) respond to student papers using facilitative comments.

Intended Audience:  
This presentation has a dual target audience: Writing Center administrators/tutors and those faculty interested in encouraging and aiding students to become better writers.

Activities:  
Session participants will workshop ideas, using brainstorming and role playing.

Abstract:  
Many students face considerable difficulties trying to decipher unhelpful instructor comments when their papers are returned to them. If a professor scratches vague remarks, when s/he writes marginal comments on students’ papers like “doesn’t flow” or “awkward,” or when s/he emphatically directs the student to “Revise!” how is the student to know what steps he can take to improve his writing?

One of the difficulties we face in the Writing Center is the (sometimes bewildering) variety of instructor comments on student papers. How can we help students strengthen their own work on the occasions when comments are unproductive or discourteous? This workshop will elicit strategies we’ve used to help students re-envision their work – or the comments it generates – even when these comments are inhibiting enough to preclude student revision.

Whether instructors are aware of it or not, their written comments can have a paralyzing effect on students’ motivation to write. Richard Straub, in a 1997 Research in the Teaching of English article, categorized the types of comments that students found unhelpful. They included criticisms, imperatives, and vague or generic comments. We have dealt with all of these at our Writing Center, but the most distressing comments are those that are so critical and discourteous that they convince students they don’t have the skill to be successful writers.

There may be understandable reasons for writing unproductive or disheartening comments on a paper, but when these comments impede the motivation and progress of a student writer, we need to look for remedies for both the student and the professor.
Works Cited


"Clicker" Discussions and Lectures: Thoughtful Electronics in the Classroom

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Objectives:
1. Audience will gain knowledge of student response systems.
2. Audience will develop skill in using this tool in three classroom situations--discussions, lectures, and quizzes.
3. Audience will gain pedagogical knowledge of using this technology in discussions, lectures, and quizzes.
4. Audience will decide if this tool is of value to them in their own classrooms.
5. Audience will gain understanding of ways to use clickers in their own classrooms.

Intended Audience:
Any instructor teaching at the college level

Activities:
1. Short explanation of student system technology;
2. Small group discussion of participants responding to provocative questions using clickers to individually respond;
3. Individual discovery of how to use the student response system (clickers) within small groups;
4. Short interactive lecture providing information on various student response systems with the audience responding as students in the classroom, including pop quiz;
5. Whole group discussion of participants with presenters on the value of clickers;
6. Whole group response of other ways to use the clicker student response system in the college classroom;
7. Summary of learning theory related to events that occurred during the session.

Abstract:
Learning theory, underpinned by brain research, maintains that cognitively unimpaired human beings learn complex, abstract ideas and skills based on practice and opportunities to make mistakes in a supportive environment (Smilkstein, 2000). These principles underlie conditions afforded students in classrooms where student response systems coupled with discussion, practice during lecture, and opportunities for low cost mistakes, may be found.
Other research on student response systems validates this supposition. When students, using student response systems, think through provocative questions on their own, respond, and then gain further understanding from small and whole group discussion, their retention rate is higher than students not engaged in these activities (Birdsall, 2002). The risk is low cost to students in terms of making mistakes in a public setting or losing points from their grade, since the responses are anonymous within the group setting (Ward, et. al, 2003). As learning theorist Smilkstein (2000) cites and student response system research concurs, students gain more ownership of the material as they practice during class discussions using student response systems (Woods and Chiu, 2003).

This presentation will simulate class conditions in which effective teaching and learning occur using student response systems. The presenters will place the audience in groups, where they will be presented with thought provoking questions using the topic of student response systems; audience members will answer questions individually, and then respond more fully through small group discussions. A short lecture on student response systems will follow in which the audience will respond to comprehension questions during the lecture, using the student response system, followed by whole class discussion of the concept and a final quiz, if time permits, over the main points discussed during the lecture.

References


Writing Across the Curriculum (WAC): Interdisciplinary Synergy for Transfer of Knowledge in Entry-Level "Paired" Courses

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Objectives:
1. For participants to enhance their knowledge of WAC:Paired courses in terms of its interdisciplinary scope, its success at all collegiate levels and its particular appropriateness for entry-level courses.

2. For participants to acquire the skills needed to collaborate with key personnel and faculty to implement this pedagogical tool.

3. To provide a venue where participants can freely discuss the advantages and challenges of implementing WAC: Paired Courses in their respective disciplines and institutions.

4. To perhaps facilitate a positive change in faculty attitudes and reducing resistance toward implementing WAC: Paired Courses, once they have evaluated its appropriateness for their courses.

Intended Audience:
This presentation is most appropriate for faculty and administration with entry-level students who have interest in becoming familiar with a pedagogical tool that has the potential of improving student success and retention via the transfer of knowledge, while bridging the students' perceived gap between courses in a particular discipline, with General Education and other program requirements.

Activities:
The first segment of this trifurcated session involves a brief review of this specific Faculty Learning Community (FLC) entitled WAC:Paired Courses, with examples geared toward entry-level courses. The implementation of this pedagogical tool, along with research currently being done by the presenters, will be briefly addressed.

During the second segment, the participants will engage in a Q & A relevant to WAC:Paired Courses. Discussion of the advantages and challenges of implementing this FLC for administration, faculty and students will follow.
In the third segment of this session, the participants will be asked to complete an inventory of questions to determine the appropriateness of WAC:Paired Courses for their respective institutions and students.

Abstract:
This presentation has the primary objective of having participants informatively evaluate the appropriateness of Freshman Learning Communities (FLC's), specifically, WAC:Paired Courses, for their respective community colleges considering both the benefits and concerns involved with the implementation and effects on students' attitudes and success.

A growing phenomenon among many colleges and universities is the development of FLCs to foster peer support for first year students in order to increase retention rates (Tinto, Russo & Kadel, 1994; Hotchess, Moore & Pitts, 2003). It seems that students in FLC's develop social relationships that encourage greater involvement in the institution, which in turn leads to better retention (Dietz, 2002). Students in FLC's also do better academically. Tibbets (2003) discovered students in FLC's (such as Writing Across the Curriculum (WAC)-Paired Courses) had better attendance, which led to better performance on course exams, leading to higher end-of-course grades than students not in an FLC. The first step in developing a FLC is informing, particularly community college faculty, of this pedagogical instrument and the implementation thereof, as FLC's are generally developed in institutions where students live on campus and are available for a number of social and educational activities (Dabney, Green & Topalli, 2006). In fact, some FLC's coordinate a full-course schedule (cohort) for first year students (Dabney, Green & Topalli, 2006). However, students who commute have even less attachments to their institution and need peer support to develop social and academic relationships that could help them achieve the success available to non-commuter institutions.

One component of FLC courses is WAC (specifically paired-courses). WAC activities are used to help students develop higher order thinking skills and to see connections among and between courses (Bean, 2001; Dabney, Green & Topalli, 2006; Rounds & McCullough, 1998). As such, Writing Across the Curriculum quickly spread throughout American universities based upon the belief that expressive writing helps students learn content more fully (Fulwiler & Young, 1990).

References


The Effectiveness of Concept Mapping in a Graduate Statistics Course

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Objectives:
1) The researchers hope to evaluate the usefulness of concept mapping as a teaching tool for professors who teach graduate-level statistics courses.
2) The researchers will evaluate the usefulness of concept mapping as a learning tool for students in graduate statistics' courses.
3) The researchers' intent is to determine if concept mapping is a tangible learning method that enhances student achievement in statistics courses.

Intended Audience:
Professors of statistics courses

Activities:
The researchers will present a poster detailing all aspects of the study and an example of a concept map used in the study. The researchers will then discuss the findings of the study. The researchers will also provide handouts, containing a sample concept map, that supplement the discussion.

Abstract:
Concept mapping can be used as a learning strategy that helps learners achieve specific course objectives. "A concept map is a hierarchically arranged, graphic representation of the relationships among concepts (Novak, 1990, 1998)." While concept mapping has been used as an instructional tool in many higher education curricula, its use in statistics courses has been limited. Although this limitation exists, statistics instructors are constantly seeking ways to help improve their instructional techniques. According to Schau and Mattern (1997), "Statistics instructors need to help students develop appropriate cognitive networks, and to assess their networks to determine if their instruction has been successful." Furthermore, statistics can be...
difficult and taxing for many students and today's students want and need strategies that help
them do their work efficiently and effectively (De Simone, 2007). Due to the dearth of research
of concept mapping in statistics courses, this study will evaluate the effect of concept mapping in
a graduate-level statistics course. The present study will compare the learning outcomes of the
same statistics course taught by the same professor at a university in the South. Concept mapping
was used in some sections but not in others.

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An Art of Teaching Poster:
Leave Space for the Natural Emergence of Student Gifts

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Objectives:
To increase poster session attendees' awareness of the value of leaving space and time for student contributions to course content.
To encourage experimentation with teaching strategies to increase learning in student-centered classes.
To familiarize attendees with student self-management projects and incentives for personal best performances.

Intended Audience:
College teachers

Activities:
Poster session

Abstract:
This art of teaching poster provides the rationale and strategies for energizing course content and teaching methods with more active student participation. Student-centered learning strategies and student self-management projects and incentives are described.

Reference

Development of and Reactions to an Interdisciplinary Course in Human Factors Psychology at Tuskegee University: Lessons Learned

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Objectives:
1) To provide an evaluation of a new interdisciplinary course.
2) To provide suggestions for developing interdisciplinary courses.
3) To provide suggestions for developing interdisciplinary research experiences.

Intended Audience:
This presentation is appropriate for the following audiences:
1) Those who are interested in teaching human factors psychology
2) Those who are interested in developing or teaching interdisciplinary courses
3) Those who supervise interdisciplinary research experiences.

Activities:
None. This is a poster presentation.

Abstract:
A new course in Human Factors psychology was developed through an NSF-funded grant encouraging interdisciplinary curriculum innovations and research opportunities for undergraduate students in STEM disciplines at Tuskegee University. The course included an interdisciplinary laboratory research experience in aviation psychology involving faculty and students from both psychology and aerospace science engineering. Students in psychology participated as enrolled students while students in aerospace science engineering participated as research assistants. Students and faculty provided reactions to the course and experience at the end of the semester. This poster presents a comparison between faculty and student reflections and comments and suggestions for improving the course and research experience.
Improving Student Academic Performance with Student Generated Rubrics

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Objectives:
Upon leaving this session attendees will be able to:
o Experience responding to an assignment prompt from a student perspective;
o Realize that students do not necessarily interpret our assignment prompts as we intend them to be interpreted; and
o See the potential benefit of employing student rubric construction as an aid to improving student academic performance.

Intended Audience:
This presentation is most appropriate for faculty who employ various forms of student assignments as tools for student learning and assessment, and for those concerned with increasing student performance on assignments.

Activities:
In this session, attendees engaged in active learning activities will be asked to:
o Construct an outline for their response to an assignment prompt
o Compare their proposed response to that of others in the session
o Working in pairs, construct an evaluation rubric based on their deconstruction of the assignment prompt
o Collaborate to formulate one evaluation rubric for the session
o Restructure their responses to the prompt as necessary

The session will conclude with a discussion of how this technique might be applied to individual courses.

Abstract:
Today’s students learn very differently than the way they did when we began teaching. They tend to be more pragmatic; i.e., the subject matter must be “useful” to them. Although there are exceptions, most of them are not in college to explore intellectual ideas. Rather, although they may not have very specific long-term career goals, they are very focused on learning skills to
help them achieve whatever short-term goals they see in front of them. In addition, while adept at multi-tasking and the use of technology, many of today’s students struggle to understand course texts, written instructions and assignments.

In addition to pragmatism, today’s students expect action. As a generation reared on Sesame Street, computer games, and other similar programs, they expect action movies, action commercials, and action education. They expect learning to occur in an active format, and are quick to “change channels” when their active learning expectations are not being met. For example, as a captive audience in class they will listen for a short while, but their minds quickly turn elsewhere if they are not engaged. Although they do not have a TV remote to switch channels, they will use their PCs to instant message, update their Facebook accounts, or watch videos on uTube. Although we may have their bodies, it’s doubtful we can have their minds if we rely on traditional education strategies.

Svinicki (2004) states that today’s students need four different types of help with their learning;

• Decreasing their focus on memorization;
• Increasing their self-regulation strategies;
• Increasing and focusing their own motivation; and
• Recognizing the need to transfer learning from the classroom to the real world.

Additionally, the works of Bean (2001) and Richlin (2006) identify the need for assisting students to interpret written materials. Fortunately, the works of McKeachie (1965), Angelo & Cross (1993), Myers & Jones (1993) and Cross & Steadman (1996) have provided us with many proven active learning techniques to help our students become more successful and self-regulated learners.

The presenters of this session have found student-generated assessment rubrics to be an active learning tool for greatly assisting students in improving their academic performance. Participating in the design of grading rubrics that will affect them directly substantially increases student motivation and simultaneously assists them in self-regulating their behavior. Student responses to instructor-supplied assignment prompts are less likely to reiterate class discussion or regurgitate assigned texts and more likely to reflect higher order thinking. The potential for transfer of knowledge as well as the application of the assignment-deconstruction process to other courses is greater when students have been engaged in the designing, thinking and producing stages of the assignment. To present our results we will create an active learning workshop in which session participants engage the subject matter as students, and thereby acquire take-home knowledge of how these techniques might be applied in their own classes.

