Teaching of Psychology:

Ideas and Innovations

Sponsored by: Farmingdale State College

Proceedings and Papers of the 22nd Annual Conference

on Undergraduate Teaching of Psychology

March 7–8, 2008

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Introduction

The 22nd Annual Conference on Undergraduate Teaching of Psychology was held March 7-8, 2008 at the Crowne Plaza in White Plains, NY. The conference was sponsored by the Psychology Department of Farmingdale State College.

The conference featured Dr. Douglas Bernstein from the University of South Florida, Tampa. He delivered an address entitled *"What Should I Cover and How? Problems and Issues in Teaching Introductory Psychology."* Participants also had a number of presentations from which to choose; an array of publishers' displays to visit; and many colleagues, old and new, with whom to network. Thirty abstracts and nine complete papers are included in these proceedings.

The success of the conference was due to the continuing efforts of many people. The conference committee was expertly chaired by Dr. Gene Indenbaum who had the assistance of Dr. Judith Levine, Dr. Marilyn Blumenthal, and Ms. Barbara Sarringer. We would also like to extend our thanks to all of our colleagues who presented papers at this conference.

PROGRAM

Friday, March 7, 2008

REGISTRATION   9:30 -10:00 A.M.

SESSION 1   10:00 - 11:00 a.m.

RM 1   ORAL PRESENTATIONS

Use of Electronic Discussion Boards to Enhance Classroom Learning

Richard J. DioGuardi, Iona College, NY

This presentation will examine the use of discussion boards in not only integrating technology into the classroom, but to enhance students' learning experience and facilitate their acquisition of content knowledge. Discussion boards represent a dynamic, collaborative, and constructivist learning approach that affords students exposure to diverse opinions and helps create a sense of community. A rationale for implementing this form of asynchronous communication will be discussed, as well as strategies for using discussion, the role of the instructor, and potential problems with this modality. Further, guidance in planning and managing discussion boards, in addition to evaluating posts, will be offered.

Impact of Assignment Submission Method on Class Attendance

Linda L. Dunlap * and Jeff D'Angelo, Marist College, NY

 Typically, frequent and varied assessment enhances learning and class attendance. That is, when teachers have many class sessions that include some form of assessment activity, students are more likely to attend class, which hopefully enhances learning. An effect of requiring students to submit course assignments online has been an increased number of class absences. Longitudinal data indicate that once students had an option to submit assignments online, absences from class increased. Then, once students were required to submit papers online absentee rate further increased. Implications for providing other online resources will be discussed.

RM 2 PANEL PRESENTATION

Innovations in Mentoring: Interdisciplinary Perspectives

Joseph Maiorca, Daniel Benkendorf, Praveen Chaudhry, Ernest Poole, and Christine

Pomeranz, Fashion Institute of Technology, NY

This presentation is devoted to understanding the special issues new and experienced teachers face when teaching undergraduate courses at specialized non-liberal arts colleges. Mentoring is an opportunity to address several critical issues in staff development at specialized programs. Issues such as curriculum enrichment, cross-cultural perspectives, transitioning to full-time teaching and teaching empowerment, and the use of telementoring will be addressed.

SESSION 2   11:15 – 12:15 p.m.

RM 1   ORAL PRESENTATIONS

Child's Play: Creating Observational Research Experiences for 21st Century Undergraduates

Joan F. Kuchner, Stony Brook University, NY

Strategies for introducing 21st century undergraduates to natural observational research are at the center of the presentation. The range of undergraduate backgrounds, skills and career goals will be considered in relationship to this project approach. A brief summary of the upper division elective course, *Children's Play,* which provides the context for this experience, will be the starting point for a discussion of techniques for facilitating students' development of original pilot research. This will include an overview of class exercises and skill building assignments as well as issues associated with evaluation. Student responses to course assignments and projects will be presented.

Increasing Interest in Research Through Podcasting: What Students Think

Mary D. McVey*, San Jose State University, CA

Students often assume courses on research methodology will be both difficult and uninteresting. The goal of this study was to increase positive affect for the topic by demonstrating the practical and engaging nature of research through the use of podcasting. Over the semester, students listened to 12, 60-second podcasts that covered current research on a variety of contemporary topics in the field (e.g., TV violence, autism, and Internet use). Student survey data indicated the podcasts were an effective addition.

RM 2   ORAL PRESENTATIONS

Teaching Psychology Through Storytelling

Jeffrey S. Nevid, St. John's University, NY

Effective teachers are good storytellers who seamlessly weave narratives into the fabric of lecture material. They draw upon stories of famous figures in psychology and stories based on personal experiences and those of children, neighbors, and relatives, as well as from case studies and published works. Stories are effective teaching devices because they embed concepts within the context of life experiences. Memory research demonstrates that information is better retained when students focus on the meaning of the material and storytelling helps create meaningful links between concepts and life experiences. This presentation provides examples of teachable stories that illustrate key psychological concepts and tips for incorporating stories in lecture material.

Teaching Psychological Disorders by Drawing on Students' Own Examples

William R. Balch*, Penn State, Altoona, PA

In a study of the effectiveness of student-generated examples, introductory psychology students received a pretest on psychological disorders. Later in the semester, some of the students heard a lecture on the disorders and completed an exercise in which they generated examples of the disorders based on their personal knowledge (experimental group). The other students heard the same lecture without doing the example-generating exercise (control group). On a subsequent posttest, the former group showed more pre- to post-test improvement. Having students provide their own examples of psychological disorders appears to be an effective supplement to only a lecture on the disorders.

RM 3   WORKSHOP PRESENTATION

Using the Instructor Performance Inventory for Feedback on Teaching Behavior

Robert P. Cavalier, Elmira College, NY

In this workshop we will examine an instrument called the Instructor Performance Inventory (IPI) which was designed to elicit student feedback on instructors' classroom behavior. Workshop participants, in offering their critique of the instrument as a self-development method, may also examine their own teaching behavior. The IPI, which has a history of use in adult education, has been revised for the college classroom.

LUNCH: 12:15-1:15 p.m.

SESSION 3   1:30 - 2:45 p.m.

RM 1   INVITED ADDRESS

Dr. Douglas Bernstein

University of South Florida, Tampa

What Should I Cover, And How? Problems

And Issues In Teaching Introductory Psychology.

SESSION 4   3:00 – 4:00 p.m.

RM 1   ORAL PRESENTATIONS

A Student Perspective on Traditional, Hybrid, and Distance Learning Courses

Patricia A. Oswald & Katherine Zaromatidis, Iona College, NY

The hybrid course, a new initiative at Iona College, requires a combination of classroom time and electronic time (i.e. Blackboard, WebCT, etc.). This format will be compared to the distance learning format (electronic time only) and traditional lecture format courses from the students' perspectives. Results from a survey of students who have completed hybrid, distance learning, and traditional courses will be discussed. Strategies for addressing issues and concerns raised by students about these formats will be offered.

Concept Maps in Introductory Psychology: Pedagogy and Assessment

Stephen A. Wurst, SUNY Oswego, NY and Jeffrey Nevid*, St. John's University, NY

The inclusion of "concept maps" in textbooks and ancillaries such as student study guides has been increasing. These "maps" display the major concepts in a spatial, hierarchical way to help students learn the concepts and the relationships between the concepts. This presentation will address the rationale behind concept maps, the development of concept maps, and an assessment of concept map effectiveness. Assessment will test both comprehension and attitudes toward different types of concept maps. Discussion will address the differences between complete concept map vs. interactive versions, and how student engagement in learning may be increased with concept map usage.

RM 2 WORKSHOP PRESENTATION

Teach Them What They Need to Know for Life

Gretchen Wehrle, Notre Dame de Namur University, CA

Using a successful model from Notre Dame de Namur University, this workshop will focus on how to create a learning environment so students acquire "the skills they need to know for life" and become engaged leaders on and off campus. The importance of having faculty and community partners as co-educators and integrating curricular and co-curricular components will be examined as a community-based learning psychology course is discussed. Workshop activities will include a review of lessons learned, mini-dialogue, sharing of participants' successes/challenges, and a final reflection.

SESSION 5: 4:15 – 5:15 p.m.

RM 1   ORAL PRESENTATIONS

Students' Self-Correction of Quizzes: Good, Bad, or Useless

Fabiana S. DesRosiers & Kelly Johnson, Dominican College, NY

The purpose of this study was to investigate whether students' self-correction of quizzes would help them learn from their mistakes and score better on later exams covering similar material. Eighty-five undergraduate students from introductory psychology classes participated. Results indicated that although both control and self-correcting groups had similar scores on midterm exams, their scores on the final exam significantly differed, with students in the self-correcting method scoring higher than those not exposed to this method. Instructors covering substantial material in an introductory psychology course should consider employing the self-correcting method as part of the learning process on quizzes for a more in-depth understanding and longer retention of information.

Undergraduate Psychology Internships in the Schools

  Margaret D. Anderson*, SUNY Cortland, NY

Many 21st Century students intend to enter service professions and value experiential courses. This presentation recaps the development of our undergraduate Psychology Internship in the Schools program. The Program includes an internship preparation course covering material related to school psychologists, school counselors, and school social workers at all levels from Pre K through college, and the legal areas common to all school based professionals. Students who successfully complete the internship preparation course are eligible to pursue internships in the local schools, and the associated seminar course. The development and administration of the preparation and seminar courses will be reviewed.

RM 2   WORKSHOP PRESENTATION

Teaching Gender Role Learning: An Integrated Approach

  Doris Vasconcellos, Institut de Psychologie, Universite Paris, France

Research on the social psychology of love shows that young men and young women differ significantly in their expectations concerning intimate relationships. Their *emotional careers* will eventually converge through experience, but some might never free themselves of early and problematic influences. For example, gender differences appear in the way boys and girls perceive and interpret their body experiences through the information about gender and sexuality communicated to them by their parents and other agents of culture. In this session, I will suggest some ways to help students understand how social injunctions support and reinforce biological predispositions, how widespread these influences are, and the degree to which human beings are capable of modifying the effects of these influences.

RECEPTION: 5:30 - ?

Includes complimentary wine, beer, and soda

Saturday, March 8, 2008

BREAKFAST: 8:00-9:00 a.m.

SESSION 6: 9:00 – 10:30 a.m.

RM 1   ORAL PRESENTATIONS

The Emerging Future of Visual Displays of Data

Thomas E. Heinzen, William Paterson University of NJ, and Susan A. Nolan, Seton Hall

University, NJ

Like theory building, the goal of visual displays of data is parsimony: maximum information with minimal visual support. Modern graphing technology is making such displays possible and the corresponding temptation is to confuse visual gimmicks with creative presentations. This presentation will a) review some of graphing's dramatic successes; b) identify some of its most frequent shortcomings; and c) highlight novel uses of interactive graphs. New graphing techniques include new applications of simple graphs such as assessing compliance with custody, interactive graphs that tell the individual stories behind data points, and embedding more than three variables in a single display. The inclusion of lessons on graphing in psychology courses both helps our students learn the traditional psychology content and provides students with a marketable skill no matter where their career path takes them.

