



A Unit of the Office of
Academic Affairs

Teaching Notes

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Editor: Tom Pusateri, CETL Associate Director for the Scholarship of Teaching & Learning

KSU Faculty to Participate in Carnegie Leadership Program

Twenty KSU faculty members will participate in research initiatives related to KSU's involvement with the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Leadership Program.

Faculty member	Department/Unit
Margaret Baldwin	Theatre
Meghan Burke	Mathematics
Debra Coffey	Elementary & Early Childhood Education
George Hess	Elem. & Early Childhood Education
Anne Hicks-Coolick	Human Services
Bill Hill	CETL/Psychology
Yuling Huang	Visual Arts
Joseph Johnson	History and Philosophy
Beth Kirsner	Psychology
LeeAnn Lands	History and Philosophy
Kathy Lishman	Nursing
Maureen McCarthy	Psychology
Peggy Moser	University Studies
Dan Niederjohn	Psychology
Tom Pusateri	CETL/Psychology
Christopher Randall	Psychology
John Robinson	English
Barbara Salyer	Secondary and Middle Grades Education
Brian Wooten	Center for Student Leadership/Univ. Studies
Dede Yow	English/CETL
Christine Ziegler	Psychology

KSU is 1 of 7 institutions collaborating to explore the theme, "Linking Affective and Cognitive Development." In November, CETL will send a team of 5 members from this group to Washington, DC to attend a CASTL workshop where they will interact with colleagues from the other 6 institutions. Immediately following the CASTL workshop, KSU's team will attend a meeting of the International Society for the Scholarship of Teaching and Learning.

Print Professional Posters on CETL's Plotter Printer

CETL has a plotter printer that will produce high quality, single page, color posters for poster conference presentations. We are making this printer available for use by all faculty **at no charge** to your department!!! Our plotter can produce posters up to 36" x 54" in full color. For information on using PowerPoint to prepare your poster and on submitting posters to CETL for printing, visit <http://www.kennesaw.edu/cetl/resources/plotter.htm>

Upcoming Vista Workshops

Dr. Randy C. Hinds
Vice President for Information Technology

Note that WebCT Campus Edition (the current system) will no longer be available as of December 15. It is vital that the faculty be properly trained in the use of WebCT Vista. We have made a concerted effort to bring a variety of training options to you. The continuation of the training support by the USG Board of Regents training staff will be contingent upon an acceptable level of participation. Registration will be monitored and an assessment will be made as the November dates approach.

You can register online by logging in to the KSU Portal: <http://portal2.kennesaw.edu> and then clicking the link for "Center for University Learning Registration". If you have not used Portal, or forgotten your password, please activate your password. The link is provided just below the login fields.

Point of contact is Dr. Gary Lewis, Director, Online Learning Systems.

Upcoming Vista Workshops: Date, Time, Trainers

Tue 10-17-2006, 1-5 PM, ITS
 Mon 11-6-2006, 8:30 AM-12:30 PM, USG BOR
 Mon 11-6-2006, 5-9 PM, USG BOR
 Tue 11-7-2006, 8:30 AM-12:30 PM, USG BOR
 Tue 11-8-2006, 8:30 AM-12:30 PM, USG BOR
 Tue 11-9-2006, 8:30 AM-12:30 PM, USG BOR
 Tue 11-9-2006, 1-5 PM, USG BOR
 Mon 11-20-2006, 1-5 PM, ITS
 Wed 11-29-2006, 8:30 AM-12:30 PM, ITS
 Tue 12-5-2006, 1-5 PM, ITS

Recommended Web sites:

Developing Rubrics for Grading Work

The following Web sites provide information on developing rubrics (i.e., guidelines for grading student work) that can facilitate the task of providing feedback to students. Although both sites focus on examples for elementary and secondary education, many of the examples are easily adaptable to college-level assignments.

Authentic Assessment Toolbox

<http://jonathan.mueller.faculty.noctrl.edu/toolbox/>

This site provides an online tutorial with recommendations for articulating standards, developing assignments, and designing rubrics to assess student work.

RubiStar

<http://rubistar.4teachers.org/index.php>

At this site, you may create a rubric online and print it out for use in your class, or open up and modify one of the example rubrics available at the site. If you register (for free), you may save your rubrics online for later use.