References


A Model for Facilitating Deep Case Study Analysis from Multiple Perspectives

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Objectives:
- to provide participants with a structure, tools, and skills to facilitate deep case study analysis from multiple perspectives
- to develop participants’ knowledge of how to help students make the connection between theory and practice
- to enhance participants’ attitudes toward the case study approach to instruction

Intended Audience:
Faculty and those interested in problem-based teaching and learning

Activities:
- case study analysis: Participants will be guided in analyzing one case from multiple theoretical perspectives as a means of modeling how to assist students in engaging in deep case study analysis.
- discussion: Discussion of the case study analyses will be a critical component of the session and will provide participants with the opportunity to see how to help their students see the link between applying theory and developing practical strategies.

Abstract:
The use of case based instruction has become a familiar strategy in many educational psychology courses (Engle & fauo, 2006). Case study analysis has been touted as a strategy to help students make connections between theory and practice (Anderson et al., 1995; McDade, 1995; Smith, Malkani, & Yun Dai, 2005). However, Anderson et al. assert that many teachers of educational psychology need assistance in using the case study method effectively. Smith (2005) cited by Allen (2006) argues that there are numerous critical issues to consider related to the use of case-based instruction. Some challenges to instructors include being able to assume a different role in the teaching-learning process which requires giving the authority to students, and the realization that facilitating an effective case-based discussion is a complex process. It is preferable to use rich cases that can be analyzed from multiple perspectives to help prospective teachers “develop knowledge of the many aspects of teaching with which they must deal simultaneously” (Anderson et al., p. 148).

In this session, participants will be provided with a structure for analyzing the key characters and central issues in a case. Following the initial analysis, the session presenter will lead the participants in a discussion of the case. Afterwards, participants will work collaboratively to analyze the characters and issues from multiple theoretical perspectives, then determine practical strategies for addressing key issues based on various theoretical perspectives. During this part of
the session, the presenter will act as a facilitator, modeling how to provide scaffolding to group discussion. Finally, a discussion that helps make explicit the connections between theory and the development of practical strategies based on theory will be facilitated by the session presenter. Participants should leave with a structure, tools, and strategies for using case-based instruction effectively.

References


Designing Authentic Assessment to Foster Student Thinking

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Objectives:
Develop participants’ understanding of authentic assessment design considerations.
Brainstorm authentic performance assessment possibilities for their own disciplines.
Explore rubric design.

Intended Audience:
Faculty in all disciplines interested in developing student’s critical thinking and application of knowledge through development of authentic performance assessment.

Activities:
Presentation of models of authentic performance assessment tasks & rubrics
Discussion of benefits & critiques of specific examples
Discussion of design considerations for authentic performance tasks & accompanying rubrics
Individual brainstorming of appropriate tasks in specific disciplines & classes
Small group brainstorming of appropriate tasks in specific disciplines and across disciplines.
Small group consideration of rubrics.

Abstract:
Undergraduate students have much to learn about their chosen fields; this has led many professors to focus on a traditional reading and lecture format for their undergraduate classes. In general education classes, the aim is often to give students a broad understanding of how different disciplines view the world, again leading often to lecture. However, in both cases real understanding requires learning about the associated thinking processes, which differ by discipline (Donald, 2002). Often we focus on the knowledge students need and then expect them to apply it on their own, without being taught the thinking processes. In professions such as nursing, business, and education, students are expected to function as professionals, already thinking critically, when they start their first job. Graduate students in science and humanities are also immediately expected to think critically.

But when and where do students learn to think in the ways required? Lecture conveys knowledge, measured efficiently by multiple choice. Essay can be an effective assessment of some types of reasoning. However, neither requires students to actually apply their understanding in the ways experts and professionals do. Some reasoning and performance skills, particularly complex combinations of reasoning, knowledge, and skill, can only be accurately measured with performance assessments (Stiggins, 2005).

College professors could make the transition from the classroom to the field or to graduate school more successful and less stressful by requiring more application of appropriate thinking
processes earlier in their students’ education. This would have the added benefit of giving students a window into their chosen majors earlier in their education. Authentic performance assessment, whether a ten-page analysis of numerous contradictory primary sources or the design and execution of an experiment to answer a specific question, requires and, at the same time, teaches complex thinking. It may take weeks outside of class or be completed in one class period. What is important is that it replicates, at the appropriate level, demanding situations from real life, requires judgment and innovation, and requires students to use knowledge, reasoning, and skills learned to perform the task – to “do” the subject (Wiggins & McTighe, 2005).

This presentation will model development of authentic performance assessment, using these design considerations. Participants will examine activities professionals perform in their fields as a first step in design.

Although the national standards for teacher education call for use of authentic performance assessment (NCATE), not even all professors of education are comfortable doing so. Professors in other disciplines are much less likely to have been trained to develop such assessments. Wiggins and McTighe (2005), noted experts on performance assessment, recommend curriculum be designed by considering first the performance task(s) that would demonstrate convincingly that students had learned what is important for a topic or subject. They pose five criteria to evaluate such assessments: validity, authenticity, rigor, engagement, and coherence (Brandt, 1996).

Critiques of specific examples from various fields will spur evaluation of authentic performance assessment. Finally, participants will brainstorm its use in their own disciplines and across the curriculum.

References


Assessment: Not the Mark of a Man But Where Man Makes His Mark!

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Objectives:
1. Participants will brainstorm in small groups generating a list of their methods of assessment with the advantages and disadvantages of each
2. The presenter will share a short list of byproducts of poor assessment practices
3. Using a master list of possibilities, attendees will explore various forms of assessment which are consistent with today’s constructivist beliefs

Intended Audience:
Educators who assess students and administrators who care about valid assessments

Activities:
Brainstorming,
The students’ view of assessment: a cartoon perspective
Whole group discussion of assessment methods supported by current research

Abstract:
Assessment: Not the mark of a man but where man makes his mark!

In addition to providing information necessary to establish students’ grades, assessment guides educators in decisions regarding future instruction. At the university level, assessment typically takes the form of midterm and final exams. Just as making students aware of objectives before a lesson increases the likelihood of successfully obtaining those objectives, the more familiar students are with the various forms of assessment and their purpose, the more useful those assessments will be.

Communicating with Students
In the past educators kept test items secret. We now have a better understanding of learning and retention. By sharing objectives and assessment methods with students, learning and retention improve and anxiety decreases. Students become partners in this modern paradigm of instruction. Professors should use the four following suggestions when incorporating students into the assessment process: show students that learning objectives and assessment directly relate; supply students with models of work or rubrics; encourage students to monitor their progress throughout the semester; and, allow students to revise or retake assessments. While these measures may bridge upon blasphemy for most university faculty, one must consider this question: Am I here to judge or am I here to teach?
What Constitutes Knowledge Today?
The current pedagogical paradigm in education is constructivism. The constructivist paradigm suggests that evaluation is a process of explanation, performance, and effective planning. While it was once acceptable for students to simply provide low level answers which required remembering and perhaps explaining concepts, todayís educator should encourage students to apply and manipulate their newly acquired knowledge. Knowledge is not the memorization of facts; it is the ability to successfully utilize information in novel situations.

This participatory session will review methods of evaluation that encourage higher order thinking skills, mandate learner participation, draw upon multiple projects and provide a more holistic view of students’ abilities.

References


Runs with Scissors: Using Digital Imaging
to Create Collage and Photomontage Projects

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Objectives:
Participants will:
- gain an understanding of how new technologies and the active learning process can enhance teaching and learning
- explore free and legal digital imaging internet and software sources
- connect knowledge of digital imaging with topics of teaching and learning in various disciplines
- investigate different digital image storage solutions
- design a photomontage/collage digital image project
- discuss additional possibilities for the use of the internet and software sources

Intended Audience:
Teaching faculty across multiple disciplines

Activities:
1. Introductory back-to-back partnering activity
2. Video streamed demonstration on digital imaging
3. Discussion of copyright and fair use guidelines for school projects
4. Exploration of internet sources for selected digital image projects and photomontage
5. Experimentation with digital imaging cut and paste techniques to create individual projects
6. Closing idea sharing and discussion

Abstract:
The internet and ICT are fast becoming powerful tools for effective teaching and learning. The traditional reading and writing approaches will still be a part of life, but the new electronic world
is changing the way reading and writing are used, and places new demands for teaching and learning to support students’ new literacy skills (Kinzer, 2003.).

Recent literature addresses the need for changes in the way we think about reading comprehension including how to access and understand these technology sources (Coiro, 2003.). New information and communication technologies are creating new literacies, which has been addressed by the International Reading Association’s position statement on Integrating Literacy and Technology in the Curriculum. It recommends that teachers systematically integrate Internet and other ICT into our curriculums, especially in developing the critical literacies essential to effective information use (IRA, 2002).

These new literacies and ICT have become extremely important to our future graduates. The recently published report from the New Commission on the Skills of the American Workforce, a diverse group of business, government, and educational leaders, concludes that to prepare our students for success in the global economy, we need to bring our teaching and learning into the 21st century. Not only do graduates need a high level of academic competence, but also what they call 21st century skills. These include:

• Thinking outside the box: “Jobs in the new economy—the ones that won’t get outsourced or automated puts an enormous premium on creative and innovative skills, seeing patterns where others see chaos,” states Mac Tucker, president of the National Center of Education and the Economy.

• Thinking across disciplines: this is vital, since that is where most new breakthroughs are made. “It is interdisciplinary combinations—design and technology, mathematics and art—that produce YouTube and Google,” says Thomas Friedman, author of The World is Flat.

• Becoming smarter about new sources of information: today students are bombarded with information and media. They need to rapidly process what they are reading and determine what is reliable and what is not. “It is important that students know how to manage it, interpret it, validate it, and how to act upon it,” believes Karen Bruett, Dell Executive and board member of the Partnership for 21st Century Skills.

By engaging in active learning involving the internet and ICT, students can build deeper understandings of content knowledge and develop skills needed to enter the workforce of the 21st century.

References


Making Connections through Problem-Based Learning

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Objectives:
Attendees of this session with learn of:
• The concepts behind problem-based learning.
• The goals of problem-based learning.
• The process of including problem-based learning in the content area classroom.
• Including poster sessions to promote learning.
• Ways that group activity enhances problem-based learning.

Intended Audience:
This presentation is most appropriate for any content-based faculty member who is interested in including problem-based teaching and learning in the classroom.

Activities:
Attendees of this session will work in small groups to develop problem-based questions of inquiry that will relate to the concepts and goals that enhance best practices in the classroom. In both small and large group discussions, they will discuss processes for the steps in this type of learning, as well as develop a strategy for including poster-sessions in their classrooms in order to enhance problem-based learning.

Abstract:
Culminating activities that show knowledge of content are particularly difficult to design in such a wide-reaching field content course as linguistics. How does a professor who teaches an introduction to linguistics course know that his/her students really understand the concepts encompassed in phonology, morphology, semantics, syntax, etc.?

One way is to introduce a comprehensive linguistics project in which students work in small groups to integrate their understandings of the study of linguistics with the preparation and presentation of an extensive project. This poster board/power point project is a comparative analysis of another language structure to Standard English. Throughout the semester, students study a second language and evaluate it, applying their understandings of the structure of language of the discipline in their discussions about how the L2 is like or differs from Standard English.

This movement in my thinking to promote problem-based learning began as a result of my own dissatisfaction of the way I was assessing linguistics – test, test, and test seemed to be a common form of assessment for courses such as this. I moved away from this common assessment tool and others that proved to be just a model of what Paulo Friere (2000) calls the banking concept
of teaching. I moved from weekly quizzes to Problem Sets, from lecture to mini-lessons and hands-on activities, and from final exams to problem-based learning.

As Barrows (1986) points out, PBL originated in the medical field, with a focus on real-life problems. PBL found its way into the everyday classroom, as teachers began looking for ways that students could explore problems through use of critical thinking, problem-solving skills, inductive reasoning skills and creativity (Wood, 2003). Teachers who included problem-based learning quickly realized that problem-based learning created a novel approach to assessing student learning.

Through this presentation, attendees will realize that PBL addresses all learning styles, as students in the class deal with the aspects of the assignment. This pedagogy also allows students to work together in a variety of group activities, thus promoting cooperation and consensus as they develop approaches to solving the problems promoted in the activity. PBL learning also promotes learning confidence.

References


Creating Significant Learning Experiences
in an English for Academic Purpose Writing Program

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Objectives:
1. To provide awareness to instruction and assignment design.
2. To provide creative options in adding to existing curriculums
3. To show how to create relevant assignments that take into account students' diverse backgrounds and nationalities.

Intended Audience:
All educators, especially those who teach non-native English speaking students, both resident or international.

Activities:
Large group discussion on developing and making materials and activities more relevant for students.