The Perils of PowerPoint: Students' Perceptions of Classroom Technology

Judith Krauss, St. John's University, NY, Lori Murphy, Westchester Community College,

NY, and Marybeth Ruscica, St. John's University, NY

Psychology students and other students (n=160) were surveyed for their perceptions of PowerPoint's effectiveness in enhancing classroom learning. The amount of classroom use of PowerPoint and the number of professors using it were measured. Regardless of how many of their professors used it, almost half the students reported being "somewhat helped" when it was used "some of the time," but only a quarter reported being "greatly helped" when it was used "all of the time." This suggests a PowerPoint ceiling effect for enhancing classroom learning and has implications for teaching the 21st century student.

The Benefits of Using Excel-based Homework that Grades Itself

Geoffrey Turner*, Simmons College, MA

Research shows the benefits of homework, yet assigning homework in large classes is impractical. I describe a novel method of creating homework assignments as VB-scripted forms in Excel. These forms, which have radio buttons and drop-down menus, are used to create "objective" homework questions that grade themselves, provide immediate feedback to students, and record the grades. By automating the homework process, many small assignments increase time-on-task, motivation, and learning. Further, giving homework to one student or 300 requires the same effort. Two semesters' data show that satisfaction and learning are improved. Electronic copies and strategies for implementation are provided.

RM 2   ORAL PRESENTATIONS

Games Introductory Psychology Students Play: Enhancing Learning via Favorite Activities

David Glenwick, Fordham University, NY

This presentation describes an exercise in which introductory psychology students were asked to generate aspects of favorite games, sports, and recreational activities which illustrated concepts that had been taught in the course. The examples produced by the students drew from a broad spectrum of content areas (especially learning, cognition, memory, and social psychology) and concepts/constructs (with positive reinforcement, the gambler's fallacy, depth perception cues, and attributional biases being the most frequent). This exercise appears to have value both for students, in helping them concretize abstract ideas, and for the instructor, in assessing student comprehension.

Teaching Psychology: An Experiential Approach

Manisha Sen, Mahatma Gandhi Peace Center, University of Mumbai, India

The needs of the 21st century necessitate that students become capable enough to make a career and thereby generate resources. Thus, the experiential approach becomes necessary. It includes a skill oriented perspective, e.g. case studies, role plays, and structured exercises. This approach emphasizes understanding the relevance of the theoretical constructs for applications in real life and overall development of the individual through introspection. This presentation explains these aspects and the designing of modules for implementation with the community through an example of attribution research for the reduction of aggression.

Advancing Classroom Instruction in the Social Sciences through Interactive Technology

Roberta T. Paley* and Daniel L. Benkendorf, Fashion Institute of Technology, SUNY, NY

and Joseph H. Moskowitz, New Jersey City University, NJ

Infusing technology in the classroom is a means of promoting active learning and engaging students. This presentation will assist with finding and selecting exciting and instructionally effective websites. We will: 1) demonstrate several web pages that have proven to be useful in introductory psychology courses and that students have enjoyed, 2) demonstrate the use of several multi-media/video site such as YouTube for both classroom instruction and student assignments that students have reacted positively toward, and 3) demonstrate generally unknown search techniques and search facilities appropriate for student projects that have also received good student reaction.

COFFEE BREAK: 10:30 -11:00 a.m.

SESSION 7   11:00 - 12:00 a.m.

RM 1   ORAL PRESENTATIONS

Truly Embracing Diversity: Incorporating Multiculturalism in Every Course

Elaine C. Bow, Iona College, NY & Darlene C. DeFour, Hunter College, NY

Incorporating diversity in teaching, research, training, and practices is a stated goal of the American Psychological Association (APA, 2003). However, the terms "diversity" and "multiculturalism" are words often used, but less frequently embraced in any meaningful manner within the context of college courses, outside of those classes with an explicit multicultural agenda as reflected in course titles. This paper will address the current trends within the population of students, detail the importance of true inclusion throughout the curriculum, and provide specific strategies and resources for true inclusiveness across psychology courses.

Anatomy of a Humor Class

David J. Bennett* & Josh C. Eloge, Northpark University, IL

At a previous meeting of this conference I discussed the development and administration of a Psychology of Humor and Laughter course (Bennett & Turner, 2004). I now turn to an examination of the question, "Does dissecting it kill it?" Students enrolled in the course (Spring 2007) were assessed using the Humorous Behavior Q-Sort Deck (Craik, Lampert, & Nelson, 1993) both at the start and the end of the semester. My Research Methods in Psychology course was used as a comparison group at both times of measurement. Another question was also looked at: "What does a class full of psychology majors taking an elective course like this look like?" The students enrolled in the humor course were assessed using several other self-report humor tests and rated several samples of humor during class (e.g., Ron White, Triumph the Insult Comic Dog, etc). Relationships among and between all the measures will be examined. The data is then used to update my suggestions for the design of a psychology course in humor.

RM 2   WORKSHOP PRESENTATION

The 21st Century Student: Computer Simulations to Teach Moral Reasoning

Elizabeth K. Holmes & Sarah Hope Lincoln, United States Naval Academy, MD

Moral education and development is critical to the US Naval Academy's mission. The development and implementation of an ethics assessment tool allowed the Academy to create a computer simulation and teaching model enhancing its educational curriculum. The new teaching tool has the potential to impact not only the institution but the Navy and Marine Corps.

RM 3   ORAL PRESENTATIONS

Service-Learning in Psychology: Benefits and Challenges of a Mentoring Model

  Ruth T. Hannon, Ketna Julmeus, Juliana Margarida, & Lee Wolfrum, Bridgewater

  State University, MA

Service-learning offers a powerful learning opportunity for students of psychology. Understanding the social context of human behavior particularly as that context involves elements of disadvantage, provides benefits to students, faculty, and community partners. This presentation describes efforts to establish a service-learning course in psychology and the experiences of the first group of students enrolled in the course in the Spring 2007 semester. Academic focus on boys' emotional and social development informs service to a group of twenty-one 8 to 10 year old boys at Big Brothers/Big Sisters organization in Brockton, Massachusetts. Faculty and students discuss outcomes, benefits, and challenges.

Can Participating in Peer Review Influence Student Attitudes about Writing?

  Angela L. Walker*, Quinnipiac University, CT

The current study examined student attitudes toward writing and peer review. Participants included thirty-six students enrolled in Research Methods; one group participated in peer review; a control group did not. Students completed a questionnaire that measured the importance of editing and feedback, writing anxiety, and confidence in knowledge of APA Style. Students who participated in the peer review rated the usefulness of peer review. Students who participated in the peer review valued peer feedback more and felt less anxious about writing than the control. A majority of the students who participated in peer review also recommended future use.

LUNCH: 12:00 -1:00 p.m.

SESSION 8   1:15 - 2:15 p.m.

RM 1   ORAL PRESENTATIONS

Teaching Archetypes through Hans Andersen's Fairy Tale The Ugly Duckling

Anna Toom Touro College, NY

Archetypes are among the most complicated psychological concepts. According to Carl Jung, who originated the term, archetypes are reflected in many products of human culture. To teach this difficult topic in undergraduate Psychology of Personality and History of Psychology classes, I use Hans Christian Andersen's fairy tale *The Ugly Duckling* as a tool. Sixty-one students participated in my study and analyzed archetypes illustrated by the tale. Results showed that the concept of an archetype is fundamental for students' understanding of human social and moral development and maturation. This presentation explains the methodology for teaching archetypes through fairy tales.

The Values and Habits of the 21st Century College Student

Mary Streit*, Northcentral University, AZ

This interactive presentation will look more closely at the core values and habits of the 21st century college student. I will begin with a brief description of the different generations that are typically found in the college classroom, along with their core values and beliefs. Next, I will present the latest statistics on the amount of time the average student spends watching TV, playing video games, surfing the internet, e-mailing, instant messaging, texting, etc. Finally, I will discuss how growing-up with technology has shaped the learning capabilities of today's students, and what we as educators can do to adapt.

RM 2   WORKSHOP PRESENTATION

Thinking Backwards in Research Methods: Facilitating Learning through Assessment
Jackie Braun, Ramapo College of New Jersey, NJ

Most undergraduate psychology majors do not intend to pursue research careers and hence frequently lack the motivation to learn the course material in research methodology courses, believing it to be too complex and irrelevant to their future goals. However the knowledge and skills they learn in such a course are becoming increasingly important in our information-laden world. This workshop will discuss ways in which we can help ensure that students in research methods courses leave with the skills and knowledge that we intend they should. Backwards course design and methods of assessment which also facilitate students' learning will be discussed.

SESSION 9:   2:30 – 3:30 p.m

RM 1   PANEL PRESENTATION

Technology in the Classroom: Three Useful Interventions
  James Regan & Daniel Lackaye, Marist College, NY

Increasingly, the use of technology has entered the classroom. Literature reviews have indicated that, at least in some venues, the results indicate an increased learning environment. This talk will review the use and success of three technology adjuncts to the typical classroom presentation. The first application reviews the current state of course management systems, from the commercial applications such as Blackboard, WebCT, and ELearning to the open source Sakai. The second application reviews the merits and demerits of the popular internet site, Facebook. Lastly, utilizing a Web 2.0 application of interactive software (wikis), a demonstration of potential uses will follow.

RM 2   WORKSHOP PRESENTATION

A 21st Century Statistics Course for the 21st Century Student
  Karen Y. Holmes & Darlene G. Colson, Norfolk State University, VA

This workshop will describe a student centered approach to teaching statistics. This approach promotes active, rather than passive learning by outlining a format that infuses technology and other student focused modes of instruction into the traditional lecture in the delivery of a statistics course for the 21st century student. We will discuss the effective use of cooperative learning activities and demonstrate the use of Blackboard and Lesson Builder in an introductory statistics course.

Note: The * indicates the session chairperson.

Conference Committee:
Gene Indenbaum, Chairperson
Judith R. Levine, Program Subcommittee Chairperson
Marilyn Blumenthal, Conference Program Editor & Keynote Speaker Liaison
Barbara Sarringer, Executive Assistant

THANK YOU FOR COMING

HOPE TO SEE YOU IN 2009

Use of Electronic Discussion Boards to Enhance Classroom Learning

Richard J. DioGuardi, Ph.D.

Iona College

The Internet has had a positive impact on higher education by providing educators with valuable resources to enhance the learning experience of students and facilitate their acquisition of course content. Professors have increasingly incorporated an online component into their courses, where students can retrieve course syllabi, relevant articles, links, and simulations or videos, post messages to a class-wide bulletin board, submit assignments to an electronic drop-box, and even take quizzes or timed exams (Weller, Pegler, & Mason, 2005).

Discussion boards, an active and collaborative component of the web-based educational experience, are a form of asynchronous communication, which by definition refers to electronic communication that does not occur simultaneously. E-mail, listservs, blogs, and bulletin boards or discussion boards are examples of this type of medium. The latter permits students to post messages that can be organized by topics or threads, and it also provides a way to archive prior messages or postings (Collison, Erlbaum, Haavind, & Tinker, 2000; Hiltz & Wellman, 1997).

Discussion boards, which permit a dynamic forum for continued communication among enrolled members, have several benefits. First, they provide teachers with a tool for enhancing interaction among all members rather than just among a select few more vocal students as is oftentimes seen in the traditional, face-to-face classroom environments (Hiltz & Wellman, 1997; Rovai, 2007). While the primary purpose of discussion boards has been to provide students with a location to post responses to specific questions, this medium has also promoted the sharing of ideas, examples, and research approaches, reflection on class lecture, discussion of readings, and also preparation for exams (Meyer, 2003). These interactions, in time, lead to a second benefit,

which is a sense of community. By virtue of students working collaboratively toward common goals, this learning community develops naturally and can significant impact student satisfaction, knowledge acquisition and retention, and motivation to persist with challenging topics (Rovai, 2001, 2002).