Campus Dialogue

The following article is reprinted with permission from *The Tomorrow's Professor Mailing List*¹. J. Dewi Wilson, Assistant Librarian, and Tom Pusateri, CETL Associate Director, provide commentary and suggestions for further information.

Are You a 21st Century Library-Ready Instructor?

Michael L. Rodgers & David A. Starrett
Southeast Missouri State University

The posting below looks at how to make campus libraries more attractive and useful to students and faculty. It is by Michael L. Rodgers & David A. Starrett, Southeast Missouri State University and is number 32 in a series of selected excerpts from the *National Teaching and Learning Forum* newsletter reproduced here as part of our "Shared Mission Partnership." NT&LF has a wealth of information on all aspects of teaching and learning. If you are not already a subscriber, you can check it out at [<http://www.ntlf.com/>] The on-line edition of the Forum--like the printed version - offers subscribers insight from colleagues eager to share new ways of helping students reach the highest levels of learning. *National Teaching and Learning Forum Newsletter*, Volume 15, Number 3, © Copyright 1996-2006. Published by James Rhem & Associates, Inc. All rights reserved worldwide. Reprinted with permission.

Regards,
Rick Reis
reis@stanford.edu

Instructor to class, Friday, 11:59 AM:

"The paper is due in two weeks. It should be at least ten pages in length, and include a bibliography containing a minimum of eight sources. You can find many good sources on the third floor of the library. OK, I'll see you next week."

The noon bell rings. Students Amira and Ken exchange glances as they rise to exit the classroom.

Amira: "Wow. Ten pages. And I already have three other big projects due next week!" Ken: "Yeah, it's a killer. I guess I can Google some stuff while I eat lunch; that'll save me a little time." Amira: "You're not going to the library?"

Ken: "Where's the library? JUST KIDDING! If you find anything good there, copy it for me, but I think I can get enough stuff from the Web to put together a paper. He didn't say NOT to use the Web, did he?"

What Do Your Students Expect a Library to Be?

It doesn't take a degree in Library Science to know that a library is a special place. Academics surely agree that a good library is at the very heart of scholarship:

universities build reputations around the quality of their libraries, and grants are awarded to researchers for the purpose of traveling to specific libraries to use the resources. There's even that wonderful, papery library smell that, to some minds, is as pleasing as a fine perfume or the salt sea air at dawn. To academics, the library has been, and probably always will be, a special place. But the very emphasis on place is what often alienates our students: many students, especially the younger "Millennial" or "Net-generation" students, have grown up enabled by technology in ways that reduce or remove the importance of place. These students--we often call them "21st Century Learners" at our institution--can chat with friends without meeting on a street corner, deposit and withdraw money without going to a bank, listen to music anytime and anywhere, and even work at a job without going to a place of employment. Many 21st Century Learners experience real joy every time they learn how to carry out another of life's activities in the new anytime/anyplace style. To them, a brick-and-mortar library, with its hours of operation and resources that require one's physical presence to access, is too far removed from the anytime/anyplace paradigm to be relevant.

Can a Library Be Relevant to 21st Century Learners?

Librarians throughout academe worry about the ways that libraries are used-or not used-by students. Increasing portions of acquisition budgets are going to online journals, database subscriptions, and other electronic media that require staff and policies to mediate use of the resources. At the very least, someone must arrange passwords for database access and collect fees for pay-per-use services. Perhaps in an effort to counter the student preference for easy Googling over more difficult approaches to research that may yield higher-quality results, required seminars and courses dedicated to information literacy have become standard fare at many institutions. But the challenge that 21st Century Learners present to libraries goes deeper than student preferences for fast and convenient approaches to research. Experiential learning, group work, collaboration, and informal learning are all important attractors that these increasingly consumer-minded students tend to seek out.

How can libraries attract students to the places where the mediators work? Many libraries are becoming noisier, livelier places by creating "library information commons"²: individual study carrels are giving way to small conference rooms equipped with projectors and computers; new furniture comes with wheels so students can reorganize space to better support group assignments. Computers richly endowed with course-specific software are popping up all over, and wireless networks are rapidly becoming part of the basic infrastructure. Perhaps most amazing is the appearance of cappuccino bars in spaces that not long ago featured "NO FOOD OR DRINK IN THE LIBRARY" signs!