Abstract:
“We can continue to follow traditional ways of teaching, repeating the same practices that we and others in our disciplines have used for years. Or we can dare to dream about doing something different, something special in our courses that would significantly improve the quality of student learning” (Fink, 2003). This quote from L. Dee Fink underscores the presentersí philosophies of teaching, which is a belief that educators must continually create new activities and add to existing curriculums and strive to be excellent teachers in order to give learners quality experiences. Since US high schools and universities require non-native English speaking students to take courses such as American history for which they frequently lack background schema, finding ways to help ESL students learn and excel in courses such as American history or the sciences can be challenging for teachers. This presentation will show two projects that were created to address this situation in English for academic purpose (EAP) writing courses and show how teachers can create assignments that are personal and relevant to the students. At first, the presenters will explain how they developed one EAP writing course with the carrier topic of American history. To personalize the course, a research project was added in which students research historical events from their own countries in the same era that they study in American history. Students work in small multi-cultural groups and share their
research. The course culminates in groups presenting posters that feature a timeline accompanied by images and text that highlight the history of both their countries and the US. In a second course, students read chapters from an environmental science text about global environmental problems. To help students make a personal connection to the topics, they are assigned to research environmental problems in their countries and look for solutions, which are then presented in class poster sessions. By exploring the topics in a more personal context, these projects help students connect to the course content, and, as a result, improve the quality and depth of their writing. The presenters will share samples of writing and research tasks as well as information on how to organize this type of project through a defined schedule and a series of specific tasks.

Works Cited

Expert Knowledge and Learner Understanding in History

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Objectives:
1. Describe current conceptions of history expertise.
2. Describe efforts to align students’ practices with those of historians.
3. Describe a theory of learner understanding as it relates to history.
4. Explain why this approach would benefit students.

Intended Audience:
This presentation is intended for faculty in history education, educational psychologists interested in historical thinking, history teachers at the grade school level and researchers/practitioners in general interested in the development of expertise and understanding in learners.

Activities:
The presentation will be a standard lecture format with opportunities for audience members to ask questions and offer their comments on the presentation.

Abstract:
Over the past several decades a substantial body of research has emerged which explores the characteristics of expertise in various domains, with particular emphasis on chess (deGroot, 1965) and physics (Chi, Feltovich, & Glaser, 1981). There is also a parallel body of research on students cognitions in various subjects, among them geometry (Greeno, Magone, & Chaiklin, 1979), biology (Carey, 1985), and computer science (Sleeman, Putnam, Baxter, & Kuspa, 1986). In line with the more general body of research on experts and on students, over the past fifteen or twenty years a major focus of research has been to identify the practices that characterize expertise in history and to develop those practices in students (Britt & Aglinskas, 2002; Wineburg, 1991). This focus is based on the idea that history classrooms should mimic the discourse and debate that is characteristic of the professional environment of historians; however, going from novice to expert is unlikely to be a direct process. Moreover, most people do not aspire to be, and in all likelihood will not become, professional historians. Learners cannot directly dive into the realm of expertise and, if they could, they do not necessarily want, or need, to think like historians. In focusing on accumulating greater levels of discipline expertise in place of accumulating knowledge of historical facts the historical thinking literature
has replaced one body of symbolic knowledge with another body of symbolic knowledge, both likely to be meaningless for students. Starting with the insights from the biofunctional theory of human understanding (Iran-Nejad, 2000), this paper argues that learner understanding of history, rather than expert knowledge of history would be a better focus for educational research and classroom practice; and that going from novice understanding to expert understanding, when desirable or necessary, is not a direct process of acquiring greater disciplinary knowledge but a wholetheme reorganization of the learnerís own understanding (Iran-Nejad, 1994).

References


Aspects of Goal Setting as Predictors of Critical Thought in Higher Education

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Objectives:
The objectives of this presentation is to discuss the predictive relationships among critical thinking skills and specific goal related behaviors. This presentation will impress upon the attendees the possibility that there is an important relationship between critical thinking skills and two specific goal related behaviors.

Intended Audience:
This presentation is most suitable for researchers and educators interested in unique associations among variables of goal related behaviors and psychological theory integration

Activities:
This presentation will include an activity where attendees will examine a case study and identify the engagement of critical thought by a process of identifying the goal related behavior in the case study. The objective (critical thinking can be an outcome of goal related behaviors) of the presentation will be addressed by the analysis of a case study that involves identifying goal related behaviors and selecting from a list of possible outcomes, one being the engagement of critical thought. Attendees will be able to follow a flow chart that reveals the logic of the relationship between goal setting with critical thought.

Abstract:
Further evidence of the association between goal related behaviors and critical thought is provided with reports on the results of a regression analysis that examines the potential of two goal related behaviors to predict critical thinking skills. The connection between critical thinking skills and goal related behavior has not been considered in the current literature. The selecting and setting of one’s own goals require both creative and critical thought. The theoretical connections between goal setting and critical thought lie in the psychological mechanisms that govern mental projection and reflection.

Past research on goals reveal that goals are cognitive structures that follow the same psychological principles and cognitive processes as other knowledge structures, hence goals are acquired and stored; retrieved and sometimes forgotten (Wentzel, 1991; Ford, 1992; Schutz, 1991, 1994). The two goal related behaviors examined in this study were academic practices that college students experienced when dealing with habits of studying and learning.

In a regression analysis, two goal related behaviors were entered as predictor variables. Two question items taken from a learning and studying skills measure were used in the collection of students (n = 233) responses to the statement, “I allow my actions to be guided by my goals” and
the statement, “I reflect on past learning experiences to set goals for improving my academic behaviors.”

This research study explores the predictive relationship among variables defining critical thinking skills and goal setting behaviors. The purpose of this study was to examine the predictive association between two specific goal related behaviors and critical thinking skills. The participating students were in the first year, second semester of college students enrolled in a learning and studying skills course. As part of a cohort of students participating in a focus interest group for teacher education majors, these students were attending a large state university in Midwestern USA.

Students were administered the studying and learning skills assessment (SALSA) as part of the course assessment of management and self-awareness. Students were informed of the intent to use the data in research analyses and voluntarily signed consent forms.

Results of the regression analysis revealed that reflecting on past learning experiences and setting goals for improvement and allowing actions to be guided by the goals that were set have significant predictive influences on critical thinking skills. These findings are importance because the consideration of a connection between critical thinking skills and goal related behaviors can provide support for goal setting instruction that might enhance the performance of critical thought processes.

When critical thinking is defined as reflective and reasonable thinking that is focused on deciding what to believe and/or what to do (Ennis, 1987); we can readily find connections between the processes of goal setting and the processes of critical thought.

Building instruction and learning activities to enhance the processes of critical thought by way of goal setting activities in the college level classroom has important implications for teaching and learning in higher education.

References


Assessing Judgment, Risk Management, and Decision Making in Real Time Scenario-Based Training

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Objectives:
The participants will:
1. Be able to use an assessment tool to determine if certain required behaviors are being performed by students in real time scenario-based training.
2. Be able to take a tool that is being developed for one discipline with specified behaviors and modify it as necessary to other disciplines.
3. Be able to gain a better understanding of situational awareness, risk management, and decision-making and apply that knowledge to individual teaching situations.

Intended Audience:
This presentation is appropriate for faculty, instructional designers and instructional technologists in any discipline where there are consequences of poor judgment, improper decision-making and improperly assessing risks involved in an operation, procedure, or other similar real time situation.

Activities:
Participants will be divided into two groups: student and teachers. Participants will be shown a video where judgment, decision-making, and risk management are used and will be asked to observe and assess the behaviors as they occur. After the video, participants will be asked used a form of learner-centered grading to assess the performance and engage in a debriefing. Afterwards, participants will engage in a discussion to modify the tool used to other disciplines.

Abstract:
This presentation will focus on assessing the skills and behaviors required to attain and maintain proper situational awareness, risk management, judgment, and decision-making in a real time application. These skills are essential to careers that involve high risk situations, such as aviation. Much has been written in the literature about decision making in aviation that applies directly to
activities in other careers, such as the medical professions, law enforcement, business, and others. (Goh & Weigmann, 2001; Flin and Martin, 2001; Uhlrik, 2002; Hunter, Martinussen, and Wiggins, 2003; Li & Harris, 2005; Bonaceto, Estes, Morertl, & Burns, 2005) The consequence of improperly preparing students for careers in these and similar fields can be costly. Many disciplines are sharing advances in this area. One example is how decision-making and situational awareness in the nuclear power industry transitioned into the aviation field. Skills learned in the aviation industry are now becoming standard in the medical field, and so on.

Assessing how students maintain awareness in a rapidly changing environment, managing the complexities of automated technology, identifying the risks associated with each change in the situation, and making proper decisions is crucial to our jobs as we prepare students for productive and safe careers. First will be a short presentation about how to identify the behaviors that indicate good decision-making, situational awareness, identifying and managing risk, and judgment in real time training scenarios. Next, the participants will engage in a structured discussion using cooperative learning techniques to identify the behaviors necessary in other fields of study. Finally, the results from this structured discussion will be shared with all and a process of identifying behaviors in any discipline will be identified.

The material presented in this session will use tools and methods that are currently being developed for the FAA/Industry Training Standards under a grant from the Federal Aviation Administration as the industry gains experience with new, highly automated technology that provides more information to the operators than ever before.

References


Teach to Foster Students’ Development of Expertise

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Objectives:
1. to investigate the effectiveness of these pedagogical methods—Learning-as-Design, Cognitive Apprenticeship, and reflective learning—on students’ development of expertise;
2. to advance knowledge in the area of expertise development;
3. to investigate the intricacies of students’ development of expertise during learning;
4. to discuss ways the modeled pedagogical strategies could be used more widely in regular classrooms.

Intended Audience:
Instructors, Adult-Learners, Instructional Designers

Activities:
In a brief introduction, I will first ask the audience about what is expertise and how they consider the role of the development of expertise in teaching. I will then detail challenges faced by both instructors and students when expertise development is viewed a crucial part of instructions. I will then model the pedagogical strategies I used for overcoming these challenges in the brief PowerPoint presentation, followed by storyboards of students’ pre-post concept maps and their responses to the interview questions.

Abstract:
Among the many constructs related to the expertise development, I am particularly interested in how students improve their knowledge, creative thinking, and metacognitive skills. These three components featuring expertise can be identified from Akinis (1990) statement. First, expertise is based on a body of organized information and knowledge, which includes factorial formats and heuristic procedures, as well as passive and tacit knowledge. Next, the ability to think creatively is needed for producing original and insightful solutions. Finally, successful design necessitates excellent skills to manage the creative process and handle problems.

Teaching to foster students’ development of expertise encompasses a multitude of contents and complexities. The responsibilities for educators in response to this include establishing the “disciplinary structure” and also providing the “authentic expression” (Lewis and Gagle, 1992, p. 136) in the curriculum design. The teaching can offer learners interesting, engaging, and authentic design practices with tasks that reflect the real world (Liu, 2003). Learning-as-Design (LaD) is a constructivist instructional method that places learners in the position of designers in the active pursuit and use of knowledge and skills through learners’ “mindful engagement” (Salomon, Perkins, & Globerson, 1992, p. 4) in various design activities like inquiring, researching, information organizing and representing, reflecting, and evaluating (Carver et al., 1992).
Research on expertise shows that the improvement of higher-order thinking abilities transferable to further solve problems in different situations is one of the most desirable learning outcomes among many (Bereiter & Scardamalia, 1987). Learners need to develop the tacit cognitive residues (Salomon, Perkins, & Globerson, 1992, p. 6) significant for meaning-making, constructing domain knowledge, and developing heuristic strategies, project-managing skills, and strategies for learning all forms of knowledge and skills. The Cognitive Apprenticeship approach (Brown, Collins, & Duguid, 1989; Collins, 1988; Collins, Brown, & Newman, 1989) is most relevant to this study because of its extensive uses and the proven effectiveness in various LaD environments, and its emphasis on the cognitive development of learners (Carver et al., 1992; Lehrer, Erickson, & Connell, 1994; Liu, 1998, 2003; Liu & Hsiao, 2002).

Furthermore, key components in the cognitive apprentice theory, like reflection, involve strategic goal-setting and intentional learning (Bereiter & Scardamalia, 1989). Reflection gives learners the opportunity to systemize the past trail of thoughts and actions in design. Through observing, mimicking, and comparing with expertsí performances, learnersí informal and tacit knowledge can be adjusted and consolidated in reflection.

References


Creative Modeling Activities for Adult Learners:
How to Build a Nuclear Power Plant with Materials from the Local Hardware Store

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Objectives:
Provide an instructional strategy that allows students to use creative modeling activities to help them understand system flow paths and system components of a nuclear power plant.

In so doing, participants will be able to adapt this hands-on teaching strategy to other subjects and learning goals.

Intended Audience:
This session is appropriate to instructors from all disciplines interested in utilizing kinesthetic/tactile learning strategies as a means of enhancing retention.

Activities:
Participants will

1. use commonly available material and plant specific drawings to build a simple, three-dimensional representation of the basic operation of a nuclear power plant.

2. be divided into teams with defined goals.

3. engage in critical thinking and problem-solving techniques.

4. debrief the other teams on their model and construction process.

5. discuss the learning strategy afterwards and its potential applications.

