

Reaching Through Teaching

*A Journal of the Practice, Philosophy, and Scholarship
of College Teaching*



*"If You Teach, Learn To Do It Well;
If You Do It Well, Learn To Do It Better."*

Ludy Benjamin, Texas A & M University

Volume XXV, Issue 1

Fall 2006

The Center for Excellence in Teaching and Learning



Reaching Through Teaching

Volume 18, #1, Fall 2006

Reaching Through Teaching is an online journal, which is published at the KSU Center for Excellence in Teaching & Learning (CETL) Web site. Its content is devoted to peer-reviewed articles and invited essays that address the teaching/learning process in higher education. Submissions that address the following topics from the perspective of any discipline are encouraged: research on teaching and student learning; assessment of teaching and student learning; research on problems and issues faculty face and related solutions; and innovative techniques or demonstrations.

Contributions are solicited from faculty at all colleges and universities. Please submit articles in Microsoft Word to the editor on a disk or as an email attachment (bhill@kennesaw.edu). Graphics must be submitted in jpeg format as a separate file with the manuscript. All submissions must conform to the American Psychological Association publication style. We reserve the right to edit articles in keeping with our editorial practices. We do not accept previously published articles. For additional information on submissions, contact Bill Hill, Director, Center for Excellence in Teaching and Learning, Kennesaw State University, 1000 Chastain Road, Mailbox #5400, Kennesaw, GA 30144-5591. Phone 770-423-6410.

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Sharing Teaching: The 13th Georgia Conference on College & University Teaching

Bill Hill, Editor

Director, Center for Excellence in Teaching & Learning and Professor of Psychology

Thirteen years ago the then Director of the Kennesaw State University Center for Excellence in Teaching & Learning (CETL), Dr. Donald Forrester, had the vision to establish an annual interdisciplinary conference that would bring together faculty across the Southeast to discuss and share research and innovations in teaching. Over the last 13 years the conference has prospered, providing a venue for faculty to form a community of teaching through sharing and conversation, both during and outside scheduled sessions.

Early in the history of the conference Dr. Lana Wachniak, who succeeded Don as CETL Director, instituted an annual practice of inviting presenters to publish papers of their presentations from the conference in *Reaching Through Teaching*. This tradition continues, albeit slightly revised. Rather than inviting presenters to submit after the conference, we now invite conference submitters to send full papers for conference presentation that are peer reviewed for acceptance as both presentations and for ultimate publication in *Reaching Through Teaching*. This issue includes the competitive papers that were accepted for the 2006 conference after the peer review process. In addition, this issue also includes the abstracts from all of the other presentations at the conference.

Finally, I invite you to revisit the CETL Web site (<http://www.kennesaw.edu/cetl>) for additional information on CETL initiatives.

Bill Hill
CETL Director
December 2006

Incorporating Ethnic and Cross-Cultural Diversity in University Teaching

Dan Krejci & William Lester
Jacksonville State University

Abstract

This article focuses on the incorporation of ethnic and cross-cultural diversity in college and university courses. First, we posit a theory that we call the theory of confrontation, which presents categories of behavior that affect the way we react to confrontation. Second, after using a meta-analysis approach, we combined our theory of confrontation with previous studies in order to develop an educational delivery system that takes into account the various types of behavior that affect our students' willingness to learn. This system uses a three point educational delivery method involving case studies, role-playing, and civic engagement (community-based experiences) as a way of augmenting our lectures and to promote ethnic and cross-cultural diversity discourse. In addition, we posit that the lecture can be used as a means to not only set the stage for the other three methods, it can also be used as a way to debrief the students at the end of the semester.

“I have a dream that this nation will rise up and live out the true meaning of its creed . . .” These are the words of Martin Luther King Jr. and they hold out the hope that this nation can ascend to a better place for all Americans. If we are to achieve King’s dream, the role that universities play in the achievement of this dream will be crucial. Fundamental to this will be the importance of encouraging and fostering continued ethnic and cross-cultural communication. This encouragement must be planned and intentional. Universities already attempt to increase the ethnic and cross-cultural diversity of their student

bodies, but they also face the challenge of getting a student body, once diversified, to engage in a discourse that covers ethnic and cross-cultural issues.