A third benefit of discussion boards involves its enhancement of the educational process by establishing opportunities for active learning. Writing responses, for instance, allows students to reflect on course content and prior postings (Guiller, Durndell, & Ross, 2008; Markel, 2001). Additionally, exposure to diverse opinions can increase understanding of specific topics. Finally, discussion assists learners in constructing knowledge, which is congruent with the constructivist approach of a classroom that is learner-centered. In reading other's postings, responding to and reflecting on class content, problem-solving inconsistencies and critiquing their own work, students gain insight into the course content and the process of questioning ideas, values, or beliefs that may be unfounded or lacking solid evidence (Rovai, 2004, 2002).

A teacher's role in managing discussion boards is one of moderator, facilitator, and role model. As moderators, teachers post guidelines, instructions, and ground-rules, as well as maintain an online presence by monitoring work. As facilitators, teachers listen, redirect, and submit probing questions, participating in the continued momentum of discussion and intervening when a student may be struggling with a concept or principle. Finally, teachers can serve as poignant role models by creating a seriousness of purpose. For instance, if postings are made mandatory, earn points according to a detailed scoring rubric, and if teachers provide examples of clear, thoughtful, and well-organized responses, then it is much more likely that students will participate and consider their posts as an integral piece of their learning experience (Mazzolini & Maddison, 2007, 2003; Shea, Li, & Pickett, 2006).

There are several ways to use discussion boards. As examples, students can post summaries, comments, or critiques of assigned readings, respond to specific instructor-designed questions, brainstorm ideas for an experiment or research study, or work with others in small groups. Students can be grouped by the instructor to discuss case vignettes, debate pertinent issues, and otherwise utilize critical thinking skills via within-group collaboration (Weisskirch & Milburn, 2003)

While there are numerous benefits attributable to discussion boards, the instructor should be mindful of potential problems or difficulties. Some issues that may emerge include students not responding to others in a timely fashion, not checking the discussion board frequently enough, not recognizing the amount of time required for a discussion to develop or advance, and feeling socially disconnected. Regarding the latter, there are some students who may feel uncomfortable posting responses that their class peers will view (Collison et al., 2000; Lieblein, 2000). This paper presents specific strategies for overcoming the aforementioned potential challenges.

Finally, preparing sufficiently in advance how one will structure and manage discussion boards, as well as how posts will be evaluated, is important for the successful implementation of this learning approach. Scoring rubrics with a well-defined set of criteria, examples which are presented, should be utilized for grading students' responses to content posted by the professor, as well other students (De Wever, Schellens, Valcke, & Van Keer, 2006; Morris, Finnegan, & Wu, 2005; Schrire, 2006).

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Innovations in Mentoring: Interdisciplinary Perspectives

Joseph Maiorca, Daniel Benkendorf, Praveen Chaudhry, Ernest Poole,

and Christine Pomeranz

Fashion Institute of Technology

The panel discussion included the following topics.

Teacher Mentoring: A Sample In-service Training Agenda: A suggested agenda for in-service training for new teachers and mentor training and the benefits of mentoring were discussed.

Mentoring for Teacher Transitioning: The importance of mentoring not only to new faculty but also faculty who are transitioning from adjunct to full time positions was discussed. A focus on the opportunities present in teaching students who are not majoring in the instructor's own discipline and the usefulness of discussion techniques to be effective in this setting is included.

Global Perspectives on Mentoring: Various mentoring models and the relationship between a mentor and a mentee from a cross-cultural perspective based on different cultural values and norms, and international mentoring research were discussed.

Mentoring and Teacher Empowerment: The concerns and challenges of minorities in academia and how mentoring may help to empower faculty, and the planning and resources that are required of effective mentoring were discussed.

The Use of Technology in Mentoring: The use of technology and online instructional management systems and telementoring were discussed.

Research shows that faculty members have higher degrees of job satisfaction if they have

positive and supportive relationships with colleagues. The mentoring that faculty members provide their mentees can be advise on teaching, support for research activities and grants, and information on the particular characteristics of a college and student body. Ultimately, a close dialogue between mentor and mentees has tremendous benefits for students, departments and the academic institution as a whole.

This paper is devoted to understanding the special issues new and experienced teachers face when teaching undergraduate courses at a specialized college such as the Fashion Institute of Technology (F.I.T.) Mentoring is an opportunity to address several critical issues in staff development and how creative mentoring practices could help at a college-level. Issues such as curriculum enrichment, cross-cultural perspectives, transitioning to full time teaching, teacher empowerment, protégé reflections and the use of telementoring can be addressed.

A suggested agenda for in-service training for teachers and benefits of mentoring will be reviewed. It is emphasized that an interdisciplinary approach to mentoring, if implemented with proper support, could promote a spirit of collaboration and teamwork. It is also noted that working with colleagues, outside of one's discipline area, could be an opportunity to broaden one's pedagogical perspectives and that there are different mentoring strategies to fit particular needs of new and experienced instructors.

Excerpts taken from our evaluation surveys served to highlight how mentoring could enrich the teaching-learning process. Central to cited benefits for participants was that mentored professors tend to bring back to the classrooms greater skills, a better understanding of the latest developments in their field, and revised teaching methods to deal with the technological advances. Mentoring was also useful and powerful in understanding and advancing the

academic culture and offering professional stimulation to both junior and involved senior faculty members. Overall, mentoring was seen as a continuation of one's professional development.

These observations have significant implications for recruitment, selection, evaluation and training strategies for instructional staff. The Social Sciences Department at F.I.T. is benefiting from the mentoring process because of the discussion generated across the different disciplines taught at the department. The diversity of courses and faculty unique to FIT means that discussing pedagogical issues with colleagues bring a more "cross-discipline approach" into classrooms. This approach serves to enrich the teaching-learning process. The students gain because new faculty members who have been mentored tend to be more confident in their teaching and more knowledgeable about the school. FIT benefits from the mentoring process because of the increased job satisfaction of mentees, students are getting better teachers, and there is greater dialogue on campus about the importance of teaching and learning.

Child's Play: Creating Observational Research Experiences for 21ˢᵗ Century Undergraduates

Joan F. Kuchner

Stony Brook University

In recent years, universities and colleges have been rediscovering the strength of incorporating diverse hands-on teaching strategies within the context of post secondary liberal arts higher education. Both new and seasoned faculty have been encouraged to explore alternative approaches that move away from the traditional rhythm of lecture style presentation and multiple choice test evaluation. This changing direction is finally catching up with my own preferred teaching style. For over 20 years, I have built experiential learning into each of my courses, often in the form of naturalistic observational research experiences that are specifically tailored to the course content and focus.   For 21ˢᵗ century undergraduate students this approach can be fraught with both challenges and opportunities. Recognizing the existence of this duality led me to pilot an evaluation of natural observational pilot research as a teaching tool within an elective upper division undergraduate course, "Children's Play." Central to my question was student perception. I was interested in discovering what students perceived that they had learned from engaging in this process and project.

21ˢᵗ Century Students

Today's public university classroom is often filled with a widely diverse student population. Students from different cultural and socioeconomic backgrounds, on-going personal experiences and responsibilities, academic skills and interests, career goals and options gather in a single classroom. College students who are still English language learners sit side by side with students who have remained in the same state and neighborhood their entire lives.

The image of the full time college student who can devote his entire time and effort to scholarly learning is also a thing of the past. Twenty first century students often juggle both a full time college course load and a full time job, sometimes working all night to maintain this schedule. Others may work an assortment of part time jobs while carrying intergenerational responsibilities that could as easily include caring for spouses, parents or grandparents as caring for young children. Some of these same students struggle with course overloads in an attempt to cut costs and time to complete their college degree. While another undergraduate cohort take multiple majors and academic minors in order to meet their parents career expectations for them, while simultaneously trying to follow their own newly discovered interests. In short, students arrive in the classroom over extended believing that they have successfully mastered the ability to multi-task.

Students whose college goal is to get a degree rather than an education shop for courses whose notes are pre-digested and assignments recyclable. As students search for technological short cuts and instant answers, long term projects are postponed. Therefore, the first hurdle to be faced when introducing semester-long-out-of-class-observational-projects is to capture student excitement, and to convince students that the effort that will be needed to complete the work will yield short term and long term positive results. As faculty, this means embarking on the semester thoroughly convinced of the importance of each and every out of class assignment and project.

Introducing Observational Research

Systematic observational research in naturally occurring environments outside of the classroom offers many opportunities to engage student interest. Experiential learning that requires students to gather new information can help them to see the relationship of their own

personal, family and neighborhood experiences with course terminology and concepts. While it validates the students' self worth, it also makes it more difficult for them to substitute borrowed or down loaded materials for their own original work.

With the possible exception of biological or physical science laboratory courses, undergraduate students rarely have the opportunity to engage in this type of experiential research assignment. Helping students to acquire the skills that they need to complete a multi-step observational project that requires them to discuss data and insights from individually collected observations within the context of scholarly research literature requires the faculty to invest time not only in building students' observational skills, analytical skills, library/document based research skills, but also in restoring their confidence in managing the necessary pieces of the assignment. They need reassurance that they can be objective observers and recorders of human behavior, and that they can gain meaningful insights based on their own observations. They need to know that you trust them to approach the task carefully and ethically. Students who have been brought up with more practice at finding the right answer than asking the right question will need to be reassured that the latter may require as much skill and knowledge as the former. Some faculty may also need practice in learning how to provide guidance in this area while allowing students to maintain ownership of their questions and the outcomes of their pilot research.

The Course: "Children's Play"

My course on "Children's Play" has proved to be particularly well suited to this type of experiential learning, as it gentles students into this research model through a non-threatening and familiar topic. Since the play of children and adults can be readily viewed in public venues, examples of this type of behavior are available to the student both on and off campus.

The course approaches children's play from a developmental perspective that encourages students to apply multiple theoretical frameworks to the understanding of play and intrinsically motivated behavior. Students explore the relationship of play to related concepts and research in such areas as learning, work, creativity, leisure, humor, art, ritual, parent-child and peer relationships, games, sports, and aggression. They reflect on the distinction between adult and child initiated play, try to understand adults' roles in creating and maintaining play environments, and explore historical and contemporary gender related differences in play style and choices. This opens up a wide range of potential research areas for students' individual projects.

Research concepts are introduced through the process of refining definitions of play across species and across the lifespan. Students are required to wrestle with problems of framing behavior, defining context, and creating appropriate operational definitions while they explore the tension between playing with ideas and rule based scientific inquiry.

Course Objectives and Agendas

From the first day of class, the acquisition of objective observational skills is acknowledged as a critical component of the course. The role of this skill in a range of careers and everyday life events provides an opening argument for its inclusion as a centerpiece within the course rather than added on as an extra credit assignment. This is coupled with a discussion of the ethics of observation from both the guidelines of the institutional review board and the practicalities of student learning.

The classroom is used both to practice and discuss the differences and similarities of observation in daily life and systematic direct observation within a research model. The role of

participant observer and systematic observer are compared. Both still photographs and video taped segments are used to practice observing and recording strategies and to discuss the strengths and weaknesses of time sampling, event sampling, running records, checklists and rating scales. The impact of varying time units and contexts on outcomes is also introduced through classroom discussion. Issues of objectivity, reliability, level of description and word choice grow from these exercises. Observational exercises help students to focus on the details of human behavior within specific environments and to separate the process of observing, recording and interpreting.