Abstract:
Students in technical and engineering programs must learn how systems interact with other systems; they must understand system flow paths and operations; and they must interpret technical, and often complex, system drawings and blueprints. By using three-dimensional modeling techniques, students analyze system flow paths and interrelationships of system components by representing a diagram or blueprint in three dimensions. The act of building this model as a team forces students to discuss flow paths with each other and to see how system components are interconnected. Rather than merely remembering a diagram by labeling it, three-dimensional modeling moves students to the higher cognitive levels of analysis and synthesis on Bloomís taxonomy.
Research suggests that kinesthetic/tactile learners learn best when provided opportunities to engage in such physical, hands-on activities. Indeed, all learners can likely benefit from learning cognitive skills using active learning techniques. While there is much debate about learning styles and the validity of certain models, research supports the use of active learning techniques to enhance learning. Whether or not one subscribes to a certain learning style theory or not, providing learning activities that appeal to a variety of the senses can help students retain information in long-term memory. In discussing the application of Gardnerís theory of multiple intelligences in schools, Thomas Armstrong’s Multiple Intelligences in the Classroom notes that “Memory training, or work involving memorization of material in any subject, should therefore be taught in such a way that all eight ‘memories’ are activated.” In teaching spelling, Armstrong suggests using eight different strategies to enhance retention:

"Bodily-Kinesthetic Intelligence. Spelling words can be translated into whole-body movements. Other bodily-kinesthetic approaches include tracing spelling words in sand, molding spelling words in clay, and using body movements to show patterns in words (e.g., stand up on the vowels, sit down on the consonants)."

Research on adult learners also suggests the need for providing practical, hands-on activities for enhanced retention. “Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences” (Speck, 37).

Finally, the general advice on developing technical training states that students need clear objectives and performance outcomes that provide practice and feedback (Clark, 18).

References


Using Graded Peer-Evaluation to Encourage Students to Think and Write Critically

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Objectives:  
Participants will gain knowledge of how the graded peer-evaluation assignment can increase students’ engagement in the learning process and help students successfully achieve learning outcomes.  

Participants will learn how to use this teaching technique by examining and discussing the assignment components and examples of students’ written work.  

The presentation will affect faculty attitudes regarding how students may view non-graded vs. graded peer-evaluation assignments.  

Intended Audience:  
This presentation is most appropriate for faculty members and faculty developers.  

Activities:  
Participants will examine and discuss the four components of the graded peer-evaluation assignment and examples of students’ work that exemplify top-quality peer reviewer comments and final papers. Participants will be encouraged to discuss how their peer-review practices compare with the results of the presenter’s outcomes. The presenter will also explain the fall 2006 focus group results that led to the peer-evaluation assignment, as well as share student comments from the fall 2006 and spring 2007 semesters following the completion and grading of this assignment. By examining and discussing the graded peer-evaluation assignment and results, participants will be able to gain knowledge and skills of how to increase student engagement in the learning process and to positively impact learning objectives by using the graded peer-evaluation assignment as opposed to non-graded peer-evaluation assignments.  

Abstract:  
Cho, Schunn and Charney (2006) assert that students benefit from the peer-evaluation process through commenting on their peers’ written work and from reading comments that peers write on their papers. Topping (1998) agrees that peer-evaluation is beneficial to students learning course material, because it serves as formative assessment that “aims to improve learning while it is happening in order to maximize success rather than merely determine success or failure only after the event” (p. 249).  

However, students have expressed concern that peer-evaluation is not a fair process, because peers may not take their assessment responsibilities seriously (Cho et al., 2006). The researcher discovered similar student sentiments. Some students who participated in three focus groups
during the fall 2006 semester tend not to take peer-reviewed assignments seriously if they do not perceive a value to themselves (no effect on their grade), and some students determine peer-reviewed assignments to be busy work that eases the teaching load of the instructor. Therefore, a technique that is a common staple in professors' teaching arsenals may not be as effective as hoped when encouraging students to achieve learning objectives.

During this session, the presenter will provide beginning and seasoned faculty with a graded peer-reviewed assignment that encourages students to think and write critically about course material, rather than rely on surface information when writing assignments. The presenter will offer participants the outcome of making peer-evaluation assignments more effective regarding student engagement and regarding learning outcomes/grade results. Participants will view the assignment elements – draft assignment; grading rubric; peer-reviewer instructions, which detail how peer reviewers can improve their final paper grades by providing original authors with concrete feedback as opposed to general comments; and final paper assignment. Participants also will examine copies of students’ work that exemplify top-notch peer-reviewer comments and final papers. The presenter will briefly explain the focus group results that led to the peer-reviewed assignment, including students’ comments from the fall 2006 and spring 2007 semesters following the completion and grading of this assignment. Participants will be encouraged to discuss their peer-review assignment practices and compare results with the presenter’s outcomes.

Through comments recorded at the completion of the peer-reviewed assignment, students tended to report that they learned the information more thoroughly because of the peer-evaluation and rewrite components of the assignment. Some students said they had to read the chapters more carefully in order to intelligently evaluate another's paper and to improve the final draft of their own papers. The presenter is satisfied with the resulting quality of the students’ peer-reviewer comments/suggestions and final paper grades. The presenter’s goal was achieved of prompting students to think critically about the material instead of only using surface information when producing the assignment. Students became more engaged in the learning process and were more successful in achieving learning outcomes.

The presenter will use a PowerPoint projector and screen to highlight prominent items during the session. She will provide attendees with copies of the assignment and students’ work to aid discussion.

References


Web 2.0 Tools for the 21st Century Educator

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Objectives:
Knowledge – participants will:
• learn definitions of Web 2.0 tools
• learn the advantages of using Web 2.0 tools to increase student engagement, learning, and responsibility
• learn instructional approaches for applying Web 2.0 tools in their courses
• increase their familiarity with the Web 2.0 tools

Skills – participants will acquire skills enabling them to:
• design projects that require students to learn and apply new computer technology skills
• design projects that require students to use higher order learning skills
• make decisions regarding the application of Web 2.0 tools to their courses

Attitudes – participants will be given opportunities to:
• see the effectiveness of using Web 2.0 tools to their courses
• increase their awareness and determine the benefits of this pedagogy

Intended Audience:
1. College/university faculty who want to learn more about the Web 2.0 tools and their application to face-to-face, blended, and online courses;
2. College/university administrators who are curious about the use of Web 2.0 tools to increase student learning, satisfaction, responsibility, and retention;
3. College/university instructional technologists and instructional designers who would like to see one application of Web 2.0 tools and the needed support and development issues;
4. College/university students who are interested in the impact of Web 2.0 tools on their educational experience.

Activities:
Participants will be discussing, questioning, and interacting during the presentation with the purpose of redefining their course activities and assessments to include Web 2.0 tools for collaborative and cooperative learning. Using the presenter’s courses and materials as models, the audience will collaborate to apply design and collaborative principles in a simple activity to prepare a project using Web 2.0 tools. Participants will be given an overview of the presentation and websites with access to online resources.

Abstract:
Web 2.0 tools can have a huge impact on student engagement, learning, satisfaction, and responsibility. Blogs, wikis, and podcasts are all part of the new web – the read/write web. The
old web enabled us to be consumers of information; while the new web provides opportunities for us to be producers of information. This powerful phenomenon can infiltrate a classroom and change the level of student engagement and learning; student satisfaction will increase as they take responsibility for their own learning. This presentation will introduce a variety of Web 2.0 tools, resources, and facilitate a discussing of pedagogical applications.

Definitions

Blog

“A collaborative space either stand alone or within a website that visitors can post comments, link to, add to, or just read on a weekly, daily, hourly basis. Used extensively on journalism sites for breaking news etc.” (Whitespace, n.d.a).

“A blog (short for web log) is a website where entries are written in chronological order and displayed in reverse chronological order. The ability for readers to leave comments in an interactive format is an important part of many blogs” (Wikipedia, n.d.a).

Wiki


“A wiki is a website that allows visitors to add, remove, and edit content. A collaborative technology for organizing information Ö wikis allow for linking among any number of pages. This ease of interaction and operation makes a wiki an effective tool for mass collaborative authoring. Wikipedia, an online encyclopedia, is one of the best known wikis” (Wikipedia, n.d.b).

Podcast

“An audio broadcast that has been converted to an MP3 file or other audio file format for playback in a digital music player or computer. The ‘pod’ in podcast was coined from ‘iPod,’ the predominant portable, digital music player, and although podcasts are mostly verbal, they may contain music” (PC Magazine Encyclopedia, n.d.c).

“A digital media file, or a series of such files, that is distributed over the Internet using syndication feeds for playback on portable media players and personal computers. A podcast is a specific type of webcast which, like 'radio', can mean either the content itself or the method by which it is syndicated; the latter is also termed podcasting” (Wikipedia, n.d.c).

Theoretic Foundation

The use of Web 2.0 collaborative and networking tools is grounded in constructivist, constructionist, and connectivist theory. These three approaches provide the framework for the application of a variety of web-based applications. By creating a social setting for the
development of artifacts, students become engaged in the process, their creativity and originality blossom, they practice the skills of reflection, are provided opportunities to interact with other educators, and their experiences are laced with fun.

Constructivism is grounded in the work of Dewey, Piaget, Vygotsky and others and is most clearly understood as the occurrence of learners creating their own knowledge by adding new information to their previous knowledge. It is commonly held by constructivists that learning is strongly impacted by the learning context. Gagnon and Collay (n.d.) summarize the basic tenets well:

1) Knowledge is physically constructed by learners who are involved in active learning;
2) Knowledge is symbolically constructed by learners who are making their own representations of action;
3) Knowledge is socially constructed by learners who convey their meaning making to others;
4) Knowledge is theoretically constructed by learners who try to explain things they don't completely understand (Constructivist Learning, ¶ 2).

The use of blogs, wikis, and podcasts provides students with active learning experiences that focus on the creation and recording of studentsí interpretations of their learning, connections with other learners, and opportunities for applying higher order thinking skills.

As an extension of constructivism, Seymour Papert (1999) and his colleagues at M.I.T. developed constructionism with the purpose of applying Piaget’s knowledge theory of constructivism to the field of education. While Papert embraced all of Piaget’s theory, he asserted that engagement in the construction of a product within a social setting profoundly embellished the constructivist-learning phenomenon. By immersing students in Web 2.0 environments, we provide opportunities for them to extend their levels of involvement and reflections in a variety of social settings on the World Wide Web. The act of publishing their thinking ups the ante ñ they are now accountable to someone besides the instructor.

Connectivism, the work of George Siemens (2005), focuses on creating learning environments that include networking structures. Because of the abundance of information available on the Internet, Siemens acknowledges the shelf life of knowledge – knowing is not a static experience…and teachers are not the purveyors of knowledge. By assisting students in establishing connections to information that is regularly updated and to experts and peers, we will equip them to utilize these tools beyond school, into their work and personal lives.

Constructivism, constructionism, and connectivism combine to provide a framework from which to view the use of Web 2.0 tools for student learning. As students become familiar with the tools and processes involved, they are equipped to construct their own knowledge in a connected environment.

Conclusions

Web 2.0 provides us with excellent tools to increase student engagement and buy-in; to enable student-centered learning; and to design learning for transference into the workplace and society.
in general. The use of blogs, wikis, and podcasts can create a rich learning environment that extends beyond the classroom walls and provides students with an exciting 21st Century education. This presentation and engagement will touch the tip of the Web 2.0 iceberg and provide participants with an exciting taste of its potential.

References


Objectives:
The objective of this paper is to learn how students create meaning from picture prompts. Two questions are addressed. (1) How does meaning occur from computer-simulated visuals? (2) What can be learned about meaning making from written online responses to these images? Other considerations address issues of writing.

Intended Audience:
The objective for the audience is to consider how complex learning and teaching has become given the new definition (inclusive of visuals) and focus of literacy today. The audience is for any faculty interested in teaching art, reading, and writing. It is also for those with a curiosity on how the mind processes information from one visual to the next.

Activities:
The audience will have a story read to them and during the reading they will write on a think-sheet. Then the responses will be shared and evaluated in small groups.

Abstract:
In Wolfenbarger, C. D., & Sipe, L.R. (2007, A Unique Visual and Literacy Art Form: Recent Research on Picture books, researchers and educators are challenged to consider visual literacy as a needed dialogue for a new direction in curriculum and research. He states:

Our society is inundated with visual images. Sport team logos, automobile emblems, yellow arches, and other product packaging have become symbols to which children and adults attach recognition and meaning (Kress & van Leeuwen, 1996). These visual images signal meaning without requiring an accompanying verbal text because they are linked to other visual media (television) and highly contextualized places and experiences (e.g., ordering fast food, eating
cereal, attending sporting events). Children have learned to expect pictures to have personal and social meaning. How, then, does this experience of visual meaning building translate into reading experiences? (p.173)

Jerome Bruner states in his article, Reading for Possible Worlds, that reading a text is a way of "making interpretive leaps into possible worlds" (200,p.31). These interpretive leaps are essential to making meaning or sense of text. Bruner's hypothesis that "good" or "deep" reading evokes varied responses is grounded in earlier research (Beach, R, 1993; Rosenblatt, L., 1978; & Wells, G., 1986), on reading comprehension and reader response theories. It is through these responses that readers and educators are able to connect the "affective and the efferent" stances of reading (Rosenblatt, 1978).