However, universities face a dilemma that is in many ways of their own creation. Namely, the university curriculum has become so specialized that it is getting more difficult with each passing year to meet the goals of a liberal arts education. Certainly, ethnic and cross-cultural understanding is one of the foundations of a solid liberal arts education. Will we ever roll back the increasing specialization of the university curriculum and allow more courses for the development of a liberal arts education? This is unlikely and may not even be beneficial. However, this is an issue that is beyond the scope of this paper. Rather our focus is on the need for colleges and universities to do a better job inculcating an appreciation of ethnic and cross-cultural diversity within the existing curriculum. This begs the question: How we can accomplish this goal?

Many universities spend an enormous amount of their resources recruiting for diversity of many types in their attempt to increase the diversity of the student and faculty populations. While we applaud these efforts, it is not enough. Students, even at institutions that have diverse populations, demonstrate a tendency to cluster in groups that are often alike ethnically, culturally, and ideologically. Freedom of association is certainly at work in their choices. This likeness is very often exacerbated by the specialized nature of course material that place students in self-selected and often similar environments based upon their choices. This can create

something similar to a groupthink mentality. Dialogue across these various divides can be problematic. Breaking this cycle must be intentional. It requires planning and forethought. Jolting students out of their “comfort zones” is an obligation of the university and is necessary to produce a well-rounded critical thinking individual. In fact, much of democratic theory resounds with the idea that we need a literate and active citizenry in order to keep a well functioning republic (Dewey, 1916; Thelen, 1960). The reasoning behind this is that critical debate allows for understanding of differences and thereby more tolerance. Of course, this works only when civil discourse is engaged in by a variety of participants. Hence, universities should attempt to instill a deep appreciation for a diverse dialogue alongside basic and specialized knowledge. In the normative sense, we should encourage this notion of diversity as a societal good that is worth embracing throughout one’s life. This all leads to the question: How do we get students to engage in a dialogue related to ethnic and cross-cultural diversity while gaining an appreciation for continued exploration? As Lowman (1995) rightly notes, “understanding material is not the same thing as being intellectually excited about it ...” (p. 23).

It is our contention that the purposeful introduction of the topic of ethnic and cross-cultural diversity can not only achieve understanding, but it can actually bring about intellectual excitement in those exposed to the material. However, methods matter a great deal in this regard. We will propose a variety of methods designed to confront the individual with the course information in such a way that we achieve the twin goals of understanding and excitement for the subject material.

Even though some universities have begun an attempt at incorporating ethnic and cross-cultural dialogue, this cannot be

accomplished at the university level; rather it must be focused on the classroom level if it is to succeed. Ethnic and cross-cultural diversity must be a planned part of the curriculum. The purpose of this paper is to provide a guide for incorporating ethnic and cross-cultural diversity into college and university classrooms. In order to accomplish this task, this paper describes our model for teaching ethnic and cross-cultural diversity at the university level.

In the first section, we present our methodology for exploring the subject of ethnic and cross-cultural diversity in university teaching. The second stage is a brief review of the literature that discusses the delivery systems that we posit will aid universities in incorporating ethnic and cross-cultural diversity into the curriculum. Third, we discuss possible obstacles that may prevent students from learning about and engaging in ethnic and cross-cultural discourse. In addition, the third section introduces and discusses the *theory of confrontation*. The fourth section suggests how the college instructor can incorporate these delivery systems into college and university courses. Finally, in our conclusion, we tie these sections together and provide questions and directions for future research.

Methodology

We conducted a brief review of the literature on such diverse subjects as case studies, role-playing, and civic engagement in order to accomplish our analysis. This analysis enabled us to design a curricular program that promotes student awareness of ethnic and cross-cultural diversity; a program that we hope provides us and other researchers with some intriguing possibilities for future studies. We are hopeful that this three point approach will enable students to experience the

opportunity to acquire a broader worldview, and, in turn, contribute to expanding our pluralistic society through the influx of new ideas, which, in the end, results in an increased ethic of social justice and cross-cultural discourse.