Assignments are sequentially organized. The first out-of- classroom observation focuses on skill building. Students are required to collect both time sampling and event sampling data during systematic direct observation of children involved in free play at the university preschool. Each student is required to code behaviors using both standard definitions used in play research as well as their own original operational definitions of a narrow aspect of play behavior. Simple graphs are also required. Access to an on-campus laboratory pre-school constructed with a one way mirror has greatly facilitated the ease of this undertaking.

Although the preschool skill building assignment is constructed so that it can form the basis of the second open topic project, many students elect to explore questions rooted in memories of their own childhood play experiences or inspired by anecdotal observations of their friends, family and neighbors. In this way, students are challenged to explore new areas and engage in "intellectual risk taking." Nevertheless, before embarking on the data gathering phase of this individualized project, students are guided into developing a short research proposal that not only clarifies the research question and hypothesis but also takes into account the practical realities of where observations will be conducted and the strategy that will be uses to record

observed behavior. Students are directed to pay attention to methodological considerations, to acknowledge the nature and limitations of their subject selection, as well as the environment in which they conduct their observations. Special attention is placed on a consistent use of operational definitions for selected play related behaviors.

Do students recognize the educational impact of the task?

Hypothesis:

Engaging students in observational research on children's play would: capture their attention and interest; motivate them to wrestle with theoretical concepts; help them learn about themselves including helping them define personal preferences and career goals; build their confidence in understanding primary resources and participating in research, and assist them in developing critical thinking, writing and organizational skills. Imbedded in this hypothesis is the idea that students could articulate this impact

Procedure:

All of the students enrolled in my "Children's Play" course in two consecutive Fall semesters (Fall 2006 and Fall 2007) were invited to reflect on the specific course assignments. While extra credit was offered as an incentive to encourage participation, the nature of the answers had no bearing on the amount of credit earned. Open ended questions were designed to explore students' reactions. In order to identify overall trends, student responses were analyzed across questions. The questions are listed below.

1. Which task in the assignment was the most fun?

2. Please make a list of the things that you learned while working on this assignment.

3. What did you learn through your observations of children at play that surprised you?

4. While working on this project what did you learn about yourself that was a surprise?

5. During which part of the assignment did you feel that you were taking a risk? Why?

6. Which aspect of the assignment was most challenging? How can I help you accomplish this part of the assignment more easily or understand this segment better?

7. How did the skill building assignment assist you in successfully completing the final term project?

Results:

Student responses supported the hypothesis. The strongest result was the pleasure students reported from taking part in the systematic direct observation of children and/or adults at play. A hundred per cent of the students volunteered that the observations themselves were fun. They also reported that overall the systematic observational pilot research project helped them better understand course concepts, terms and theories as well as how to apply specific strategies for systematic objective direct observation in naturally occurring settings. Confidence in graphing, specifically using Excel to create tables and graphs as well as locating and reading journal articles increased. This included a better understanding of the components of a research paper and the specifics of APA writing style. All of the students acknowledged improvements in identifying patterns, critical thinking and questioning at the same time admitting that the

assignment made them increasingly aware that they needed to develop better organizational and time management skills.

According to students' self reports the skill building preparatory assignment assisted them in becoming careful objective observers; taking systematic objective notes; practicing time sampling; creating operational definitions; coding behavior; identifying patterns; making tables and graphs; generating ideas for the pilot term project; finding relevant journal articles; putting ideas into writing; planning; and building confidence about doing and completing the term project.

The experiential aspect of both the skill building assignment and the open ended pilot research project also taught students about themselves. Some of what they learned came as a surprise. Some students reported that the experiences helped them to realize that they really wanted to work with children in their careers. Others realized that maybe they did not want to work with young children but would prefer working with an older age group. Many of the students were amazed to discover that they enjoyed research. One student put it this way, "I went into the project kicking and screaming, dreading and stalling starting but then I actually enjoyed visiting the preschool and I was surprised how open I became to the research." Another student said "I was surprised that I actually enjoyed a project given to me for school. I really enjoyed observing the kids and analyzing the data." Some students appeared to enjoy discovering that they could be creative. As one student phrased it, "I have a good imagination when it comes to the proposal and I can actually do a research project." However, not all of the realizations were positive. Students mentioned thinking that they were objective already and then "realizing that they needed to become more objective and to finally get organized." There was a great deal about the assignments that made students perceive that they were taking a risk

including: choosing the topic; organizing the research; observing without communicating with the children; creating an operational definition; creating graphs; interpreting observations and trying to present and support their own ideas.

Conclusion

The written student responses to open ended questions provide convincing evidence that the students appreciate that they have learned a great deal from this educational approach. For me, this validates the work necessary to support students' successful engagement in natural observational research. Each year one or more of my students elects to expand the course project and/ or present it as part of the Undergraduate Celebration of Research Activity (URECA) sponsored by the University. Several URECA award winners began their work in this course.

Nevertheless, drawbacks of setting up this type of observational research assignment persist. Regularly, students have difficulty in finding appropriate settings to conduct their observations at their first choice of destinations. These problems appear in the form of travel off campus, issues of confidentiality, concerns for scheduling and finding the appropriate number and match of subjects, even when the required number of participants is pilot size small. For the faculty, the issues include classroom space for group activities, time spent working with individual students, as well as the time required to read and grade papers. However, the benefits to students are enormous. Each year, students return to campus from graduate school or visit bringing news of their experiences in a career focused work place. Filled with pride they inform me that out in this new "real world," they discovered that they were the ones that knew how to write a paper, to locate resources, to begin a research project, to organize their time and to work independently. In short, they had entered this new stage equipped for success. For an educator, this is the bonus.

A Student Perspective on Traditional, Hybrid, and Distance Learning Courses

Patricia A. Oswald and Katherine Zaromatidis

Iona College

At Iona College, hybrid and distance learning courses are relatively new initiatives. Distance learning courses are completed entirely online (no class meetings) whereas hybrid courses require a combination of classroom time and electronic time. BlackBoard (BB) is the platform used for distance learning and hybrid courses at our institution. Two hybrid options are available: a 1-hour hybrid course and a 2-hour hybrid course. For the 1-hour hybrid format, students attend class once a week and the remainder of course time is using BB. The 2-hour hybrid format requires that students attend class twice a week and the remainder of time is spent using BB. Elective and major courses in psychology are offered in this format. Typically, students enrolling in these non-traditional courses have taken at least one introductory psychology course. Most are psychology majors. These formats are a particularly attractive option for working students. This paper will compare traditional, distance learning, and hybrid courses; discuss the challenges unique to distance learning and hybrid formats; report the results of a survey of students' attitudes about traditional, distance learning, and hybrid courses; and offer some suggestions for faculty who may want to develop distance learning or hybrid courses.

Overview of BlackBoard

BlackBoard Learning System (Release 6) includes many features that permit customization of the delivery of course content. It is easy to manage course announcements, documents, assignments, and exams. Tracking options permit the instructor to identify what materials students are accessing and when they are doing so. Other options can be added and

settings can be modified. One of the most important BB features is that all of the course content can be created and sequenced ahead of time. The "display on/off dates" option can be used to create daily, weekly or permanent announcements, to schedule exams, and to make discussion boards available.

There are a number of useful tools in BB that permit communication between faculty and students, and between students and their classmates. One such feature is the Discussion Board (DB)—an electronic class discussion. The DB enables students to respond to a topic or question that the instructor posts and to respond to each other. Discussion boards are asynchronous, which is convenient for the instructor and the students. However, BB does offer a chat option for those who prefer synchronous discussions. In addition, BB permits the instructor to email all, some, or individual students enrolled in the course. There is also a feature that permits students to email each other. BB's Digital Drop Box feature can be used to send papers, notes, and other documents. Documents (e.g., syllabus, handouts, exam review sheets) can be created in Word and imported to BB through a browse and link feature or they can be created directly in BB.

The BB GradeBook feature is easy to use and includes most functions that are available in other grading software. All enrolled users can automatically be loaded in the course GradeBook. Weighting options for each graded assignment, status of test taking (i.e., completed, in progress, not taken), and individual and group statistics are available. Building exams in BB offers many features as well. The instructor can use a course cartridge provided by the textbook publisher, build one question at a time from an electronic test bank, or import an exam already completed using another testing program. BB creates an automatic announcement for each exam. Exams settings include: (a) allowing single or multiple attempts, (b) forcing completion the first time the exam is launched, (c) a timer function, and (d) a password function. Moreover,

to foster honest work on exams, the instructor may choose to randomize questions for each attempt, limit feedback to students after completion (e.g., number correct, or correct answer, or correct answer with explanation), present questions one at a time, and prohibit backtracking to previous questions.

The following section describes the survey that we conducted of students' attitudes about traditional, distance learning, and hybrid courses.

Method

Seventy-five students enrolled in five psychology classes were surveyed. The classes included two traditional lecture courses and three hybrid courses (personnel psychology, developmental psychology, and advanced statistics). Informed consent was obtained; students voluntarily participated and no course credit was offered. The survey was completed during class time and took approximately 15 minutes.

Survey of Attitudes about Tradition, Distance Learning and Hybrid Courses

The survey included four demographic items: age, gender, year in college, and college major. In addition, there were five, fixed response items:

1. Why did you take a Distance Learning (DL) course? (Response options: Convenience, Free up time, Like DL format, Prefer BB to lecture, Other)

2. Why did you take a Hybrid (HY) course? (Response options: Convenience, Free up time, Like DL format, Prefer BB to lecture, Other)

3. Would you take another DL course in the future?

4. Would you take another HY course in the future?

5. Rank order course preference (Traditional Lecture, DL, HY)

There were ten free response items:

1. List all DL courses taken

2. List all HY courses taken

3. Compare DL course to Traditional Lecture course

4. Compare HY course to Traditional Lecture course

5. Compare DL course to HY course

6. Compare online testing to in-class testing

7. What do you like about DL courses?

8. What do you like about HY courses?

9. What do you dislike about DL courses?

10. What do you dislike about HY courses?

Respondents

The respondents' mean age = 20.51 years (SD = 1.46). The sample was comprised of 57 Females (76%) and 18 Males (24%). Thirty-two percent were Sophomores (n = 24), 32% were Juniors (n = 24), and 35% were Seniors (n = 26). Seventy-two percent of the respondents were

Psychology majors ($n = 54$), 12% Speech Pathology majors ($n = 9$), 8% Business majors ($n = 6$), 5% Mass Communication majors ($n = 4$), and 3% other majors ($n = 2$).

Results

The following is a summary of responses to the survey items.

Courses taken in the DL format (n = 37): 87% Psychology (Social Psychology, Child Psychology, Educational Psychology, Developmental Psychology, Abnormal Psychology, Personnel Psychology), 8% Business ($n = 3$), and 5% Other ($n = 2$).

Courses taken in the HY format (n = 137): 58% Psychology (Developmental Psychology, Abnormal Psychology, Personnel Psychology, Adolescent Psychology, and Child Psychology), 8% English, 5% Fine Arts, 4% Religion, and 25% Other courses.

For the following survey items, respondents could choose more than one response.

1. Reasons for Taking HY Course: Convenience - 67%, Free-up time in schedule - 84%, Like format - 21%, Prefer BB to lecture - 5% .