¹ Msg.#728, <http://ctl.stanford.edu/Tomprof/> © Copyright 1996-2006. Published by James Rhem & Associates, Inc. All rights reserved worldwide. Reprinted with permission.

² Not to be confused with "information commons" as an online discussion forum or other virtual space in which opinions, information, and ideas are freely shared, especially as an alternative intellectual property model. See, for example, "Information Commons Project 2002-04." American Library Association. 2005 <http://www.ala.org/ala/washoff/oitp/infocommons0204/infocom200204.htm>.

But They're Cutting Our Journals!

What do faculty think of the transformation? Certainly there are some who object to the ostensible pandering to students who seem more interested in comfortable lounges than true scholarship. More pointed objections arise from a perception that library information commons are being funded by cutbacks in periodicals budgets. The reaction is a natural one: many libraries face enormous financial pressure from external forces, notably steep increases in journal subscription prices. If increasingly costly journal subscriptions are cut to balance strained budgets at the same time remodeling projects are moving forward, distinctions between budgets for capital improvements and operations are easily lost. Faculty are left believing that student lounges won out over journals—an impression not likely to be accepted graciously when limited journal holdings threaten scholarship and often, program accreditation within the disciplines. Combine the threat to discipline-specific scholarship with the reality that library information commons projects are usually promoted not by faculty, but by librarians, students, and administrators, and it becomes easy for faculty to dismiss the projects as unhelpful and misguided.

How Can a Faculty Member Use the Library Information Commons to Teach Students?

Access to journals and other products of scholarship will continue to be a problem for faculty even if the library information commons is merely a passing fad. But can we at least make a case for the potential teaching and learning value of library information commons and similar installations? Is the library information commons a frill, or can it be an essential tool for teaching the 21st Century Learner? Can its value be maximized by developing innovative ways to use the library information commons in courses?

Some might conclude that it is not worth the trouble to try to deliberately include the library information commons in one's teaching strategy. After all, the commons is designed to support informal, student-directed learning. However, students who decide to use the library information commons because of its socially comfortable feel nevertheless come to a place where the resources needed to do high-quality scholarship are available. Faculty can and should seize the opportunity to craft learning opportunities that lead students into thoughtful use of library resources—particularly those that help students first to discern differences in the quality of information, and then appreciate the impact of those differences on the product of the scholarly effort.

Librarians stand ready to help students move beyond the "Google everything" approach to scholarship, and if students are showing up in the library to meet in the information commons, perhaps faculty can help to connect students and librarians. It is worth a try. For example, an assignment might be structured to include a mandatory consultation with a reference librarian before the assignment's bibliography is due. If the library information commons includes (as some do) technology-enhanced studios for practicing PowerPoint presentations, students could be directed to library support staff who would offer tips on proper ways to cite references used in oral presentations. Perhaps faculty

and library staff could collaborate to develop a rubric for an "information quality assessment" that could be applied to the sources students use in their work.

How to Learn, Where to Learn

Simple adaptations of assignments such as those listed above can help students see the library as much more than either stacks of journal holdings or a combination coffee lounge and wireless hotspot. For faculty, closer interaction with library staff who are experienced users of resources conforming to the "anytime/anyplace" ideal can provide insight into who the 21st Century Learners are, and what really reaches them. Moreover, faculty who teach online courses can benefit tremendously from working with the library staff: after all, libraries are usually obligated to provide to online students the same level of service that face-to-face students receive. Thus, library staffers are well-equipped to suggest ways that electronic resources might be used in online courses to produce papers and projects of quality comparable to that realized in face-to-face courses. Finally, wise utilization of the library information commons in courses can serve to sensitize faculty to ways that physical space affects learning. Much as MIT's famous Stata Center³ is designed to promote innovation through the building's technology and architecture, the commons can, on a different level, facilitate collaboration between students, and a willingness on the part of students to produce excellent work because the resources are readily available to do so.

When Does a Place Become an Event?

No unit within the university has been transformed more by technology than the library. Reorganizing the library's physical space to make technology-enabled resources both more readily available and more wisely utilized is a laudable action made all the more challenging by 21st Century Learners' desire for highly social interaction with their peers. If convenience, comfort, and social activity bring students into the library, then so be it. They are in the right place to locate and gather the best data. Through close collaboration with the library, and thoughtful inclusion of the library in course assignments, faculty can play matchmaker, bringing together students and library resources in ways that result in meaningful scholarship.