In addition, using observations of student behavior drawn from experiences gained in the classroom and from a combined 60 years of experience working in the public sector, we present a *theory of confrontation*, which provides an explanation of people's behavior when confronted with *X*. *X* is anything that an individual may come face-to-face with be it an encounter, conflict of ideas, a comparison, or any other encounter that has the possibility of affecting a person's behavior. It is through this increased understanding of confrontational behavior that we are able to overcome students' resistance to broadening their ethnic and cross-cultural perspectives. Once confronted, the students will, hopefully, engage in a dialogue that furthers inclusiveness and social justice (for an in depth discourse on justice, see Rawls, 1971).

Literature Review: Delivery Systems

In our literature review, we examined sources that aided in the development of our model for teaching ethnic and cross-cultural diversity to college and university students. We have brought together diverse resources with works from education, nursing, political theory, psychology, public administration, social work, and sociology in order to construct our model. We believe that we have taken solid academic literature from various disciplines and synthesized it in a way that allows us to produce a model for dealing with better outcomes in producing a respect for dialogue about diversity in the college and university classroom.

Overview

In their study of cultural diversity and equity issues as they play out in the mathematics classroom, Cobb and Hodge (2002) noted that the real Herculean task facing educators today is not assisting minority students' assimilation into the so called mainstream. Rather, the task for educators is to change the composition of the stream. Cobb and Hodge (2002) noted that educators should focus on forming a more democratic community, one which comes about through an education that focuses on creating a more inclusive society.

In other words, it appears as if the purpose of ethnic and cross-cultural diversity is not assimilating the minority student into the classroom of the majority, rather the purpose of education is to change the classroom environment into one that is more pluralistic in nature. This changed environment provides students with an education that can be seen as one that is more democratic in nature and, in turn, provides legitimacy to what we teach the students since it provides a broader social perspective. Yet, in order to accomplish this we need an educational delivery system that enables us to increase the pluralistic nature of the classroom.

Augmenting Our Lectures

The delivery system used most often in our universities is the lecture (deWinstanley & Bjork, 2002). According to deWinstanley and Bjork, lectures have the tendency to divide students' attention between what is being provided to them visually (notes on the blackboard or visual presentations using PowerPoint™, video, or other method of visual delivery) and between what is provided to them verbally by the instructor. Students' divided attention may even be a means of escape from a lecture that is not engaging them mentally.

Granted, divided attention may be the result of other factors, yet the fact still remains—we need to diminish the effects of divided attention.

Research focusing on attention (Griffith, 1976; Rabinowitz, Craik, & Akerman, 1982; Tyler, Hertel, McCallum, & Ellis, 1979), has shown that lectures tend to divide our student's attention. As noted by deWinstanley and Bjork (2002), research has found that divided attention has a more profound effect on encoding than it does during retrieval of information (Craik, Govoni, Naveh-Benjamin, & Anderson, 1996; Naveh-Benjamin, Craik, Gravrilescu, & Anderson, 2000; Naveh-Benjamin, Craik, Guez, & Dori, 1998; Naveh-Benjamin, Craik, Perretta, & Tonev, 2000). In other words, divided attention affects what students are able to take in during a lecture and this equates to knowledge gained or lost during the lecture. Yet even with these findings, classroom lectures may not be all bad, especially if used in conjunction with other classroom techniques.

deWinstanley and Bjork (2002) provide a substantial argument for keeping the lecture as a method of teaching—we do agree that it is an essential component of education. However, we posit the idea that the lecture can be enhanced when it is used as a precursor to other methods of delivery—case studies, role-playing, and civic engagement (community-based experiences). In addition, the lecture serves as an effective tool for debriefing the students when each of the aforementioned activities have been completed and all that remains is to recap the lessons learned during the course of the semester. Yet, what is the basis for incorporating other methods of delivery in order to augment the lecture?