2. Reasons for Taking DL Course: Convenience - 35%, Free-up time in their schedules - 39%, Like format - 4%, Prefer BB to lecture - 0%.

3. Comparing DL and Traditional Formats: Prefer lecture format - 81%, Prefer DL format - 19%.

4. Reasons Traditional Format Preferred: Difficult to self-teach - 71%, Miss teacher interaction - 29%.

5. Reason DL Format Preferred: For those who preferred the DL format, 100% gave convenience as the reason.

6. Comparing HY and Traditional Formats: Prefer lecture format - 40%, Prefer HY format - 60%.

7. Reasons HY Format Preferred: Like dual format - 57%, Convenience - 21%, Like the independent study - 12%.

8. Reasons Traditional Format Preferred: Lecture format is easier - 71%, HY is too much work - 39%.

9. Comparison of DL and HY Formats: Prefer DL - 22%, Prefer HY - 78%.

10. Reasons for Preference: For the students who preferred the DL format, 75% gave convenience as the reason. For the students who preferred the HY format, 94% said that it was because they enjoyed interacting with others.

11. Comparison of Online and In-class Testing: Prefer online testing - 46%, Prefer in-class testing 54%.

12. Reasons for Preferring Online Testing: Like being able to cheat - 36%, Online testing is less stressful - 23%, Like being able to take exam at a time convenient to them - 18%, Prefer out of class setting (e.g., home, library) - 18%.

13. Reasons for Preferring In-class Testing: Don't like the BB testing parameters in online testing - 23%, Computer glitches with online testing - 19%, Online tests are too hard - 19%, In-class tests are less stressful - 15%.

14. Likes Associated with DL Format: Convenience - 64%, Free-up time in schedule - 36%.

15. Likes Associated with HY Format: Convenience - 61%, Free-up time in schedule - 0%, Like both in-class and out-of-class components - 39%.

16. Dislikes Associated with DL Format: Difficult to teach self - 26%, BB Glitches - 0%, Harder - 19%, No teacher interaction - 44%, Too little lecture - 0%.

17. Dislikes Associated with HY Format: Difficult to teach self - 39%, BB Glitches - 16%, Harder - 39%, No teacher interaction - 0%, Too little lecture - 42%.

18. Would you take another DL course in the future? Yes, definitely - 7%, Probably - 19%, Probably not - 17%, Definitely not - 4%.

19. Would you take another HY course in the future? Yes, definitely - 47%, Probably - 36%, Probably not - 8%, Definitely not - 2%.

20. Rank Order of Preference for DL, HY, and Traditional Course Formats:

1st choice format - DL (0%), HY (40%), Traditional Lecture (55%)

2nd choice format - DL (13%), HY (49%), Traditional Lecture (32%)

3rd choice format - DL (77%), HY (5%), Traditional Lecture (8%)

Conclusion

Clearly, students prefer traditional lecture and hybrid formats over distance learning courses. Moreover, students prefer traditional lecture course to hybrid courses albeit by a smaller margin. Inevitably, there will be students who enroll in a DL or HY course and then

"disappear." Also, there are the students who find themselves "in over their heads." These issues occur in traditional courses as well but making a connection with students that you have never met or who you see infrequently poses additional challenges. Based on our experiences in teaching distance learning and hybrid courses, the following suggestions are offered. Choosing a text book for a DL or HY course is critically important—perhaps even more so than for a traditional course. Using a publisher that has good downloadable ancillary materials or provides links to text book companion websites is quite helpful. This enables the instructor to provide PowerPoint slides, chapter outlines, practice tests, and more with minimal time and effort. Posting an introductory announcement three or more weeks before semester begins for those browsing the course site is also useful in marketing your course and in providing information for students who are considering the DL or HY format for the first time. Creating week-by-week announcements ahead of time is a great convenience and time saver during hectic points during the semester. Early and frequent contact with students is essential. Emailing students frequently and requiring an email response from them also works well.

Teach Them What They Need to Know for Life
Gretchen Wehrle
Notre Dame de Namur University

Notre Dame de Namur University as an Engaged Campus

Mission of Notre Dame: Founded upon the values of the Sisters of Notre Dame de Namur and rooted in the Catholic tradition, Notre Dame de Namur University serves its students and the community by providing excellent professional and liberal arts programs in which community engagement and the values of social justice and global peace are integral to the learning experience. NDNU is a diverse and inclusive learning community that challenges each member to consciously apply values and ethics in his or her personal, professional, and public life. NDNU's mission focuses on social justice, global peace, and community engagement. As we strive to address our mission, we must ask ourselves: How can we become an engaged campus/engaged community? How can we create a supportive environment for students? How can we give students the skills they will need to become emerging leaders/agents of social change? Or as one of our sisters said "How can we "teach them what they need to know for life?" What is Community Based Learning?

The California Department of Education (*California Dept. of Education: http://www.cde.ca.gov/ci/cr/sl/*)defines community based learning as an:

Instructional strategy whereby students learn academic content by participating in organized service that addresses community needs and fosters civic responsibility.

The Learning-through-Serving Model

The Learning-through-Serving Model **f**ocuses on how students are active participants in their community-based learning classes and that learning (reflection) results from an interaction between the teacher, student, academic content, and community experience.   Please see Christine M. Cress's *Learning Through Serving*, Stylus Publishing, 2005, for more information and a diagram explaining this in more detail. Fundamentals of a High Quality Community Based Learning (CBL) Course include:

High Quality Service

   *Organized service component

   *Intentionally plan service

   *Meet an identified community need

Integrated Learning

   *Service enhances the academic content = "TEXT"

   *Academic content enhances the service

   *CBL is an instructional strategy, not an add-on to a class

Collaboration

   *Reciprocal partnership

   *Meet the needs of the community

   *Are co-educators (in and out of classroom)

Student Voice

   *Allow students to be an integral part of the planning, facilitation of the class

   *Give choices to students (a few community service projects)

   *Students plan an integral role in ongoing reflection (you may need to "tweak" some components of the class)

Civic Responsibility

   *Have reading and discussion go beyond the "class"—talk about broader issues, include social context

   *Include what it means to be an "active citizen" for students (they need to learn this and skills)

   *Do things for the "public good"

Reflection

*Before, during, and after the community service

*All students participate

*Give students a variety of mediums, written, spoken, visual

*Provide a safe, supportive environment

*Be willing to response to their concerns

*Invite community partners

Evaluation

*Assess the academic and service components

*Do not just assess the number of hours, but the quality of the work

*This should be a collaborate effort between faculty and community partner

*Work should make the connections between the readings and the experiences in the community

PY 174: COMMUNITY PSYCHOLOGY

Example of a Community Based Learning Course Syllabus

Dr. Gretchen Wehrle
Spring 2007

Course Description: Community Psychology's focus is to optimize the well-being of communities and enhance the mental health and well-being of individuals. This class will include a review of the field of community psychology, a discussion of underlying concepts (e.g., ecological approach, "blaming the victim" ideology, prevention, social change, active citizenship), training and experience in planning and facilitating dialogues, and a project involving a community dialogue at NDNU.

Community Partner: The Community Psychology class of Notre Dame de Namur University (NDNU) will partner with the Peninsula Conflict Resolution Center of San Mateo (PCRC). PCRC serves individuals, groups, and organizations throughout San Mateo County and provides

mediation, facilitation, training, and community building services. Our community partner at PCRC will be: Michelle Vilchez, Manager of Community and Civic Engagement Programs Peninsula Conflict Resolution Center**.**

Course Outcomes: Expected course outcomes are: Students should have a good understanding of the field of community psychology and its underlying theories. Students should have gained training and experience in planning and facilitating community dialogues. Through reflection activities, students should have a better understanding of their role as an active citizen.

Required Course Texts:

SOUL OF A CITIZEN, Paul Rogat Loeb, St. Martin's Griffin.

Materials from Peninsula Conflict Resolution Center.

Other assigned readings will be distributed in class throughout the semester.

Each week we will meet for 3 hours in class; the additional 15 hours/semester will be spent working with PCRC and planning/facilitating the community dialogue at NDNU.

Class Requirements: Students are expected to attend each class session; absences will negatively affect your final grade. Participation in class discussions/reflections and demonstrations of your knowledge of assigned reading will be considered in the final grading. It is important that you do the assigned readings in a timely manner.

Facilitation Training

Staff from PCRC will provide eight hours of facilitation training for students enrolled in Community Psychology. This training is scheduled during class on February 13 and 20. All students are required to participate.

NDNU Community Dialogue

Students will be responsible for planning and facilitating a community dialogue of NDNU students, faculty, staff, and community partners. The dialogue will be scheduled during the month of April. [The date will be chosen by students.]

PCRC Community Dialogues

There will be opportunities throughout the semester to participate in PCRC community dialogues. Students will be responsible for fifteen hours of community service.

Final Reflection Activity

Students will be responsible for writing an 8-10 page reflection paper on their experiences over the semester. They will also plan and facilitate a final reflection activity which will be held during the scheduled final exam period. Our community partner will be invited to join us for this conversation focusing on the semester's experiences.

Grading:

Your final grade will be based on the level and quality of participation in:

Classroom activities and discussion (25%)

Participation in PCRC activities, including facilitation training, observation/participation in community dialogues (25%)

Planning and facilitation of community dialogue (25%)

Reflection activities (written and oral) (25%)

Specific attention will be given to the student's:

Demonstration of understanding and knowledge of reading materials

Demonstration of skills learned and practiced

Demonstration of self-reflection/self-awareness

Demonstration of collaborative and conscientious work

Career Development Units: Please note that you earn 1 unit of career development units upon completion of this course.

Weekly Assignments/Discussion Topics:

Date	Topic
January 16	Introduction; Discuss *Education for What?*
January 23	Overview of Community Psychology
	(Read handout from Dalton, Elias, Wandersman)
January 30	Continue Discussion of Community Psychology
	Welcome to our Community Partner, PCRC
	(Read chapters 1-3 in Loeb)
February 6	Begin discussion of community dialogue at NDNU
	(Read chapters 4-6 in Loeb)
February 8	Attend presentation by Fr. Roy Bourgeois at 2:00 in Ralston Hall.
February 13	Discussion of Identified Needs by NDNU Students
	(Read chapters 7-9 in Loeb)
February 20	Facilitation Training – Part I

(Read PCRC Facilitation Manual)

Research due

February 27   Facilitation Training – Part II

Names of people to invite are due

Research due

March 13   Discussion/Decision:

*Topic of dialogue

*List of people to invite

*Invitation

March 20   Discussion/Decision:

*Summary sheet of data/information gathered

*Timelines for planning activities (see handout)

*Process for NDNU dialogue (small groups, large group, icebreakers)

March 27   Discussion/Decision:

*Development of agenda (facilitators and meeting)

*Roles and responsibilities

April 3   Final details

Practice roles/process for NDNU dialogue

April 10   Final preparations for NDNU dialogue

Write things on easel paper

April 10   ********NDNU DIALOGUE*********   (5:00 to 9:00)

April 17	No Class
April 24	Discuss chapters 10-12 in Loeb
	Plan final reflection meeting on May 3
May 3	(Thursday, 11:00 to 1:30)
	Final Reflection Activity

Getting Started at Your Own Campus - Small Group Activity for Workshop Participants

Identify resources at your institution (people, curriculum/co-curricular, professional development opportunities, financial)

Identify a course

Develop Student Learning Outcomes

Identify a community partner, build a reciprocal partnership, align community service with student learning outcomes

Intentionally connect the course with broader social issues and civic responsibility

Integrate reflection activities throughout the semester, include both written and spoken words

Develop evaluation activities for all components of the course, including community service

Assess course and community partnership at the end of each semester

Advice for Service-Learning Course Review (Julie Reed, Director, Office of Service-Learning and Community Action, University of San Francisco).