In the past the clarity of text was taken for granted and meaning was interpreted as text driven. In the new millennium, along with changes in theories of the reading process and learning process as transactions and interactions, technology also advanced. Students are bombarded with visuals as text. Thus the “pervasiveness of images” and "multimodal forms of contemporary text" (Kress, 2003 p.7) indicate that making sense of text is also multilayed. It is this multilayed process of meaning making this paper and presentation addresses.

References


Course Content and Outcome Alignment:
Sweat the Details for a Quality Learning Experience

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Objectives:
After the presentation, participants will be able to:
1. Identify alignment of course objectives with activities and assessments.
2. Construct student activities and assessments that show alignment with course goals and objectives and possibly with institution goals / mission, based on participant's own course.
3. Present their work in groups with explanation of their alignment processes.
4. Synthesize the examples from others in the workshop to apply the overarching principles identified to their own courses.

Intended Audience:
College faculty and graduate teaching assistants.

Activities:
Review of sample syllabi.
Small group brainstorming on the value of content - outcome alignment.
Group construction of activities and assessments.
Presentation of construction processes.

Abstract:
Higher education has long been the domain of professors who know a great deal about their individual subject areas. However, many professors have not been as immersed in the pedagogical side of teaching. There is no doubt that deep understanding of a subject is of great value to teaching, but a bit of thought put to the "big picture" one wishes to convey and how that picture will be broken down into manageable, student-sized component parts is a positive use of time (Kunzman, 2003).

Participants in this session will discuss the value of this "big picture" thinking about course outcomes while constructing course assignments and assessments for their own courses which align with that bigger picture (Wang, Haertel, & Wahlberg, 1993). They will review others' course syllabi and work in small groups as they construct student activities and assessments that will lead to the outcomes they want for their own students. Finally, they will present their work first in small groups with an explanation of their alignment processes and then to the larger group with attention to common trends observed as they worked.
References


Are We Trying to Make Clones of Ourselves
or Is It OK to Let Our Students be Themselves?

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Objectives:
After the session, participants will be expected to:
1. Identify how classroom practices might be adjusted to allow for more democratic participation.
2. Reflect on the connection between the teacher's "identity" and the students' reactions to it.
3. Form their own definitions for a democratic classroom.

Intended Audience:
College faculty and graduate teaching assistants

Activities:
Participant survey on classroom practices/strategies currently used.
Discussion in small groups on student outcomes related to these practices.
Partner activity related to participants' cultural identities and related expectations of students.
Explanation by participants of what a democratic classroom is.

Abstract:
In some educational systems today student and teacher have become what Deleuze and Guattari (1987) termed “a phenomenon of accumulation, coagulation, and sedimentation” (p. 42). One might theorize that to break completely from this mire would be a positive move, but to do so leaves the teacher with the need to invent a new system, one which often easily falls back into the pattern of the old one. Thomas Kuhn (1970) relates that important ideas may be overlooked when one keeps to a certain model too closely and theorizes that the irregularities occurring are what will actually drive the needed changes if the teacher will only choose to see what is being revealed. Using this power to change the educational environment, a teacher can reveal that power to her students as well, allowing them to seek knowledge that is relevant to them. Education becomes an action: real learning.

Bothers’s (2004) and Dana and Brown’s (1992) prescription for further research allowing educators to gain a better understanding of the relationship between “specific instructional strategies and the development of leaders” (Bothers, 2004, p. 175) is a wake up call to teachers who have not incorporated democratic practices into the make-up of their classrooms. Such courses must be developed intentionally on a wider basis (Dana & Brown, 1992).

But whose voice will be heard? Can personal experience be valued in the college classroom? Is what each person brings to the table valuable to the modern classroom (Marshall & Oliva, 2006)? bell hooks (1994) asserts that, "Professors who embrace the challenge of self-
actualization will be better able to create pedagogical practices that engage students, providing them with ways of knowing that enhance their capacity to live fully and deeply” (p. 22). If we believe as she does, we must try such practices and see what happens.

Getting down to what all of this means to engaging students, Remillard and Cahnmann (2005) spell out the place of the teacher in these discussions. She must acknowledge her own “cultural…identity” (p. 173) in order to facilitate valuable learning experience for her students. If we are to fully address knowledge construction as it actually exists rather than as those in power might like to perceive it, we must imbue teachers with the knowledge they need to adapt their own upbringings to accommodate a variety of “normals” and then allow them to use their skills inside their own classrooms to build on the multiple voices they will hear there if they are allowed to listen (McCarty, 2005).

References


Objectives:

• To have participants identify a hobby or sport they actively pursue.
• To explore the following questions: why was this hobby or sport chosen; what skills, values, and behaviors were needed and how were they learned; and, how does this hobby or sport provide insights to one’s self-awareness and teaching.
• To discuss what assumptions we hold about specific skills, values, and behaviors we honor and recognize in our classroom culture and teaching.
• To explore how these insights into self-awareness and teaching impact student learning.

Intended Audience:
This workshop should be of interest to instructors at all levels and in all disciplines

Activities:
This interactive workshop is designed to allow participants an avenue to reflect on their sport and hobby pursuits and determine how those pursuits may serve as a mirror to reflect their teaching.

• 5 minutes: Presenters will talk about reflection and how our sport and hobby pursuits may provide insights to enhance self-awareness, and ultimately inform how we teach.
• 10 minutes: Participants will be asked to reflect on their own sports and hobbies, specifically looking at the skills, values, and behaviors required and learned.
• 10 minutes: Participants will be asked to form triads and share their reflections.
• 10 minutes: Participants in triads will be asked to talk about the assumptions they hold about specific skills, values, and behaviors that are honored and recognized in their classrooms.
• 10 minutes: Participants in triads will report a brief summary of their discussion to the entire group.
• 5 minutes: Presenters will briefly explore how these insights into self-awareness and teaching impact student learning.

Abstract:
Parker Palmer (1998) writes, “As I teach, I project the condition of my soul onto my students, my subject, and our way of being together. Teaching holds a mirror to the soul. If I am willing to look in that mirror and not run from what I see, I have a chance to gain self-knowledge – and knowing myself is as crucial to good teaching as knowing my students and my subject. In fact, knowing my students and my subject depends heavily on self-knowledge.” As teachers we spend an enormous amount of time and energy learning about our subject and our students, yet perhaps less time knowing ourselves. However knowledge of self is crucial in better understanding the underlying assumptions we hold about the cultural, psychological, emotional, and political complexities that shape our classroom cultures (Brookfield, 1995). Without understanding ourselves we run the risk of thinking good intentions and subject knowledge trump the unintentional consequences we unwittingly bring into the classroom; without reflecting on our own personal interests that constitutes who we are we run the risk of naively creating an illusion, a classroom culture that appears fine on the surface but which is flawed at a deeper level.

In this session, we hope to facilitate participants’ reflection on their personal interests and how those interests shape who they are as teachers. Better understanding of self may lead to better teaching.

References


Diverse Strategies and Resources for Developing and Enhancing Reading/Literacy Skills Across the Curriculum

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Objectives:
Given various content and activities, the participants will:
1) Summarize specific Reading/Literacy terms that relate to the role of the effective "teacher of Reading."
2) Discuss factors that impact effective literacy instruction based on best practices research and the National Reading Panel Report.
3) Identify some "principles" that outline the role of the "effective teacher of Reading" based on related research.
4) Demonstrate some strategies and resources for developing and enhancing literacy skills for diverse learners.

Intended Audience:
Teacher Education Educators
Reading/Literacy Educators
School Administrators
K-12 Classroom Teachers
Teacher Candidates
Parents

Activities:
Lecture/Discussion Activities
Cooperative/Collaborative Activities
Power point presentation Discussions
Transparency Discussions
Demonstration/Modeling Activities

Abstract:
This multimedia highly interactive presentation is designed to focus on the "how-to" strategies for selecting, and using instructional activities, resources, and multiple measures of assessment as related to the development and enhancement of effective Reading/Literacy skills. Emphasis will be placed on the role of the effective "teacher of Reading" as related to the development of the "Five Essential Components of the Effective Teaching of Reading" as outlined by the National Reading Panel Report. Additional research on "best practices" for developing and enhancing Reading/Literacy skills will also serve to support the activities and resources presented.
References


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Project-Based Learning Experiences in Teaching the Students at College of Professional Studies

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Objectives:
• integrate knowledge and skills in different areas
• motivate students to study knowledge in class positively
• encourage students to apply skills to work for and help the community
• switch knowledge into economic and practical benefits for society
• establish long term strategic relationship between university and industry
• train students to meet real world demands
• enhance students’ career potential
• train students for both individual achievement and as team players
• help to improve and adjust university’s curriculum to meet industries’ needs

Intended Audience:
Educators, students and administrators interested in project-based teaching and learning methodology.

Activities:
Participants will be presented a detailed review for project-based learning, and a detailed description how project-based learning implemented in teaching at the College of Professional Studies at Clayton State University. An open discussion will be facilitated with participants.

Abstract:
Thomas (2000) defined project-based learning briefly as “a model that organizes learning around the projects.” The result of the present research provides the evidence that project-based learning is an innovative, effective and practical educational strategy. Students in project-based learning environment learn better and permanent knowledge, and are more actively participating in their learning. Project-based learning brings significant benefits to the students, educators, universities, industries and society. Project-based learning helps our education system to keep pace with the speed and demands of the real world globally.
References


Synchronous Interactive Online Instruction: An Emerging Enticement for the Reluctant Instructor

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Objectives:
Participants will:
• Examine concerns that make some faculty members reluctant to adapt courses to online learning formats;
• Contrast asynchronous and synchronous media for online instruction;
• Learn about utilities of synchronous online instruction; and
• Explore their own perspectives on online instruction and whether synchronous online formats might impact such perspectives.

Intended Audience:
This presentation is developed with university faculty members, instructors, and administrators (especially those who have significant responsibilities related to course content and pedagogy) in mind.

Activities:
This session will be very interactive. The session will be arranged so that participants are part of a synchronous online presentation session, with one presenter in the room and the other at a remote location.
Attendees will:
• participate in a brief pre-post survey regarding their own perspectives on online instruction;
• contrast asynchronous and synchronous formats for delivery of online instruction;
• participate in a demonstration of synchronous online interactive presentation technology;
• have an opportunity to manipulate the functions of the online synchronous technology;
• discuss the utilities of such a format for their own purposes; and
• discuss whether the synchronous online format impacts their perspectives on the utility of online instruction.
Abstract:
This paper/presentation explores the implementation of a synchronous interactive online instructional format. Participants will learn about the impact of this technology on instructor perceptions of online instruction, and on the quality of teaching and learning.

Some faculty members are reluctant to offer online courses. Such hesitancy doesnít merely arise out of traditionalism or technology phobias. Many instructors cite concerns about online formats, including reduced human interaction, technology malfunctions, variable technology proficiencies of students, and increased faculty workload (Beard & Harper, 2002). They also question whether a powerful learning environment can be achieved via most online platforms. “A powerful learning environment is a place . . . which allows for discussion, dialogue and argumentation, eventually leading to knowledge production” (Kester, Kirschner, & Corbalan, 2006).

Studies indicate that many instructional techniques that work well for simple tasks do not work well for complex tasks, and vice versa. Monitoring and feedback positively impact student mastery of complex material (Merrinboer, Kester, & Paas, 2006). These processes are less readily facilitated in asynchronous online courses. While online content is more accessible, obtaining information is only one stage of gaining command over complex content. Students in online courses often have difficulty with comprehension and application of information (Schwartzman, 2007). “The online format must assist in making information more understandable and relevant to students,” asserts Barnes (2003).

The term “immediacy” addresses behaviors that minimize interpersonal distance. Such behaviors impact student performance (Easton, 2003). Much of the online instruction offered by universities greatly impairs immediacy. Zhang and Walls, using Chickering and Gamsonís iSeven Principles for Good Practice in Undergraduate Education,î found that the degree to which online instruction fulfilled a key principle, frequent student-faculty interaction in and out of class, was rated low by university instructors. “[This principle] is considered the most important factor in student motivation and involvement. . . . When an instructor is teaching online, some of these possibilities are eliminated” (2006).

Processing information in meaningful ways depends, in part, upon the nature of interaction that occurs. “Interaction is an essential ingredient in any learning process” (Woo & Reeves, 2007). Scagnoli notes that “Learner-learner, learner-instructor, and learner-content interactions increase student involvement and enhance the sense of belonging to a learning community” (2001).

However, “educators do not yet know what forms of interaction people need, want, or expect to support their learning; and until we fully understand what it is about face-to-face interactions that enhance learning, we cannot know what features are required for an online system” (Wanstree, 2006).

It is Wanstree’s caveat that undergirds the present study. Relatively little literature exists on instruction via synchronous online technologies that enable two-way oral interaction between instructor and students, thus enhancing online immediacy. Using a mixed-methodology approach, the authors examined the impact of such technology on quality of instruction and faculty perceptions of online delivery. Study participants were involved in four online courses at
the University of Southern Mississippi. The presentation/paper will provide an overview of the findings.