Using Case Studies, Role-Playing, and Civic Engagement

There are two delivery methods that work hand-in-hand with one another to instill empathy for others and this concept of modeling may be more successful than direct teaching only (Goodman, 2000; Smith, 1996). These two methods are the use of stories (read as case studies) and role-playing. Research tends to support the proposition that the use of role-playing and moral dilemmas aid not only children in gaining a view of the world from a different point of view (Barton & Booth, 1990; Clare, 1996; Shaftel & Shaftel, 1982; Upright, 2002; Van Ments, 1999), but also college students (Junn, 1994; Marshall, 1998; Moradi, 2004; Shearer, & Davidhizar, 2003). Upright (2002) noted,

Empathy, the ability to care about others, is a learned process and can be successfully modeled in the elementary classroom. Although there are various methods available for improving empathy and other aspects of moral development, one recommended strategy is the use of *moral dilemmas and role-play* [italics added]. (p. 15)

Using case studies or stories of moral dilemmas in conjunction with role-playing allows our students to read about a particular case and then place themselves in another person's circumstances, whereby they take on the behavior of the other person in order to afford them the opportunity to gain a broader view of ethnic and cross-cultural issues. It is through this process of empathy that students gain valuable insight about various ethnic and cultural perspectives (Schulman & Mekler, 1985). The literature reviewed here focuses not only on teaching children how to deal with moral dilemmas and to perceive another person's feeling, but also literature that addresses the use of case studies, role-playing, and civic engagement

in the collegiate setting. The way our approach differs is that other studies generally incorporate one of these activities into the curriculum; whereas we incorporate all three methods, along with lecturing, into one systematic approach to teaching ethnic and cross-cultural diversity.

It would indeed provide us with a tool that engages students in more active learning than the more passive approach of only providing a lecture to our students. In other words, the addition of these two methods of delivery may reinforce what professors lecture about, and, in turn, the use of the lecture may reinforce the lessons learned from case studies and role-playing. Once this is accomplished, students need to take the next step—civic engagement or the use of community-based experiences.

Hyland and Noffke (2005), in their article that addresses a “portion of a long-term, action-research project investing elementary social studies methods courses for preservice teacher from a social justice framework” (p. 367), noted that

Preservice teachers developed a respect for, knowledge of, and relationship with members of historically marginalized communities through structured assignments that provided opportunities to meet people from such communities. Key themes that emerged from the data about students’ understanding of historically marginalized groups included (a) seeing themselves in relationship to historically marginalized groups, (b) identifying structural inequality with regard to services and voice, (c) developing a sympathetic understanding about people from historically marginalized groups, and (d) identifying the relationship between the inquiry assignments and their future role as teachers. (p. 373)

Hyland and Noffke focused on acclimating student teachers to the diverse and marginalized communities they may

join as teachers. They cite instances where student teachers learned about diverse communities through activities that included hosting parent-principal coffee talks, riding on school buses, providing child-care, assembling food drives, and other activities aimed at immersing the student teacher into the local community. However, these students in training to become teachers are not the only ones who will find that they are working in communities that have been historically marginalized. Therefore, students in other disciplines would benefit from the same or similar educational experiences. The question we have to ask is: How do we involve students in civic engagement or community-based activities? In other words, what possibly motivates students to be involved in these types of activities throughout their college careers?

One of the first things we can do is to incorporate the civic engagement, community-based, or service learning approach to education with the use of case studies and role-playing. In order to do so, it is necessary to operationalize the term “civic engagement.” We use the terms civic engagement and service learning somewhat interchangeably, and prefer Bringle and Hatcher’s (2000) definition of service learning,

Service learning is defined as a ‘course-based, credit-bearing, educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.’ (p. 273)

Note that civic engagement can also include activities that do not necessarily benefit the community so much as it benefits the students, however, if the instructor plans well, the engagement with the local

community can be beneficial for both parties (students and the community).

When it comes to these activities at the collegiate level, research seems to indicate that universities cannot just pay lip-service to these approaches, especially the community-based activities. Instead, universities must establish environments that are conducive to promoting public service, and the institution must embrace this concept in such a way that the students perceive the college or university to be serious about the importance of community-based service (Anderson & Moore, 1978).