High quality community based learning (CBL) syllabi should begin by explaining how CBL is relevant to the course (i.e., why is CBL a reasonable way to learn about this topic?) and how it will be integrated into the course design. Additionally, CBL syllabi should reflect the following components:

COMMUNITY PARTNERSHIP: Community based learning (CBL) is premised on relationships between the professor and relevant community partners, who are co-educators in the process. Given that the community service is one of the "texts" through which the students learn, the choice of appropriate partners and projects is yours (and the community partners'), more so than the students'. Student learning is likely to be enhanced if you can identify several options for the students, having negotiated the particulars of the service with those community partners. Your campus community based learning office can suggest relevant community organizations to you. Set expectation for students to learn from partners (staff, clients, etc.). Clarify that their service is not just about "doing good," but is a vehicle for learning and that they are accountable to the staff as they would be to professional supervisors. Indicate that partners will also guide student learning, set expectations, and review the final projects/presentations. In consultation with partners, set out expectations for professional conduct (e.g., dependability, appropriate dress and language, communication of concerns, etc.). Use appropriate language in reference to partners. For example, it is preferable to refer to service "with" a partner organization, not "to" it; and to avoid referring to community organization's "needs" and "problems" – instead use something like "issues to be addressed." Teach students, by your example, an *asset* model of analysis rather than a *deficit* one.

LEARNING OUTCOMES. Make learning outcomes inclusive of the lessons that will be derived from the service (e.g., social justice and diversity issues; nonprofit realities; community perspectives; civic engagement challenges, opportunities, skills). Each outcome should be stated in measurable behavioral terms.

EXPECTATIONS. Detail CBL-related expectations of students (e.g., professional behavior, accountability to community partner, synthesis of classroom and service lessons)

Include timelines for service, including dates by which they should a) begin service, b) have specific work/hours completed, and c) provide final "deliverables"

REFLECTION/ASSESSMENT. Design reflective activities so that they require students to demonstrate what they have <u>learned from the community service</u>, and specifically how it relates to course content (ideally the service informs course content and vice versa). Reflective activities may be journals, papers, presentations, exam questions, and/or classroom discussions. Incorporate a <u>variety</u> of reflective forms, both individual and group, that allow for different learning styles and modes of rhetoric. Clearly explain the expectation for, and give examples of, reflection that goes beyond the descriptive to deeper forms of critical thinking. Make it clear that the grade given is not for the completion of service hours, but for the quality of <u>learning demonstrated</u> through reflective assignments (and satisfactory completion of service project). Explain the criteria by which assignments are judged. Identify the role <u>community partners</u> will play in assessment. Will they be asked to complete a student performance survey or otherwise give input on students' grades? Will they review project drafts before final versions are submitted?

Going Beyond the Classroom/Students Becoming Engaged Leaders

Develop a "cadre" of engaged students

Provide opportunities for students to use their newly developed skills *on campus*

Provide opportunities for students to use their newly developed skills *in the community*

Embed community based learning/civic engagement into your campus culture

Connect with other engaged institutions

Take responsibility for "teaching students what they need to know for life"

Remember….

"When we think about the problems of the world, it's easy to feel overwhelmed and to become paralyzed. The way to avoid this, as Martin Luther King, Jr. suggested, is to proceed at our own pace, step by step, breaking down our goals into manageable tasks and not worrying too much about the precise political impact of every choice we make. Nothing gets accomplished when we try to do everything at once……..I've learned that going ahead and doing the best you can is better than waiting until you have all the answers."   Soul of a Citizen, Paul Loeb

Students' Perceptions of Classroom Technology: The Perils of PowerPoint

Judith Krauss, St. John's University

Lori Murphy, Westchester Community College

Marybeth Ruscica, St. John's University

In considering the question of how to teach the 21st Century student, we have tried to converge our divergent backgrounds in psychology, active learning, critical thinking, and learning support on this issue. Calling students "21st Century" implies many things, one of which is their use of technology and their familiarity with a "wired" way of life. The technology-savvy student, however, may not always use technology in the ways we as teachers envision. If exploring Facebook, MySpace, YouTube, and other social sites is how our students interact with the Internet, it may not be accurate to assume they want technology in the classroom as a teaching tool.

Since 2004, St. John's University (New York) has been ranked by Intel as one of the "Top Ten Unwired Colleges" in the nation. Extensive university-wide efforts to incorporate technology into all aspects of academic life, on and off campus, earned STJ this ranking. All incoming freshmen receive a laptop, all classrooms are wireless, and faculty are strongly encouraged to use technology in teaching. Training and support programs are offered to all, and the latest innovations are constantly explored. It is clear that STJ considers technology a key teaching tool.

As part of this effort, PowerPoint has been promoted as an effective teaching method, although measures of its effectiveness were not provided to faculty to support this claim. Anecdotally, students and faculty have reported both positive and negative experiences with its

use. We feel that although PowerPoint may help teachers to organize their material, not everything that helps teachers will help students. Thus, we wanted to survey students on their perceptions of the effectiveness of PowerPoint. The survey asked students how often their teachers used it and how much they perceived it affected their learning. The results are shown below:

PowerPoint Usage: How much did it help learning?

	Did not help	minimally helped	somewhat helped	greatly helped
Very rarely (51)	21.5% (11)	35.2% (18)	37.2% (19)	5.8% (3)
Sometimes (110)	7.2% (8)	23.6% (26)	49% (54)	20% (22)
All the time (119)	11.7% (14)	17.6% (21)	42% (50)	28.5% (34)
Not at all (22)				

N=302

Within each category of PowerPoint usage, the number of students who reported they were helped by PowerPoint increased until the "greatly helped" rating. In particular, almost half of the students whose teachers used PowerPoint "sometimes" reported being "somewhat helped" by it while less than a third of students whose teachers used PowerPoint "all the time" reported being "greatly helped" by it.

The results suggest a "PowerPoint ceiling" – the greatest effect was of students' feeling "somewhat helped" when their teachers used PowerPoint "sometimes" – there was much less benefit perceived by the students when teachers used PowerPoint "all the time." This perceived

limit to the benefits of PowerPoint from the students' perspectives was echoed in their comments at the end of the survey. Many expressed a desire for hands-on teaching and were emphatic that technology did not magically improve bad teaching. Given this result and given the continued pressure by institutions on us to use technology, how can we teach the 21st Century student?

Some of the best advice comes from the 19th Century and William James' "Talks to Teachers." If we consult his writings, we find he was a strong advocate of active learning and practical education. He believed that students learn best when they have a chance to do something, try out something, turn theory into real-life behavior. He also emphasized the teacher's responsibility to engage the student by using an active learning style:

"...in teaching, you must simply work your pupil into such a state of interest in what you are going to teach him that every other object of attention is banished from his mind; then reveal it to him so impressively that he will remember it to his dying day; and finally fill him with devouring curiosity to know what the next steps in connection with the subject are." (James, 1983; 1899).

Can technology accomplish this?

It can – provided it is used correctly. Technology in the service of active learning requires giving up our "sage on the stage" perspective and reaching out to students as a "guide on the side," offering students the opportunity to take charge of their learning. When using technology in this kind of partnership, different teaching and learning styles may come together in valid and productive ways. One example of engaging students with technology is by orating, not lecturing. Don't just project words on a slide and expect them to read it to themselves (visual style), and don't just read it aloud to them (auditory style). Instead, declaim! Use your voice as a

teaching/learning tool. Pauses, inflections, and volume can enhance the words on the slide and help students recognize its key elements. Recognizing key elements helps students understand what notes to take, what material to learn and retain. Rather than desperately trying to copy the quote word-for-word (a visual task) or trying simultaneously to read the quote and listen to it being droned by a talking head in the front of the room (conflicting auditory and visual tasks), the student is engaged and attentive to the main message.

Similarly, show a relevant image, but have them determine why it is relevant. Have them consider the possible connections between the image and your topic. Ask them to find or create other suitable images. This approach develops the concrete skill of information literacy, and the abstract skill of critical thinking. Furthermore, it empowers and involves the students, not as receptacles of facts but as generators of information.

Finally, if you ask them to write about their image choices and their reasons, you are engaging them in the whole communication process: reading, speaking, thinking, and writing. This also demonstrates the transformative nature of the communication process; as ideas move from reading and speaking to thinking and writing, they are clarified, specified, and publicized. If "writing is thinking and learning made visible" (Reder, 2006), then using technology to engage students in all these endeavors is a positive use of technology.

The benefits of active learning are generally recognized. PowerPoint, used appropriately, can turn a lecture into an intriguing, holistic experience. Godin (2008) describes the "home run" of PowerPoint use in Jamesian terms: "*you put up a slide. It triggers an emotional reaction in the audience. They sit up and want to know what you're going to say that fits in with that image...*" But he laments that it is not always so in the world of PowerPoint, which he describes

as having first emerged in the corporate world to facilitate communication within institutions but across domains (to help "engineers communicate with the marketing department"). Classrooms are not corporations, but his maxim to "never put more than 6 words on a slide" has caught on in the literature and has been expanded into a number of suggestions for using PowerPoint slides in the classroom (Tufte, 2003; Felder & Brent, 2005; Swain, 2007) including:

- use large fonts and white words on a black background for best viewing

- post a thought provoking question or quote

- incorporate video clips, music, and simulations into the lecture

- integrate things students will not be able to experience in person but which will reinforce and enhance their learning.

Anyone using PowerPoint is urged to keep it simple, for "dancing words" will not be meaningful if they are the wrong words (Tufte, 2003). Our survey found that students expressed a preference for interactive lecture classes over poorly-done technology based ones. Others (Maki & Maki, 2002; Clark, 2008) also have found that students prefer an appropriate and judicious use of technology.

We are not anti-technology; we use it for prompt two-way communication with our students, for Internet research, for sending and receiving assignments, and for a host of other vital tasks. It helps us greatly with course management and with presentations like this one. However, when it comes to teaching, we suggest it should take a supporting role to active learning and critical thinking. When it is used, it should be in a format that encourages interest, participation, analysis and evaluation of whatever is at hand.

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The Habits and Values of the 21st Century College Student

Mary Streit

Northcentral University

Overview

Brief quiz – How in touch are you?

The multi-generational Workplace

Critical Events and Trends for Millennials

Changing attitudes toward technology

Changing Demographics

Habits and Values

Implications for Higher Education

Do you feel 'in touch' with today's college student?

What do undergraduate students across the US like to do for fun?

What are some of their habits?

What are some of their core values and beliefs?

Who are they?