Commentary

J. Dewi Wilson

Assistant Librarian, Kennesaw State University

Sturgis Library at KSU has long been committed to addressing the needs of the 21st Century Learner. Computers are widely available in the library, which reports administratively to the CIO. In spite of limited space there are opportunities for students to work in groups, and there are no restrictions on food or drink. Lap-top computers may be checked out for use in the library. In general, the library has a reputation for being user-friendly.

³ "The Evolving MIT Campus" MIT Department of Facilities, <http://web.mit.edu/evolving/buildings/stata/>

It would be wonderful to see faculty members collaborating with librarians more than they do now, although that would be difficult given the claims on everyone's time. As it is, the library advertises at the beginning of each semester open "bibliographic instruction" sessions for faculty as well as for students, sessions that are meant to be informal and tailored to the needs of the attendees. At these sessions faculty members can find out about the latest updates and enhancements to the library's resources. Librarians also learn from instructors what needs to be emphasized in presenting the library to students.

Faculty and librarians need to consult with each other on the subject of the students' "information literacy." Often students are sent to the library with an assignment for which they have not been prepared, which results in the librarians' having to give the same basic information several times. It might be more effective if instructors would check to see if their students have basic library skills. Perhaps librarians and faculty could collaborate on devising exercises that would help the students learn the fundamentals of today's library. Well-intentioned, but old-fashioned, "scavenger hunts" are often dotted with questions or problems that use out-of-date terminology or ask for abstract information that has to be learned by rote. Once again, it is largely a question of time: When can faculty and librarians consult with each other and determine the best way to make sure the students will be "information savvy"?

For Further Information

Tom Pusateri

CETL Associate Director for the Scholarship of Teaching and Learning, Kennesaw State University

I encourage individual faculty members, programs, and departments interested in developing students' information literacy skills to visit the Web site for the Association of College and Research Libraries (ACRL), <http://www.ala.org/ACRL>. In 2000, ACRL's Board of Directors approved a document⁴ entitled "Information Literacy Standards for Higher Education" that articulates a set of competencies related to the development of information literacy skills that are applicable across disciplines.

"An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally"

ACRL is working with several professional associations to translate these competencies into a suggested list of discipline-specific learning outcomes.

⁴ Visit <http://tinyurl.com/yw6j9>

CETL Faculty Learning Communities

The following KSU faculty members have been selected as Coordinators for 2006-2007 CETL Faculty Learning Communities.

Hugh Hunt (Assistant Dean HSS; History and Philosophy)
Following in Anne Frank's Footsteps

Dan Paracka (Director, Office of International Services and Programs)
Year of Kenya: The Changing Land and People

Christopher Randall & Dorothy Marsil (Psychology)
Hybrid/Blended Courses: Promoting the Development and Implementation of an Alternative Delivery Format at KSU

Tad Watanabe (Mathematics)
Deepening Our Understanding of the Georgia Performance Standards through an Analysis of Japanese Curriculum Materials and Other Resources

CETL Scholarship of Teaching and Learning Funding Awards

Six projects have been awarded funding in 2006-2007 as part of CETL's Scholarship of Teaching and Learning Team initiative:

Keisha Hoerner (University Studies) with Amy Buddie (Psychology), Emily Holler (Communication), Ruth Goldfine (English), Nancy Prochaska (Management) & Brian Wooten (University Studies)
Assessing Interdisciplinary Learning in Learning Communities

Binbin Jiang, Tak Cheung Chan, & Judy Patterson (Educational Leadership)
Examining Graduate's Performance: An Approach to Improve the Educational Leadership Program

Catherine Lewis (History & Philosophy)
Race, Politics, and Memory: The Desegregation of Little Rock's Central High School: A Brief History with Documents

Deborah Mixson-Brookshire & Wes Riddle (University Studies)
Innovative Teaching: Utilizing Experiential Education in First-Year Courses

Margaret Walters, Beth Giddens, & Gordana Goudie (English)
Using Research to Assess Student Learning for Curricular Design: A Study of Student Writing Success

Damien Yaghi (Political Science)
Policy Awareness and Public Participation: Students' Attitudinal Survey

Teaching Notes is a publication of the Kennesaw State University Center for Excellence in Teaching & Learning.