Ferrari and Bristow (2005) took it a step further and noted that, “school communities need to promote, communicate, and display a helpful environment as a way to facilitate student engagement in community volunteerism at least among first-year and sophomore students” (p. 404). In addition, they note that this may not be possible for upper division students because priorities change at the upper levels due to more rigorous schedules. Yet, we maintain that civic engagement (community service) can continue beyond the first 2 years simply through incorporation in upper division courses. However, at this point we need to offer this caveat: the approaches mentioned in this article do not have to be incorporated in every course in every discipline and may have to be adjusted slightly for others. Faculty in the various disciplines is in the best position to determine which courses would be best served by these methods. Faculty should have the ultimate authority to decide whether or not this is appropriate for their classes. By recognizing this, the university can acknowledge and reinforce academic freedom and classroom autonomy.

Theory of Confrontation

Attempting to use the aforementioned delivery systems may prove somewhat problematic since students may be resistant to our attempts to increase their awareness of ethnic and cross-cultural diversity issues and improved discourse. To overcome this resistance, we need to understand it and how it may originate. In other words, we need to comprehend how our students may perceive and react to the placement of ethnic and cross-cultural diversity topics into the curriculum. As a way of explanation, we propose our *theory of confrontation*. Starting with a definition of confrontation, we then discuss our assumptions and an explanation of the theory.

The term confrontation is defined as any object (Y) that is placed in the state of being confronted or the state of encountering something (X). Also, the object (Y), through awareness of being confronted, must deal with X . This is not to be confused with conflict, which is defined as a fight, quarrel or antagonism or some opposition between ideas or principles. Conflict needs at least $n = 3$ (the two objects in conflict and the cause of the conflict); whereas confrontation needs only an $n = 2$. There is at a minimum the object (Y) and the something (X) it confronts. Our use of the term confrontation contains no presupposition that we will face only resistance to, support for, or a neutral attitude toward ethnic and cross-cultural differences that is X . Rather, we propose this: students will face the issue of confronting ethnic and cross-cultural diversity issues, and that their reactions (action and non action), based on confronting these issues, are predicated on their perception of this confrontation.

When confronted, individuals can respond in one of three ways: (a) they can view the confrontation favorably or in a

positive manner; (b) they can acknowledge the confrontation, yet remain completely neutral to whatever it is they are confronting; or (c) they can view the confrontation from a negative viewpoint. Couple this with a person's character or personality, which can be characterized as passive or aggressive (not to be confused with the negative sense of the word), and you get some idea of how a person may react when confronted. A person's course of action can be categorized as positive (some good comes of the action or the reaction to the confrontation provides some benefit), neutral (not taking any action, which is actually an action but here it has neither benefit nor cost), or negative (where the confrontation results in some harm either physically, mentally, or it bears some other costs). By combining a person's reactions with their character traits one can get an approximation of how the confrontation will impact them; aggressive-positive; aggressive-negative; passive-positive; or passive-negative.

We would expect an aggressive-positive person, one who operates in a mode that the ordinary person would consider rational, when confronting *X*—with the perception the confrontation is positive and challenging—to be more likely to react in a positive manner or at least remain neutral. We would not expect this rational person to react in a negative manner or hostile manner since he or she views the confrontation from a positive perspective—theoretically it simply would not be considered rational. However, an aggressive-negative person, one who views *X* in a negative and challenging manner, may react in either a neutral manner or take a more hostile approach to dealing with the confrontation.

A passive person, however, may not be prone to take any positive active action unless the confrontation with *X* is positive and challenging. If the passive person views

X either neutrally or negatively then he or she will more than likely remain neutral. If the passive person's viewpoint is negative and he or she feels challenged by the confrontation, then that he or she may feel inclined to withdraw inward more than usual in an attempt to place a greater distance between him or herself and *X*.

Allowing us these assumptions, there are five ramifications we face when incorporating ethnic and cross-cultural diversity in college and university courses: (a) students have different characteristics as defined above and may react differently to the incorporation of ethnic and cross-cultural diversity issues; (b) we need to mitigate negative responses stemming from these different characteristics; (c) we need to provide an education to our students that provides them with a comprehensive view of the world and our methods of delivering this education must address the aforementioned ramifications; (d) these delivery methods need to be effectively incorporated into the curriculum and more specifically into the various university disciplines and subject material; and (e) we need to overcome the resistance some faculty may have against varied approaches because they may perceive this as an invasion of their classroom thus curtailing academic freedom. The remainder of this paper addresses in detail the first four ramifications and provides brief commentary on the last one.