References


Using Online Discussion Groups to Enhance Collaborative Learning

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Objectives:
Successful participants will:
1. Compare and contrast learning that occurs through online discussions with that which occurs through face-to-face discussion.
2. Explore attitudes and beliefs related to building community online.
3. Construct a discipline-specific question which encourages active, in-depth discussion.

Intended Audience:
Facilitators of online learning

Activities:
1. Brief presentation of the design and facilitation of online discussions. Communicate students’ perceptions on learning via online discussion, gained from their feedback.
2. Discuss the value of online discussion.
3. Share methods used by conference participants to build community online.
4. Small group activity to develop a thought-provoking discussion question which stimulates collaborative learning.

Abstract:
By virtue of its computer-mediated environment, online learning presents a challenge to building community. Issues of distance, time, access, and location move students’ learning, from face-to-face interaction as in the traditional classroom, into cyberspace. The constructivist approach to pedagogy suggests that learners create knowledge through interaction and collaboration (Brooks & Brooks, 1993). There are various methods of making community a reality in the virtual milieu. Discussion groups are one way to engage learners in a process, which creates meaning. Scholarly discussion provides a means of clarifying and sharing knowledge, reflecting on ideas, formalizing and internalizing the information-to-knowledge process, and improving critical thinking through comparing, contrasting, analyzing, synthesizing, and evaluating. Common goals, dialogue, feedback from others, and reflection are key components to successful online discussions. Instructors must facilitate the learning process by providing assignments which encourage collaboration, require conversation, and promote critical thinking (Knight, 2000; Palloff & Pratt, 1999; Raleigh, 2000; Shapiro & Levine, 1999).

References


Embracing a Global Classroom: Creating Cultural Competence in Education

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Objectives:
Increase knowledge and understanding of cultural diversity and how to be an effective educator when working with culturally diverse students. Skills will be introduced as well as a package created to offer practical strategies for improving cultural competence in classroom and non-classroom educational environments. Throughout this presentation, audience members will be challenged to reflect on their current practice as an educator working with culturally diverse students and examine the knowledge, skills and attitudes required to be a culturally competent educator.

Intended Audience:
Faculty members representing colleges and universities

Activities:
Interactive discussions, case examples, an individualized audience toolkit highlighting practical strategies that could be used in the classroom setting to address cultural competence.

Abstract:
Introduction to cultural competence in post-secondary education
Challenges and issues when addressing cultural competence in the classroom and clinical setting
Current practices and theoretical foundations
Strategies to improve cultural competence among educators
Presentation summary, questions and comments

References


Cell Immobilization: Hands On Problem-Based Approaches to Teaching Biotechnology Literacy

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Objectives:
1. To present and discuss a PBL model that promotes the integration of STEM content.
2. Use the Design Loop to develop a PBL solution for a biotechnology problem scenario.
3. Demonstrate cell immobilization techniques needed for designing algal immobilization solutions.
4. Reveal applications of this unique PBL approach in other disciplines.
5. Raise awareness of methods for delivering integrated instruction of STEM content.

Intended Audience:
Those interested in problem-based teaching and learning.

Activities:
1. Engage participants in the discussion of the current educational reform agenda calling for a more hands on and relevant approach to Science, Technology, Engineering, and Math (STEM) education.
2. Discuss how the Technology Education “Design Loop” can be applied to PBL using biotechnology as the specific content area.
3. Present a biotechnology “Problem Scenario” as an example of an authentic PBL activity in Technology Education
4. In small groups, develop skills needed for one type of cell immobilization.
5. In small groups, design a solution to the posed “Problem Scenario.”
6. Group presentations of their chosen solution(s).
7. Compare solutions and discuss breadth of PBL outcomes.
8. Discuss applications of this type of PBL activity to other disciplines.

Abstract:
Science, technology, engineering, and mathematics (STEM) education literacy is a critical component of education for the 21st century (AAAS,1989; AAAS, 1993; NCTM, 2000; ITEA, 2000). America’s education reform agenda is spurred by an urgent need for a more STEM literate population. The typical way that content is currently presented in schools is from a silo...
perspective that focuses on a single discipline area. This way of teaching does not take into account the inherent connections between disciplines that may arise in content.

The STEM area that will be discussed in this presentation is Technology Education. Technology Education utilizes a “Design Loop” that students go through when creating solutions to problem-based activities (Raizen, 1995). The “Design Loop” takes students from the beginnings of solving a problem through to a final solution and redesign.

Problem-based learning (PBL) is a phrase that describes acquiring knowledge, information, and learning techniques and processes while working toward the solution to a problem, on an investigation, or toward the production of a product (Glasgow, 1997). PBL allows students to own their own education and to explore solutions to problems that empower them. “While it has many benefits for both teachers and students, teachers have to be in the right frame of mind to dare to do this, at least where I come from. Principals are not accustomed to seeing children up and moving around and talking in class!” (McGrath, 2005). It is hard to conduct good PBL activities but if done correctly, the rewards for both teachers and students are far reaching.

An area of technology education that exhibits both the ability to deliver PBL activities and is in line with the goals of STEM education is Biotechnology. Within this area there is an opportunity to deliver real and relevant experiences to students. Biotechnology includes any technique that uses living organisms (or parts of organisms) to make or modify products, to improve plants or animals, or to develop micro-organisms for specific uses. (OTA, 1988; OTA, 1991; Wells, 1995; CLHS, 1992; CLHS, 1993)

A robust example of good curriculum for biotechnology can be found within the “Technology Education Biotechnology Curriculum” (TEBC) (Wells, 2000). The lesson on Cell Immobilization can be found in Problem Scenario 2A. This challenge charges students with designing a system to remove unwanted phosphates from stream water that involves the use of immobilized micro-algae (Wells, 2000).

To complete this problem scenario, teams will immobilize micro-algae into a container. Once the groups have all done this, they sketch possible solutions to the challenge. These solutions are presented to the larger group. A discussion will follow comparing each solution and looking at the breath of PBL outcomes on students.

The activity will end with a discussion of the connections to disciplines outside of technology education in order to show that the concepts used to create this PBL activity are universal and can be used in any discipline.

References


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Choice, Personalisation, and Negotiation

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Objectives:
Knowledge
An understanding of the pedagogy which underpins a “negotiated, personalized” degree.
An understanding of how negotiated assessment and learning contracts can be used to enable students to meet learning objectives in diverse ways.

Skills
The ability to design a course which students can personalise to meet their career needs.
The ability to adapt re-useable learning objects for use in different disciplines.

Attitudes
An awareness that skills-based, content-rich courses may not be appropriate for all learners, particularly those in work.

Intended Audience:
This presentation will be of most interest to faculty, as well as those interested in work-based learning.

Activities:
The session will consist of a 25 minute presentation which will describe the pedagogy which underpins the case study, and its design, delivery and assessment. There will then be an opportunity for questions and debate and the sharing of good practice among those attending the session. Finally, there will be a demonstration of the re-useable learning objects which have been developed to support the degree and discussion of how they can easily be adapted for use in other disciplines. These resources will be made available to those attending the session.

Abstract:
Choice, Personalisation, and Negotiation.

“Workers in the knowledge industries must be able to identify and solve challenging and complex problems, relying on imagination and creativity, and high levels of education...(they) are employed for their ability to think for themselves” (Andrews 2003, p 13).

This paper contends that many higher education courses fail to provide sufficient opportunities to develop appropriate higher level understandings and are too often concerned with the acquisition of subject-specific and practical knowledge and skills which are soon outdated. It proposes that the design of higher education courses must challenge students to shape their studies according
to their individual needs, and to negotiate, through a learning contract, how they will meet the learning objectives of each module.

The case study will feature an innovative degree developed in the Media School at Bournemouth University, UK. The course does not provide subject specific knowledge or training in skills, but rather works with its students to develop solutions to complex problems, drawing upon their work experiences and collaborating with other students from a range of related disciplines. The course is delivered completely online and students negotiate with their iLearning facilitator the boundaries of their enquiries and the form and genre of the assessment. The students, who are all in work, identify the threats and opportunities facing their discipline and propose ways forward for themselves and their companies.

The pedagogic principles that inform the degree will be discussed and the online tools developed to support it will be demonstrated. The design and form of the degree can be utilised in most academic disciplines, and the development documents will be shared online with colleagues in other universities and colleges.

The presenter will draw upon the ideas of Hase and Kenyon who argue that the design of courses needs to be flexible so that:

[T]he teacher provides resources but the learner designs the actual course he or she might take by negotiating the learning. Thus learners might read around critical issues or questions and determine what is of interest and relevance to them and then negotiate further reading and assessment tasks. With respect to the latter, assessment becomes more of a learning experience rather than a means to measure attainment. As teachers we should concern ourselves with developing the learnerís capability not just embedding discipline based skills and knowledge. We should relinquish any power we deem ourselves to have. (Hase & Kenyon 2000).

References


A Passion for Assessment: Using Online Techniques for Accountability and Assessment

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Objectives:
Participants will use an online assessment tools to develop formative, summative, course and program assessment measures for accountability. The knowledge expected is that participants have an interest in assessment and the development of assessment activities; the skill level is average; the attitudes likely to be affected include becoming more open to assessment, accountability and feedback for improving instruction.

Intended Audience:
Audience: Open to all

Activities:
Students will use at least two online tools to create and administer assessment. Activities include discussions on how to write effective assessment questions; collecting answers; and analyzing results.

Abstract:
Summary:
Accreditation agencies, Board of Regents (or Trustees), parents, employers are all interested in assessment. Do we really teach what we say we do? Are our students learning the concepts we present? Grant Wiggins wrote: “no teacher can succeed unless he or she is held accountable.” (Wiggins, 1998) And, accountability means assessing our activities.

There are many forms of assessment ñ formative assessment; summative assessment; outcomes based assessment; program assessment; and even campus-wide assessment. “Summative assessment is intended to summarize student attainment at a particular time, whereas formative assessment is intended to promote further improvement of student attainment” (Crooks, 2001). Yorke (2005) stated, “Formative assessment is assessment whose primary purpose is to help students to develop as learners. It informs students about the quality of the work they have produced, and should also inform them about how they might tackle future assigned tasks.”

Gloria Rogers (2003), now the assessment director for ABET, the Accreditation Board for Engineering Technologies, wrote: “In outcomes assessment at the program level, the primary question that needs to be answered is, ‘Can students demonstrate the ability to perform at an acceptable level in each of the program outcomes?’” Program assessment focuses on providing evidence that students can demonstrate knowledge or skill directly linked to specific program outcomes.
In this age of accountability for determining if students have learned as well as determining if educators have been effective in teaching, there are new online tools and techniques to assess learning. Some common methods might include electronic portfolios and online survey instruments. This presentation explores online survey tools for assessing teaching and learning effectiveness. Online surveys are beneficial for quick in-class surveys and feedback, end-of-period assessment (such as give one concept you learned today and give one concept / question that was confusing to you). Surveys are generally anonymous and can give the instructor feedback quickly. The author has also used online surveys for student teams to assess each others performance on team activities, as well as for program assessment where graduating students give anonymous feedback on the program objectives.

Crafting good test questions is also important. How are Likert scales used for assessment? How hard is it to write good objective questions? Such issues will also be part of the discussion in this ISETL presentation.

The presentation will discuss and create online assessment and feedback tools. The participants will have the opportunity to create and administer assessment surveys as well as interact with other participants in evaluating online assessment and accountability activities. The author has used surveys / assessment tools from SurveyMonkey and Blackboard.

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Guidelines for Teaching a Hybrid Course

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Objectives:
This presentation will present practical information on teaching a hybrid course. In particular this presentation will discuss (1) the pros and cons of hybrid courses, (2) guidelines for creating and teaching a hybrid course, and (3) technology options using Vista Webct.

Intended Audience:
The presentation is appropriate for:
(1) Faculty/instructors who are considering teaching hybrid courses
(2) Faculty/instructors who are already teaching hybrid courses
(3) Administrators who are considering offering hybrid courses
(4) Instructional designers who would like additional ideas on hybrid courses

Activities:
1. PowerPoint presentation on guidelines for teaching a hybrid course
2. A 15 week hybrid marketing course will be demonstrated and technology options within Vista Webct will be discussed.
3. Question and Answer session and discussion of lessons learned from audience.

Abstract:
Hybrid courses offer many benefits to students and universities. Hybrid courses reduce demand for classrooms, allow universities to reach broader and more distance audiences, and are cost effective (El Mansour and Mupinga 2007). Students receive the benefits of convenience, individualized learning experiences, and enhanced technology skills (Joseph 2005; El Mansour and Mupinga 2007). Some reports even contend that hybrid courses are prompting faculty to “revisit questions about pedagogy” and thus are improving student learning (Brunner 2006, p.229).

Many schools are adding hybrid courses to their class listings. However, transforming and teaching a hybrid course is not an easy process. There are many pitfalls to be avoided and there many best practices to consider. This presentation will discuss some of these best practices and guidelines for teaching a hybrid course. These guidelines are based on research and on personal experience. Below are some examples of the many guidelines that will be discussed in the presentation.