Have you ever made a reference to an event that a student was unaware of? [e.g. – "What's the Berlin Wall?"]
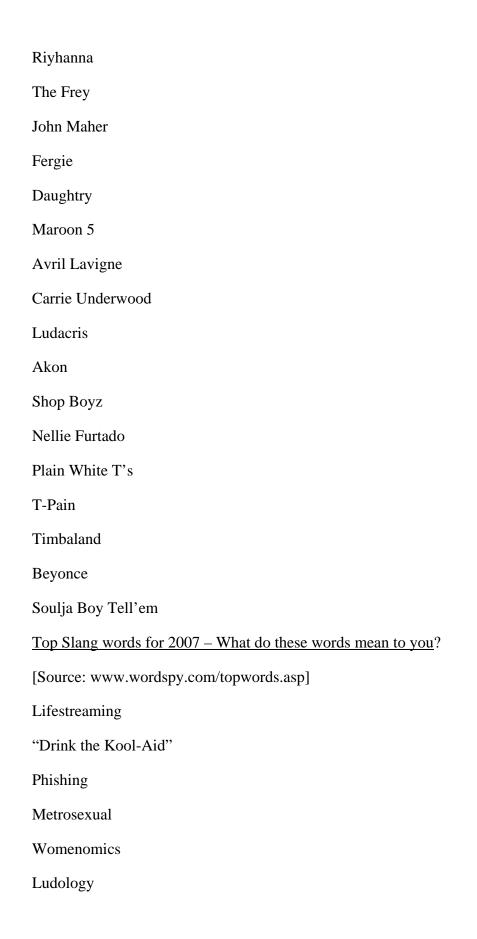
How can we update our examples?

How hip are you?

Let's see how "in-touch" you are with the culture of today's younger students.

See if you can identify or name a few more of the following terms.

Good Luck!

Top Musical artists for 2007: Can you hum a few bars? [Source: www.billboard.com]

Pink

Riyhanna

The Frey

John Maher

Fergie

Daughtry

Maroon 5

Avril Lavigne

Carrie Underwood

Ludacris

Akon

Shop Boyz

Nellie Furtado

Plain White T's

T-Pain

Timbaland

Beyonce

Soulja Boy Tell'em

<u>Top Slang words for 2007 – What do these words mean to you</u>?

[Source: www.wordspy.com/topwords.asp]

Lifestreaming

"Drink the Kool-Aid"

Phishing

Metrosexual

Womenomics

Ludology

Google-bombing

Flaming

Helicopter parent

Crackberry

elder-proof

Bluejacking

Techno-terms. H M D U K?

Facebook

Blog

Podcast

IM

BFF

PDA

gmail

Myspace

LOL

Youtube

MP3

Wii

Emoticons

Wikipedia

IMHO

Xbox 360

Blueray

DVR

tmi

Bluetooth

WiFi

Thread

Youtube

Streaming

How can we connect?

*Exercise: During an early class meeting, exchange favorites with your students. Favorite movies, musicians, songs, books, etc. This will help to update you on the culture of today, and it will help to educate your students about your generation as well.

This is a really fun exercise, and can definitely help to "break the ice" with students. I also find that you can learn quite a bit about the younger generation AND update some of your more dated in-class examples.

The Multi-Generational Workplace

For the first time in history, the work environment consists of four different generations.

These four different generations are also present in both the college classroom and on-campus.

According to Lancaster and Stillman (2002), authors of *When Generations Collide*, these four different generational groups consist of:

75 million "Veterans" born between: 1922 – 1942

80 million "Boomers" born between: 1942 – 1960

46 million "GenXers" born between: 1961 – 1981

76 million "Millennials" born from: 1981 – today

Which category do you belong to?

Sounds of generations in conflict [excerpts from *When Generations Collide*]:

"They have no work ethic, they are all a bunch of slackers" – Vets about Xers

"A hiring bonus! At his age, I was just grateful I had a job" – Boomers about Xers

These comments sound all too familiar. What are we saying or hearing others say about the next generation – the Millennials? How accurate are these stereotypes?

What other generations are saying about the Millenials [excerpts from *When Generations Collide*]:

Veterans – "They have good manners"; "They are smart little critters"; "They watch too much TV"

Boomers – "They need more discipline"; "They need to learn to entertain themselves"; "Can they do my webpage for me?"

Xers – "Neo-Boomers"; "Here we go again, another self-absorbed generation of spoiled brats"; "What do you mean, 'What's an album'?"

Critical Events and Trends in the lives of Millennials

Personal safety is threatened: 9/11, Oklahoma City bombings; the Columbine Massacre; school lockdowns and shootings;

Over-planned, busy scheduled lives, play-dates

Central to their parents sense of purpose

Achievement oriented - subject to extensive mandatory testing - No Child Left Behind Act

Pressured to succeed, perform, study, attend the best colleges, get a good paying job, etc.

The smartest generation ever – rising test scores and the Flynn effect attest to this

Technologically savvy – grew up with cell-phones, text-messaging, computers, PDA's, and e-mail.

"What's a pay phone?"

 Zero tolerance for delays – everything needs to be available 24/7

**Learning preferences: experiential activities, the use of technology, structure, and group work

Team-oriented – inclusive and racially diverse

Sheltered and strongly connected with their parents

"The number one thing to realize with the Millennial is that as a whole, they reflect much more parental perfectionism than any generation in living memory. Colleges and universities should know that they are not just getting a kid, but they are also getting a parent".

William Strauss

Author, *Millennial Rising*

New Attitudes about Technology

Jason Frand (2000) came up with ten core changes in the attitudes of the typical college student toward technology.

On the next slide, you will see these core attitude shifts

Source: Jason Frand, "The Information Age Mindset: Changes in Students and Implications for Higher Education", EDUCAUSE Review, 35(5), September/October, 2000, p.15-24.

"Computers aren't technology – they're a part of life"

"The Internet is better than TV"

"Reality is no longer real"

"Doing is more important than knowing"

"Learning more closely resembles Nintendo than logic"

"Multi-tasking is a way of life"

"Typing is preferred to handwriting"

"Staying connected is essential"

"There is zero tolerance for delays - 24/7"

"Consumer and creator are blurring"

Changing Demographics in the Student Population

Who are the typical college students of today?

There have been dramatic shifts in the demographic patterns of entering college freshmen

Let's take a closer look at some of these changes

Non-traditional students

According to the National Center for Education Statistics (2007), <u>75% of all undergraduates are considered non-traditional</u>

"Non-traditional" is defined as having one or more of the following characteristics:

-delayed enrollment after high school

-attends college part-time

-works full-time outside the classroom

-financially independent (as defined by Financial Aid)

-are single parents

-have dependents

-lack a high school diploma

Non-traditional students:

"Less than half (43%) of college students are 18-21 years old."

"The typical college student is in their mid-twenties, either lives at home or on campus, and has a job."

"Students no longer expect to complete college in 4 consecutive years, and many fluctuate between full-time and part-time study over a period of 5 to 7 years."

"There are more part-time students than ever before (37%)"

"More students today (43%) are choosing to attend two-year colleges."

"There are more older students on campus."

"39% were 25 years or older in 1999."

Source:

http://www.america.gov/st/educ-english/2008/January/20080108191859zjsredna4.940432e-02.html

"The percentage of full-time college students (ages 16–24) who were employed increased from 34% to 49% between 1970 and 2005."

"In 2005, about half of full-time and 85% of part-time college students ages 16–24 were employed."

Source: National Center for Education Statistics, 2007

Changing Demographics: "Where the Girls Are"

According to USA Today (2005), women are the new majority of students attending college (57%).

"Women made up 42% of undergraduate enrollment in 1970, some 50% in 1977, and 57% in 2005."

"Experts project women's undergraduate enrollment to continue growing more quickly than men's enrollment, and to make up 60% of enrollment by 2016."

Source:

http://www.america.gov/st/educenglish/2008/January/20080108191859zjsredna4.940432e-02.html

Increases in Racial Diversity

"one in three college freshmen today will be from a minority group" (insidehighered.com, Guess, 2007).

"This is a dramatic change in the diversity of the student body from only 1 in 10 minority students in 1971" (Guess, 2007).

"One in five will have at least one immigrant parent" (EDUCAUSE, July/August, 2003)

Habits and Behaviors of the student of the 21st Century.

What do we know about some of the habits of the typical college student?

How do they study?

What do they like to do for fun?

How much time do they really spend on the Internet?

What are some of their preferences in the classroom?

Habits and Behaviors:

"The younger the age group, the higher the percentage who use the Internet for work, school, and leisure" (p. 38).

"73 percent of college students say they are more likely to conduct research by using the Internet than by going to the library" (p. 39).

"Many college students find their teachers use of technology in the classroom to be disappointing" (p. 39).

"The majority feel more comfortable expressing concerns to their professors via e-mail than in-person" (p. 37).

Source: (EDUCAUSE, July/August, 2003, p. 38).

Science Daily 2007 Report on the Habits of College Students:

About 24,000 students from 14 Minnesota colleges and universities were randomly selected to participate in this study.

9,931 completed and returned the 2007 College Student Health Survey Report which tracks a wide range of student health issues from mental health and financial health to tobacco, nutrition/obesity and alcohol use.

The following details some of the more interesting findings from this study by Dr. Ed Ehlinger.

It appears that both excessive internet use and mental health issues are boundaries to success in the classroom.

"28.7 % of the students surveyed report excessive computer/Internet/TV use."

"41.8% indicated the activity affected their academic performance."

"27.1% reported being diagnosed with a mental health illness within their lifetime."

"15.7% were diagnosed with a mental health illness in the last 12 months."

Future research efforts need to examine if there is a link between excessive use and mental health issues among college students.

"Nearly two-fifths or 38.5% of students fall within the overweight or obese/extremely obese categories."

"70.5 % report using alcohol in the last 30 days."

"37.1 % report engaging in high-risk drinking within the past two weeks."

"More than one in five or 22.4% of female students report experiencing a sexual assault in their lifetime."

"6.8 % report having been assaulted in the last 12 months."

Most don't finish their degrees.

"Data from the Organization for Economic Cooperation and Development (OECD) show that the US ranks near the bottom of industrialized nations in the percentage of entering students that complete a degree program."

Source: National Education Association, February 2008, Vol. 25(3), 1.

This is an interesting statistic, and it suggests that US colleges are failing miserably in their retention efforts.

Conflicting reports on Volunteerism and Narcissism?

According to the Corporation for National and Community Service (2006), volunteerism is on the rise among college students.

At the same time, however, researchers at San Diego State College found that narcissism is on the rise among college students (Twenge, 2006).

Why the contradiction?

perhaps modern-day students are more honest and open about their narcissistic attitudes?

Twenge (2006) believes that students are engaging in community service and volunteering in order to improve the odds of getting into their preferred college

Community service on the rise.

According to the Corporation for National and Community Service [CNCS], the number of college students volunteering grew (October, 2006).

"Community service was up by 600,000, from 2.7 million in 2002 to 3.3 million in 2005."

"The growth rate of college student volunteers (approximately 20%) is more than double the growth rate of all adult volunteers (9%)."

Narcissism on the rise.

"San Diego state researchers examined the responses of 16,475 college students nationwide who completed an evaluation called the Narcissistic Personality Inventory between 1982 and 2006."

"The researchers say student inventory scores have risen steadily since the test was introduced in 1982. By 2006, they said, two-thirds of the students had above-average scores, 30 percent more than in 1982."

Source: Boston Globe, 2007

According to the main researcher Jean Twenge, "Current technology fuels the increase in narcissism. By its very name, MySpace encourages attention-seeking, as does YouTube."

Twenge reports that narcissists are: "more likely to have romantic relationships that are short-lived, are at risk for infidelity, lack emotional warmth, react aggressively to criticism, favor self-promotion over helping others, and tend to exhibit game-playing, dishonesty, and over-controlling violent behaviors."