Model: Teaching Ethnic and Cross-Cultural Diversity In the College and University Classroom

Setting the Stage

In order to reach the students in our classrooms, we need to use a varied approach that recognizes the characteristics of our students. We, as instructors, must be able to reach students regardless of their

classification as aggressive-positive, aggressive-negative, passive-positive, or passive-negative. Our model incorporates the use of case studies, role-playing, and civic engagement—approaches which augment and are augmented by the lecture. Yet our model focuses less on the use of the lecture and more on the incorporation of the three other delivery methods.

Students who are passive and pull away from confrontation may feel less threatened by case studies since it only involves the student and the reading of a case whereas the other two methods call for more interaction between the passive students and other members of the class. In other words, the passive student may feel more at ease approaching the study of ethnic and cross-cultural diversity through the reading of case studies and then commenting on them through written assignments. Aggressive-negative students may feel challenged in a classroom and may be less prone to participate in a positive manner, yet when confronting the issues of ethnic and cross-cultural diversity through the process of civic engagement, they may temper their behavior and, in turn, have a more positive experience. Aggressive-positive students may feel challenged by all three approaches, yet they may find that role-playing and civic engagement are the most challenging and rewarding because it provides the student with a positive outlet for demonstrating what they have learned from the case studies. Seemingly, starting with case studies is recommended. This allows the class to segue into role-playing and to end with civic engagement. The case studies serve as the foundation, role-playing serves as a controlled environment for learning, and civic engagement provides a real world flavor to the curriculum. In the sections that follow, we discuss the three approaches, but we begin by discussing the importance of

preparing the learning environment before introducing the models.

As stated earlier, no matter the type of student, it is very important to prepare the student for what is being done before introducing *X*. The goal is to produce students that function in the wider community with an appreciation for ethnic and cross-cultural dialogue and understanding. In this sense, the classroom represents a small community made up of individuals and possibly identifiable groups. As an imprecise microcosm of society, the classroom itself becomes an excellent place to instill democratic values. These values must be learned and ethnic and cross-cultural dialogue is an essential part of this democratic learning.

Intentional inclusion of this material will aid in the development of a democratically functioning citizen (Dewey, 1916; Thelen, 1960). We highly recommend that the course syllabus have an a statement outlining various goals for ethnic and cross-cultural diversity for the course, and assignments (reading assignments, research papers, and examinations) and activities need to incorporate issues of cultural diversity. The need for a learned and civil discourse needs to be upfront, and as such, it should be an intentional and oft stated goal of the course. However, the syllabus is only the starting point.

Once the explanation as to why ethnic and cross-cultural dialogue is important is complete, the instructor must ensure that the ground rules of expected behavior are clearly delineated to the students. The system for accomplishing this must be introduced and adhered to throughout the course (Sharan & Sachar, 1988). Procedures can vary from classroom to classroom, but there must be consistency for the students to flourish. Given these precursors to implementing the model, the

stage is now set for a successful learning experience.

Case Studies

Certainly, the use of case studies is nothing new in education. They have been very successful pedagogical tools for some time. We are not trying to put some new twist on their use, but are instead calling for their very overt and confrontational use in promoting ethnic and cross-cultural dialogue and understanding. The case study approach allows the instructor to craft scenarios that are full of theory and real world activity. In fact, case studies allow the student to see how important theory is to the real world. Case study applications regarding ethnic and cross-cultural dialogue can be used across diverse disciplines. For example, case studies can be used to exemplify how ethnic and cross-cultural differences impact medical research or business practices. Certainly a topic like ethics, combined with issues of ethnic and cross-cultural differences, would likely spark a lively and beneficial discourse for almost every discipline.