• Assess students’ technology knowledge and provide necessary training courses at the beginning
• Create a sense of community (e.g. pictures of students on protected website)
• Keep layout of website simple and intuitive
• Utilize online activities (e.g. active and problem based learning activities) for the first exposure to new material
• Assign adequate points to online activities and create incentives for face to face activities
• Consult publisher about legality of content on website

This presentation will discuss these and many other guidelines for teaching a hybrid course. In addition to these guidelines, technology options in Vista WebCT will also be demonstrated.

References


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ISETL 2006 Distinguished Fellows Presentation Award Winner

Cultivating the Promise: A Model for Promoting Scholarship Development, Mentorship and Activism Amongst Emergent Black Educators and Scholars in the “Academy”

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Objectives:
The objectives of the presentation are to:
1) Present a problem-posing, solution seeking mentorship model for developing research and scholarship development amongst underrepresented students in higher education;
2) Encourage the audience to engage in a dialogue about the state of African American representation in higher education and within their institutions, including efforts undertaken to promote graduate mentorship and learning for "underrepresented" students.
3) Provide background about the state of Black Ph.D.'s in the US and the issues that are addressed in mentorship and scholarship development;
4) Provide background about what Black scholars explicate as needed resources to promote the academic development of Black graduate students;
5) Provide a descriptive context of what is "mentorship" at a local university, i.e., what programs/efforts, if any, promote the pursuit of doctoral study;
6) Provide a demographic context of what "Black graduate student" demographics look like at Sac State, and in what areas;
7) Provide narrative data about particular efforts that have proven beneficial in developing a scholarship agenda for the doctoral level.

Intended Audience:
This presentation is most appropriate for faculty, administrators, counselors who are concerned about the under-representation of African Americans in doctoral study and for those who are interested in hearing the "voices" of students who are active in "forging" a learning trajectory toward their entry into doctoral programs. This workshop is also an opportunity for educators to engage in dialogic interaction, problem-posing, and solution-seeking of ways to effectively serve emergent African American educators and scholars.

Activities:
This presentation will include oral presentation and "storytelling," small group problem-posing and sharing, large group discussion, and solution seeking.
Abstract:
Though the numbers of African American scholars and educators in the "academy" have substantially increased since the 1960s, African Americans continue to be underrepresented in all facets of higher education, particularly as tenured faculty at the university level and in research institutions (Collins, 2001; Mabokela et. al, 2001; and Pickney, 2000). There is a great deal of focus on the real and perceived challenges that Black scholars face in the academy, but little is known about emergent Black educators and scholars and the experiences of those who are in pursuit of doctoral study. Moreover, a critical theme in the research related to African American faculty success in the academy is the need for mentoring, yet such opportunities are rare. This panel presentation focuses on a cohort of Master's level, African American graduate students, who desire to pursue doctoral level study in the "academy," and it chronicles their journey toward preparing for doctoral study by creating objective(s) for their own "learning." Using culturally-relevant story telling (see hooks, 1984 and 1989; Ladson-Billings, 1999), narrative scholarship (hooks, 1989; 1994; Ehrhart-Morrison, 1997; and Collins, 2000), and problemposing, audience-based participation, the panel will articulate their interests in pursuing doctoral study and how they began to create a model for mentorship and establishing a research-agenda. In addition, panel members will discuss how they undertook personal agency and activism in forming an organization to support their academic needs. Presented here is a model for mentorship and strategies used by a faculty "advisor" to promote learning the "culture" of academe. Included here also are strategies the panel believes are essential for institutions to adopt to promote the academic development of emergent educators and scholars.

References


Fink’s Taxonomy as a Student Writing Guide:
“It’s Not a Secret; Just Tell Them What You Want.”

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Objectives:
To see Fink’s Taxonomy from a student perspective
To promote active learning in large introductory classes
To examine attitudes toward course content

Intended Audience:
This session is suited to faculty of all ranks and across disciplines, and faculty and administrators who are responsible for teaching/learning centers, faculty development programs, and first year faculty orientation programs.

Activities:
Discussion will elaborate on method details and enable the audience to analyze examples of student work.

Abstract:
An entry-level humanities course in non-western culture, originally developed with a lecture/test format, was “re-tooled” several times since its inception: tests eliminated, a variety of projects tried and discarded, always tinkering to “get it right” and involve students in their own learning. This presentation demonstrates an effective and practical teaching and learning technique, used in this course as well as at upper levels, that is applicable in several disciplines.

“What do you want students to learn?” is the basis of L. Dee Fink’s (2003) approach to significant learning. In my entry-level course I wanted students to develop an awareness of the value and scope of the liberal arts; to be conscious of alternate points of view and cultural diversity; and to develop a global perspective and approach to thinking and problem solving. These course objectives do not easily fit the hierarchical scheme found in the well-known Taxonomy of Educational Objectives (Bloom, et al. 1956) or its revision (Anderson and Krathwohl, 2000). What I saw in Fink’s taxonomy, set up as an interactive circle rather than a hierarchy, was what I was trying to get my students to see: the recognition that significant learning can be accomplished in a variety of ways, with a sense of personal satisfaction and without pain.

The most unusual aspect of the process I employ is its simplicity: to use Fink’s taxonomy of significant learning not just in forming teaching objectives, but to assign the taxonomy to students as their course writing guide. The directness of it didn’t seem unusual until a colleague, with a look of incredulity, said, “You just tell them?”
They write weekly commentary in what I call a Learning Journal and use Fink’s basic concepts as guidelines to writing about course material. Fink gave learning objectives an identity free of the rigid hierarchy and academic language of other learning taxonomies, making it easy for entry-level students to absorb and apply. Students write about how course material reinforces what they learn in other disciplines and how they relate the material to their lives—entries that are more than hard facts heard in lecture. They understand exactly what the instructor wants and are actively involved in learning how to learn.

With PowerPoint, I will show examples of student work using Fink’s taxonomy to identify and understand significant learning.

References


Student Metacomprehension: Does Experience Matter?

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Objectives:
• To discuss whether a studentís ability to accurately predict test performance improves with test familiarity.
• To discuss the differences of metacomprehension skills between students enrolled in an introductory level course and students enrolled in an upper level course.
• To discuss faculty challenges resulting from differences in studentsí metacomprehension ability.
• To explore pedagogical methods to facilitate the development of metacomprehension skills in students.

Intended Audience:
This presentation is most appropriate for faculty, particularly those interested in addressing teaching challenges resulting from student metacomprehension ability.

Activities:
Poster.

Abstract:
College professors have heard their students protest a low grade exclaiming “But I knew the material” or “I studied for hours.” However, student test performance contradicts their self-assessment. The term “metacomprehension” refers to awareness of one’s level of understanding for material (Maki & Berry, 1984). To examine whether a studentís ability to accurately predict test performance differed with test familiarity, we asked college students to predict their score prior to seeing (prediction) and again after completing (postdiction) an exam in a psychology course. We elected to acquire these measures using the final exam, reasoning that students may be able to draw on knowledge they had gleaned during the semester about the nature of the exams (King, Zechmeister, & Shaughnessy, 1980). We also examined whether studentís metacomprehension abilities differed as a function of class standing (introductory vs. upper level) by comparing prediction and postdiction accuracy for students in an introductory course with those enrolled in a senior level course.
Overall, there was no difference in pre- and postdiction accuracy in our group of students. These results are inconsistent with previous findings that students are less accurate at predicting exam scores prior to seeing the exam compared with their postdiction estimate (Pierce & Smith, 2001). However, when we analyzed pre- and postdiction accuracy within class standing, we found that students enrolled in a senior level course were more accurate in postdiction accuracy relative to prediction accuracy, whereas students enrolled in an introductory course had equally poor metacomprehension regardless of test familiarity.

It is also interesting to note the direction of the students' grade estimates compared with their actual performance on the exam. Students enrolled in the introductory course overestimated their final exam scores by 8.9 points before and 7.2 points after taking the exam. Conversely, students enrolled in the upper-level course underestimated their scores by 2.8 points before and 1.4 points after completing the exam. These results may indicate that not only do students improve in their metacomprehension during college, but that they also learn to use test familiarity to improve awareness of their knowledge. This finding may suggest that metacomprehension ability can be improved with practice. Therefore, faculty who give introductory students more practice questions and feedback on their level of understanding of the material may help to improve student metacomprehension ability. This is an important skill for students to acquire as they must determine when they have sufficient knowledge of the studied material (Maki, 1998).

References


Interactive Learning Techniques
for Quantitative Research Methodology Courses

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Objectives:
To share working knowledge of learning techniques that help students master the understanding
and use of quantitative methods for research. I will also discuss encountered problems as I have
tried varying techniques in the classroom, and the solutions that I have found for some of these
problems.

Intended Audience:
For those who teach quantitative research methodology, and others interested in active/group
learning techniques

Activities:
"Think/pair/share" to facilitate discussion, and competition between groups to complete
exercises, wherein group members are required to help each other before the group, as a team,
can "score points" in the competition.

Abstract:
Quantitative Research Methodology seems to be difficult for the average student to master.
Universities often find it necessary to provide would-be graduate students with intensive courses
on the subject immediately prior to graduate school entry, because the students have failed to
master understanding of the material. This is so in spite of the increasing number of university
programs that require students to take some version of the course prior to obtaining a bachelorís
degree.

Research at the college level has generally shown that students’ learning is enhanced beyond
what they would experience in traditional classes when group-learning techniques are used
(Dees, 1991). It has also been suggested that group-learning environments at the college level
promote higher-level thinking skills (Cooper & Mueck, 1990). Peer interaction in groups also
seems to enhance individual achievement (Cooper & Mueck, 1990; Slavin, 1984, 1987). Further,
competition between groups, rather than between individuals, seems to motivate students
towards higher achievement goals (Slavin, 1984).

I believe that small-group learning has the potential to help students understand quantitative
methodology and to develop the skills needed to execute research analysis. In this interactive
session, I intend to describe the techniques that I use in the classroom as well as classroom
observations of studentsí behavior, understanding of the course material, and mastery of the
material as evidenced by test results and research project completion within my own classes.
Some of the techniques that I have used so far include: competition between teams that requires
teammates to help each other to achieve specific tasks in order for the entire team to advance, group/team discussion and evaluation of research ideas, collaborative literature review projects, and brief “think, pair, share” sessions. My class size for this course is capped at 25, which facilitates group work and allows for easy management of competitive games between groups. The ideal group size seems to be four, but I have also worked with groups of three and five.

Partially because the class material is difficult for many students to master, I also strongly encourage students to work very closely within a single group throughout the semester, thus helping them to develop supporting friendships and study groups to help them master their college work. Feedback from former students tells me that, sometimes, the bonds created in my classroom last for semesters to come. I have also seen that groups that do work well together and are committed to the task at hand tend to assure that all members of the group will do well.

I will demonstrate the think/pair/share, and team competition techniques that I use in my classroom in the conference session and invite attendees to participate in the procedures. Handouts will be provided to participants, including collaborative and inter-group competitive exercise materials used in the research methods class.

References


What to Give When You Don’t Know What They Need: Caring in Higher Education

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Objectives:
After the presentation, participants will be able to:
1. Identify the characteristics of students in need of intervention or a caring response.
2. Implement strategies to build a community of learners and to reach out to students in need or at risk.
3. Identify the components and boundaries of a caring student professor relationship.

Intended Audience:
All faculty and graduate students.

Activities:
1. Admit slip designed to evaluate participants experience with students in need of a caring response or intervention.
2. Analysis of specific scenarios and faculty responses/reactions.
3. Work in small groups to practice the development and implementation of strategies for community building.
4. Examination of current media and tragedies involving college campuses.

Abstract:
Higher education has been criticized in the wake of the many tragedies which have befallen college campuses for a perceived lack of emotional support within the academic community. While these concerns have been voiced loudest by those outside of academia, similar concerns are shared by students and instructors alike. All too often we are left asking how universities could better help the community deal with the aftermath or even possibly prevent the tragedies from occurring in the first place. Though, ideally, parents send their children off to college as a
means for developing independence and gaining a degree that will allow them to attain a professional position and universities view themselves primarily as a place to allow that independence and achieve those professional goals, questions are still raised regarding the personal care given to college students especially at times of intense emotional upheavals.

Many feel that changes need to be made to develop a stronger sense of community and caring within institutions of higher education (Lincoln, 2000). Care theorist Nel Noddings refers to teacher education programs where professors of education can at times be sarcastic and dictatorial with preservice teachers within their programs and then expect them to demonstrate caring within their teaching in the field (2000). Our programs are designed to encourage competitiveness which can alienate students from both their peers and from us as educators (Armstine, 1997). Campuses need to work toward connecting the knowledge we share with the moral lives of our students. Caring does not mean that you have to like all the students within your classrooms. Rather, according to Noddings (1984, 2000), Tierney (1993), and Austin (1996), it means disciplining ourselves to care for and appreciate the relationships we develop with them.