UCLA Study on Spirituality

"The 2008 UCLA study examined data collected from 14,527 students attending 136 colleges and universities nationwide, and documents students' spiritual development as undergraduates."

The bulk of the data directly contradicts Twenge's report on the increase in Narcissism.

"Compared to when they were entering freshmen, college juniors are more likely to be engaged in a spiritual quest, are more caring, and show higher levels of equanimity and an ecumenical worldview."

"Additionally, 'attaining inner harmony' was reported as 'very important' or 'essential' by 48.7% when they were freshmen in 2004, and jumped to 62.6% by 2007."

Students rated as 'very important' or 'essential' several key issues, with increases emerging in:

"Integrating spirituality into my life" (41.8% in 2004 to 50.4% in 2007)

"Seeking beauty in my life" (53.7% to 66.2%)

"Becoming a more loving person" (67.4% to 82.8%)

"Helping others in difficulty" (62.1% to 74/3%)

"Reducing pain and suffering in the world" (54.6% to 66.6%)

Mental health issues again appear to be an issue.

The following data represent the percentage of students who 'agreed strongly' or 'slightly' with the following statements**:**

"My life is filled with stress and anxiety" (26.0% in 2005 to 41.5% in 2007)

"Overwhelmed by everything I have to do" (31.8% to 46.3%)

"Depressed" (9.2% to 12.3%)

Source: http://spirituality.ucla.edu/news/Spirituality_on_Campus_release_12.18.07.pdf

Overall Implications to Higher Education

Continue to enhance and support the use of technology in the classroom

Provide extensive faculty training and incentives for the use of technology in the classroom

Focus on developing more interactive class exercises

Utilize group work or team assignments in the classroom

Increase student accessibility of key functions to 24/7

Add support staff and funding to counseling centers

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www.wordspy.com/topwords.com/asp

Appendix: If you don't strongly identify with the values and beliefs of your generation, take Margaret Weigel's test in the link below.

This is a new behaviorally based measure that examines your use of technology, and then determines where you fit into the different generations in the workplace.

<u>What generation are you part of?</u>

Technology in the Classroom: Three Useful Interventions

James Regan and Daniel Lackaye

Marist College

The use of technology in the classroom is now pervasive. A report from the National Center for Education Statistics projected that 90 percent of public four-year colleges were offering online and/or distance learning courses in the academic year 2001-2002 (Waitys & Lewis, 2003). We might fully expect that number to be closer to 100 percent today. Overall the use of technology interventions ranges from incorporating some technology aspects into the typical classroom setting, to providing some class time online (hybrid), to providing the entire class online (distance learning). There appears to be a growing understanding that computer assisted instruction may have advantages over traditional classroom instruction (Boyle, Bradley, Chalk, Jones, & Pickard, 2004; Wolverton & Wolverton, 2002). The terms computer assisted instruction or hybrid learning both refer to the use of technology within the classroom setting. This methodology has shown to enhance greatly the traditional learning experience (Abrams & Haefner, 2002; Sparrow, 2004).

Electronic course management systems (CMS) are now a common aspect of the college campus. These systems provide an opportunity for students to be engaged in traditional academic pursuits outside of the traditional classroom. This can be done either totally online through the internet or in a hybrid manner in which the classroom experience is augmented by the course management system. Researchers have explored the impact of this instructional format in the delivery of specific course content (Faux & Black-Hughes, 2000, Van Soest, Canon & Grant, 2000), instructional efficacy (Cauble & Thurston, 2000) and student attitude and satisfaction (Cauble & Thurston, 2000, Wernet, Olliges & Delicath, 2000, Schoech, 2000). Interestingly,

satisfaction for these new tools is mixed (Allen, Mabry, Mattrey, Bourhais, Titsworth & Burrel, 2004). What is clear, however, is that these CMS have become part of academic life. Currently the popular commercial CMS Blackboard (licenses to over 2200 educational institutions) assumed control over WebCT and is positioned to contend with the open source Sakai CMS.

Facebook is an extraordinarily popular social networking site. Easily accessed through the internet (www.facebook.com) it promotes itself as, "…a social utility that connects you with people around you". It was originally designed to connect students within a college or university but quickly expanded to a more intramural approach and eventually became a more universal, generalized social network. One advantage of this program is the ability to limit members to join a specialized group. This limited group would be the class members who would then have access to each other (promoting class socialization). Using this approach and working with a more networked group software and electronic mail may well support more student-to-student interaction (Leidner & Jarvenpa, 1995).

Web 2.0 is a "perceived second generation of web based communities…such as social-networking sites, wikis…which aim to facilitate creativity, collaboration, and sharing between users" (Wikipedia, 2007). A wiki is a fully user-editable website. Those who enter the site have the ability to modify the material and as such, the site can then be an online group project. The simplicity of the wiki interface allows users to concentrate on content rather than worry about the appearance or ease of reading of the information (Wang & Turner, 2004). Classroom use of wikis has ranged from courses in English composition (Rick Guzdial, Carroll, Holloway-Attaway, & Walker, 2002) to software engineering (Chao, 2007). In an attempt to teach the mental status exam for a psychopathology class, a wiki was utilized. The software used was Wetpaint (www.wetpaint.com). This is a free service to those who register and, as with

Facebook, provides a space that is open only members who are invited. This site was populated with a brief video from another popular web site, YouTube (www.youtube.com). The brief vignette was that of a person who self-proclaimed to be diagnosed with Social Phobia. In addition, the site was populated with the twelve mental status categories. The instructions were for the students/members to complete a group consensus mental status exam. A key element is the opportunity for the students to view previously recorded observations, compare that to their own observations and then edit (the software tracks persons and frequency of visits).

The use of technology in the classroom has created new and potentially useful tools to aid the learning progress.

A 21st Century Statistics Class for the 21st Century Student

A 21st Century Statistics Class for the 21st Century Student

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In recent years, there has been a steady push to reform the structure of the introductory statistics course to emphasize conceptual learning and statistical reasoning over rote mechanics (Cobb, 1993; Snee, 1993; Watts, 1991, as cited in Keeler & Steinhorst, 1995) and to promote an active, rather than passive learning environment (Keeler & Steinhorst, 1995). This workshop presented a learning approach that addressed the above-mentioned goals by outlining a format that infuses technology and other student-focused modes of instruction into the traditional face-to-face classroom in the delivery of a statistics course for the 21st century student.

The 21st Century Student

The Millennial Generation, those individuals born in 1982 and beyond, has been described as technologically savvy, having been exposed to and used technology virtually since birth. They are accustomed to and expect fast communication. This reality provides instructors with the opportunity, as well as obligation, to use technology to enhance instruction. Also, it is no secret that workforce demands have changed. Among other skills, the importance of critical thinking has risen to the top of the list of skills that students must have in order to be successful. Statistics is a complex field that requires advanced critical thinking skills of conceptualization and analysis, in that links between research and statistical methods must be understood and applied. As such, it is a prime vehicle for the teaching of critical thinking. The need to collaborate also elevates the importance of interpersonal skills.

Computer-based Instruction

This workshop showed how Lesson Builder, a program that allows for simple and easy development of Web pages, and Blackboard, a course management system, are used extensively to provide students with ready access to information and immediate feedback on evaluations. Lesson Builder allows for the creation of a visually appealing electronic lesson that blends instruction and evaluation. Key concepts are presented and students' understanding is immediately measured by questions that are presented within the context of the lecture. Students receive immediate feedback, creating a self-paced learning environment where they can review and reinforce their knowledge where needed. Blackboard is useful not only as a platform to post lessons, but also as a centralized way of keeping students informed of the assignments, the course calendar, grades, and other important matters. All assessments and their answer keys are posted in Blackboard. Lab assignments requiring the use of SPSS afford students the opportunity to apply statistical knowledge in the construction and analysis of hypothetical research projects.

A Student Centered Approach to Learning: Cooperative Learning. A teacher- centered approach to learning unquestionably creates an environment in which the instructor is the primary arbiter of knowledge. This fosters an atmosphere that encourages students to become passive learners who abdicate responsibility for their own learning. We advocate a constructionist view of learning that is based on a more student- centered approach; one in which students construct their own understanding of material by sharing ideas, asking questions and explaining their reasoning within small groups as opposed to acting as passive bystanders in the learning process (Garfield, 1993, as cited in Keller & Steinhorst, 1995; Soller, 2001); thereby, improving motivation and enhancing learning (Soller, 2001). In an effort to enhance student-centered learning, we designed a statistics course that incorporates various cooperative learning

techniques. One such technique is the "Statistics Bowl." This activity requires that students form small cooperative teams and compete with other cooperative teams for mastery of statistics concepts. A second type of cooperative learning activity encourages students to form small groups to teach each other statistics concepts and when each member of the group has mastered a given concept, they join other groups and teach those students and this continues until all of the students have mastered the concepts. Finally, a brief short answer quiz is given to students to complete in groups.

Workshop format

This 60-minute workshop consisted of a PowerPoint presentation and three demonstrations. The presentation discussed the Seven Principles for Good Practice in Undergraduate Education (Chickering & Gamson, 1987) and some of the challenges faced in teaching statistics. Part one of the demonstration, conducted by Darlene Colson, consisted of a demonstration of a Lesson Builder-prepared statistics lesson. The lesson was projected and the audience participated by reading the lesson goals and lecture notes, and then discussing and answering the embedded questions. Following the demonstration, we engaged in a discussion of how Lesson Builder was helpful in applying the Seven Principles for Good Practice in Undergraduate Education. The demonstration was well received and the participants indicated that they thought it would be a useful tool to incorporate in various courses. Lesson Builder was seen as making significant contributions. The Website for a free trial of Lesson Builder was provided: http://www.softchalk.com/.

In part two, Karen Holmes provided a hands-on demonstration of two collaborative learning activities. The first activity required the workshop participants to form two small groups. Next, each group was given five minutes to consider the following scenario:

A researcher conducts tests of 3 experimental drugs being considered for use with Alzheimer's patients: Xylof, Zykal, and Tanocal. He wants to determine if differences exists in their effect on mental ability. He decides to compute a series of t-tests on all pair wise comparisons.

After a brief discussion of the scenario, the groups were asked to 1) briefly discuss why computing a series of t-tests is inappropriate in this case, and 2) devise a better plan to determine if group differences exist on mental ability.

The second collaborative activity, the statistics bowl, again, required participants to form two teams. Next, the two teams were told that they would compete against each other, in a "quiz-show style game" to display mastery of various statistical concepts. In addition, they were told that each question from a specific category would be assigned a point value and that the increased point value would represent the increasing difficulty of the question. The statistics bowl began with a toss-up question. The team that responded first and provided the correct answer selected the first topic and point value. When a team answered a question correctly, that team received the question's point value. However, when a team answered a question incorrectly, the other team was allowed one opportunity to "steal" the missed question. If a question was answered incorrectly for a second time, the question was discarded and the answer provided. The game continued in this manner for approximately 10 minutes. The workshop

participants responded enthusiastically. Despite the fact that there were no statistics teachers present, they readily saw how these teaching techniques could be applied to other content areas.

Conclusion

Cooperative learning and technology have been combined to meet the needs of the 21st century student. These enhancements should help students to master statistics, a difficult subject, while enhancing their critical thinking, interpersonal, and technological proficiency.

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