The ethic of care as described by Noddings has its roots in both feminism and pragmatic naturalism with moral education at its heart. Noddings sees caring develop within any relationship through modeling, dialogue, practice, and confirmation (2002). Caring and the building of communities goes beyond the professor student relationship and into the relationships between professors and between students (Lincoln, 2000). Though, we may not share the same beliefs, ideals, or morals as our students or colleagues’ every way of knowing has its own moral trajectory” (Palmer, 1993, p.27).

As professors we must be willing to explore how our teaching reflects our personalities and accept that the way students receive the knowledge we impart also reflects their personalities and moral orientations. Through the forming of connections and the development of communities within the ivy-covered walls we will be better able to reach out and react to the needs of our students and colleagues when emotional support is needed.

References


Learning Packets in Nursing Education: Reviving the Past

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Objectives:
1) Define key elements of “learning packets” as a strategy used at one university.
2) Highlight the current need for learning packets as a teaching strategy in nursing education
3) Provide a summary of pertinent literature on past use and on theoretical support for learning packets.
4) Provide a practical example of learning packets as an alternative teaching/learning strategy for providing new content to collegiate nursing students.
5) Summarize future planned studies

Intended Audience:
Nursing faculty, faculty involved in implementing and testing alternative teaching strategies and academic administrators involved in curriculum implementation.

Activities:
Poster presentation so activities would be limited to; a) dialogue- with conference attendees, b) handouts -provide example of segments of packets.

Abstract:
It has been projected that nursing schools need to increase the number of graduates by 90 percent in order to adequately address the current and projected nursing shortage. (1) Schools however turned away 42,866 qualified applicants to baccalaureate and graduate nursing programs in 2006. (2) In order to close this gap between supply and demand, nursing education must address challenges including inadequate resources, shrinking numbers of experienced faculty, use of inexperienced faculty, and a faculty whose mean age approached 55 interfacing with students several generations removed and with different learning styles. One solution has been to explore and test “alternative teaching strategies.”
Lecture has long been the most widely used strategy in nursing. It has advantages of being cost effective and presents large amounts of new material to large groups. (3) It does not however engage the student in problem solving nor does it allow for individual learning styles or knowledge needs. (4, 5) Self directed learning techniques have been viewed as a way to: involve students in their own learning, encourage critical thinking, expose students to new content, and are consistent with principles of adult learning. (6, 7)

Two faculty coordinators of an entry level Foundations of Nursing sequence sought a strategy based on sound educational principles that could be used to present required content while reducing in class lecture time. Additional goals included fostering critical thinking, actively engaging the student, and providing opportunities for team based interaction with others. Based on past experience with the technique, topic based student directed Learning Packets were developed (8, 9). They included; learning outcomes, resources for locating specific content, and multiple styles of feedback loops. The final products were integrated into the course as a pilot project. In order to gather exploratory descriptive information which could guide research and gauge student and faculty response to the method, questions specific to the Learning Packets were included in the existing course-end evaluation.

Among 134 students, 119 strongly agreed or agreed that the Learning Packet was effective in increasing their understanding of the content and achieving the course objectives. Students indicated that the use of the Learning Packet helped them study the materials and focus on the important aspects of content and key concepts. The Learning Packet had a good mix of questions, including completion, multiple choice, and true/false. Case studies helped students' preparation for quizzes or exams and with critical thinking by applying what they learned to practical scenarios. Some also noted that included group work activities provided them a good chance to listen to other people’s idea and views.

Studies show that learning is enhanced when students become actively involved in the learning process. (10, 11, 12) One such active instructional strategy is the Learning Packet. We found that it was viewed positively by the students and faculty. Future studies will evaluate impact on student learning, cost analysis, and application to other levels of learner.

References

1. HRSA. What is Behind HRSA's Projected Supply, Demand, and Shortage of Registered Nurses? April 2006


Using Baduk to Teach Purposefully Integrated STEM/STEAM Education

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Objectives:
It is hoped that a new tool, Go/Baduk/Wei’Chi, will be understood and considered for adoption by a broad range of professors as a way to help unify the disciplines covered in their schools for purposefully integrated teaching and learning. It is hoped that providing this tool and its methods along with historical justification for using it to teach thematically will assist teachers who wish to adopt such practices.

Intended Audience:
This presentation is geared mostly towards professors interested in teaching across the disciplines of STEM, the social and fine arts, including literacy and history, as well as problem-based learning, constructivism, scaffolding, Bloom’s taxonomy, Gardner’s Multiple Intelligences Theory and Latour’s Actor-Network Theory.

Activities:
We will start with an explanation of the game and history of Go/Baduk/Wei’Chi and will quickly move through to participants being able to play the game with one another as its application and implementation aspects are discussed. Informal and formal use of this game for multi-discipline instruction will be shared including its incorporation at two higher education facilities. All participants will be offered electronic versions of a computer version of the game, a college course syllabus, a curriculum guide backed up with multi-discipline standards, multiple papers written on the topic as well as additional places for resources.

Abstract:
The ancient Asian game of Go/Baduk/Wei’Chi will be introduced as a tool to teach thematically across the STEM/STEAM disciplines. The game’s name means “the way to enlightenment,” and it is said to be the easiest game to learn and the hardest to master. It has a built in system to allow for players of different strengths to be matched for a game. The game will be explained including a description of the board, game pieces and rules. Discussion and play will show how this game has been used for formal and informal multi-disciplinary instruction from ancient to modern times as a planned unit or sporadically.
It will then be linked to the fields of science, technology, engineering, arts (language, liberal and fine) and mathematics through the primary publications and standards from each field (National Committee on Science Education Standards and Assessment, 1996, American Association for the Advancement of Science, 1989, Engineering Accreditation Commission, 2004, International Technology Education Association, 2000 & National Council of Teachers of Mathematics, 1989). The primary ways these links will be explored is with science (Matthews, 1997, Mellado, Ruiz, Bermejo, & Jimenez, 2006) - through the materials used to achieve each of the desired effects, with technology (Technology for All Americans Project, 1996, Technology for All Americans Project, 2000) - the procedure of making the board and game pieces, with engineering - the designing and playing of the game itself and how it is been used to create things throughout history (life mag), with mathematics (Ernest, 1994 - pattern recognition, prediction, theory, binary code (Pinckard, 1992) and celestial tie in (Nui, 1049). Links to STS are strong based on Bruno LaTour's Actor Network Theory (Latour & Woolgar, 1979). Links to social studies, and language, liberal and the fine arts (Eaton, 1952) will also be made. Natural applications for alternative learners and theories applying to all learners will be covered as well (Herman, 1995, Gagne, Wager, Golas, & Keller, 2005, Gardner, 1993, Shulman, 2004, Shulman, 2005a, Shulman, 2005b).

Discussion and play will show how this game can be used as a planned unit or sporadically to teach thinking across the disciplines. Arguments for teaching purposefully integrated curricula will be reviewed (Dugger, 1993, Ruggiero, 1988, Huber & Hutchings, 2005, Huber & Morreale, 2002). Ways to implement will be explored such as with extension programs that are already in place across the country or introduced into directly classroom curriculum.

References


The Role of Metaphors and Interest in Evaluating Student Essays

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Objectives:  
The objectives for this presentation are to demonstrate through discussion and audience interaction how proper clues for learning create a more stimulating environment that involves a holistic, dynamic learning experience which is qualitatively different from a knowledge-elaboration environment.

Intended Audience:  
This presentation is most appropriate for faculty and all others interested in creating richer learning experiences for their students.

Activities:  
The presentation will require audience participation in discussion of creating stimulating, whole-theme learning environments. The goal of the discussions will be to have participants experience first-hand the curiosity-enhancing ability of appropriate learning clues.

Abstract:  
Flachmann and Flachmann (2002) define a good introduction as one that “should identify the subject to be discussed, set the limits of that discussion, and clearly state the thesis or general purpose of the paper” (p. 666). Both Hacker (2003) and Fowler and Aaron (2004) admonish that introductions should generate interest in the reader as well as explain what to expect in the rest of the paper. However, explaining the main ideas of the paper contradicts Iran-Nejad’s (1987) findings into the causes of interest and liking. In researching interest in stories, Iran-Nejad (1987) found that interest was a factor of surprise. He wrote that stories with more foreshadowing and less surprise were rated as less interesting by readers. Therefore, the question is raised whether writing students will find essays more interesting if the introductions have a well-written thesis foreshadowing information or if they raise the topic through metaphors without addressing the specific points of the paper, encouraging hindsight. This research, then, examined the influence of the type of introduction on the evaluation of student essays. Two student essays were selected for manipulation, and two different introductions were written for them, one with a statement of plan of development for the essay and one with metaphors which introduced the topic of the essay. The research was guided by the following questions: (1) Will students rate essays with manipulated introductions higher than those with original introductions
even though any errors in the essays will not be changed? (2) Will students think essays with metaphor introductions are the best? Eighty-eight undergraduate students were asked to read and to evaluate the essays according to which they thought was best and what grade the essays should receive. One-way ANOVA tests were conducted on the data resulting from the questionnaires. The essays with metaphor introductions received higher grades and were considered the best. These results support Iran-Nejad (1987) on the causes of affect and liking, namely that presenting a “clue” leads to greater interest than presenting all the information first and then elaborating. The idea of elaboration to foreshadow information in a plan of development introduction vs. the potentially revealing “clues” in the metaphor introduction is representative of a greater problem in education where teachers commonly present concepts to be learned and then explain them, in accordance with information processing theory. Iran-Nejad (1990, 1994) explained this idea as piecemeal approaches to education which often fail to take into account the dynamic qualities of self-regulation (see also Iran-Nejad & Chissom, 1992). Educational approaches tend to be more elaborative, leading students from one step to another, giving all the information at first and then explaining, rather than fostering and developing curiosity, excitement, creativity, and other intrinsic motivations to learn. It is precisely the ingredient of interest that is missing from much academic work so that learning seems to be reduced to other motivation and regulation, giving learners the idea that learning can be easily forgotten once the outside stimulus (test) is removed (Grolnick & Ryan, 1987).

References


Self-Assessment and Peer-Assessment Feedback in a Professional Writing Course using PowerPoint and Video

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Objectives:
The purpose of this collaborative presentation is to:
1. Present a model for engaging students in self-reflection about qualities and characteristics of effective communication by using a multi-methodology approach to formative assessment
2. Demonstrate the processes used for this course and provide examples and instruments used for the formative self assessment video strategy and show how students apply the information
3. Share findings from data collected about the student formative assessment experience
4. Discuss the challenges and lessons learned from using video to enhance self-assessment as a strategy for encouraging student reflection about effective communication.

Intended Audience:
The intended audience could include faculty, instructional technologists, assessment specialists and technology administrators.

Activities:
In this session:
1. Presenters will provide a brief PowerPoint overview of the formative assessment project and the procedures involved in using video as a self-assessment tool in a professional writing course.
2. Presenters will show examples of students presenting PowerPoints.
3. Presenters will offer for discussion findings collected across multiple semesters.
4. Participants will engage in small group discussion and sharing about self-assessment strategies and the value of formative assessment of oral and written communication projects.

Abstract:
Introduction

Communicating effectively using presentation technology is a complex process that integrates knowledge about presenting information in a cohesive and relevant format, and the ability to gather, analyze and synthesize accurate information. A formative assessment assignment in a professional writing course serves as a case study for discussing multi-format formative assessment strategies. The assignment is grounded in the value of formative assessment and the
need for developing self-directed learners for the 21st century. Knowles (1975) defines self-directed learning as "a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning outcome" (p. 18). Three assignments provide an opportunity for students to reflect on their presentation skills and knowledge, identify personal strengths and weaknesses, and then use self, peer, and instructor feedback to make adjustments for a final presentation project.

Self-Assessment Assignments

An English professor, in collaboration with an instructional designer, worked together to use a formative assessment strategy that speaks to multiple student learning styles and integrates the interests that students of today have in technology tools. Students are provided with an alternative lens for viewing and analyzing their performance and professional skills.

Students design and present a “mini” PowerPoint presentation in the second week of the semester so that feedback can be gathered and analyzed early and used to fine-tune and improve their performance for their proposal and research presentations. Students receive upgraded feedback from multiple reviewers and in different formats. Peer feedback is collected in the form of a checklist that evaluates the content of the presentation, the presentation style and the effectiveness of the presentation. The instructional designer provides technical PowerPoint feedback and video-tapes their presentation that they use for their personal review. The students complete a self-assessment reflection integrating what they have learned about their presentation skills and how they plan to use that feedback to improve their final PowerPoint projects.

Unlike traditional formative assessment that is used to help a faculty member adjust teaching strategies in the classroom to meet student needs, formative assessment in this situation focuses on empowering students to self-assess their own presentation skills, take responsibility for adjusting their own progress and become self-directed learners. In this course, students are already accustomed to completing self-assessment forms for their written work.

Student Data Findings

An analysis of the students’ reflections about this assignment indicates that they value the multiple perspectives and different types of feedback formats. The video provides a lens through which they can evaluate their performance without public criticism. They value having that perspective and evidence as they think about doing their final presentation. After expanding the self-assessment opportunities over the past three years, we have noted marked improvement in skills, more professional behavior in the final presentations, and overall improvement in PowerPoint professionalism. Students remark on the significance of “seeing themselves” and use the variety of feedback to adjust their own goals and performance.

References