To be effective, the case studies must involve the reader in the decision-making process, be complex, contain uncertainty, and have the opportunity for compromise (Watson, 2002). By accomplishing the aforementioned, the student who prefers an individualistic experience can benefit from being challenged by the difficult issues presented in case studies while grappling with them in their own minds. For this person, the confrontation with *X* has only just begun because the student's experience is limited to his or her own internal dynamics. Therefore, for case studies that involve developing solutions to solve a problem set forth by the case study, it is important to note that the final course of action or solution should be left open-ended

thereby avoiding the "one size fits all" scenario.

One final caveat regarding case studies—the onus for either developing sound case studies scenarios or for finding solid case study scenarios is firmly on the instructor. Case studies dealing with ethnic and cross-cultural issues are plentiful yet generally focused on a particular discipline (e.g. Adler, & Gielen, 2001; Dwairy, 1998; Leininger, & McFarland, 2002; Low, Taplin, & Scheld, 2005; Pedersen, Draguns, Lonner, & Trimble, 2002; Stillman, 2005; Young, 1999). No matter what the fundamental nature of the student, there must be a confrontational expansion of the student's learning environment. This necessitates placing the student in a group.

The Group Process

We recommend that the group not be pieced together randomly, but with purpose. Under normal circumstances we highly recommend that case studies not be used in the first two weeks of the semester. This provides an opportunity for the instructor to evaluate each student's classroom behavior, which can provide an optimal mixture of students within each case-study group. You do not want too many aggressive types stifling the learning process of the passive students. The criteria for choosing group members are certainly up to the instructor, but as with everything in this model, grouping should be intentional. At no time should the students be allowed to self-select their group or else those with similarities will coalesce into closed groups.

Once formed, the individuals in each group should be encouraged to have both a structured and open-ended conversation about who they are with other members of the group. The structure is provided by the instructor through written rules and through the instructor monitoring each group. This is

important to group dynamics with the interaction beginning the process of empathetic behavior. This empathy is an invaluable tool for expanding ethnic and cross-cultural understanding (Thelen, 1960). In fact, the group dynamic itself can be an effective teacher of ethnic and cross-cultural dialogue completely apart from the case study. At this point in group development and after the introduction to the case study, it is now time to lead the group into role-playing based upon the case study.

Role-playing and the Group Process

Role-playing allows students to sample the viewpoint of another individual within their unique context. Case studies can provide the basic fodder for the role-playing assignments. The problem is delineated (case study), acted out, and then discussed.

Role-playing has both a personal and a social dimension. First, the individual brings his or her own characteristics, values, facts (self-defined), and emotions into the role. The exercise allows all of this to be confronted on an individual level. However, the social dimension to role-playing is just as important.

The social group can aid the student in exploring these challenged preconceptions. The group might cause an individual to be confronted with something that the individual had not considered before interaction with the group. The group allows individuals to work collectively to develop decent solutions to problems and to provide varied solutions to problems (Shaftel & Shaftel, 1967). Of course, the reverse can also be true of the role-playing experience. An individual might have preexisting beliefs validated and strengthened by the exercise.

Often, role-playing is conducted without any systematic planning. We overcome this by borrowing from a study conducted by Shaftel and Shaftel—a study

in which they set forth nine phases (we reduce them to seven) to successful role-playing. The first four phases set forth the preparation requirements; the fifth phase involves performing the activity, while the sixth and seventh phases facilitate student and instructor evaluations.

In phase one the students are introduced—through the use of case studies—to the situation under study. You must ensure in this phase that the problems encountered in the case studies are explicitly conveyed to the students. Phase two engages the students in an analysis of the various roles in the case study, and the assigning of roles to the group members. The analysis portion of this phase should include an examination of the basic backgrounds of the individual roles, and how they can be combined with the ethnicity, and cultural influences of the students involved in the role-playing. After the analysis is completed, students are chosen for the various roles. In the third phase, the instructor sets the stage for the role-playing activity by ensuring the class has thoroughly read the case study, particularly if the case study has not been previously discussed in class. The preparation of the observers by the instructor takes place in phase four. This can be as simple as advising the students about what to look for in the presentations. Finally, the fifth stage is the enactment of the role-playing activity. Preference here is given to a role-play that has been well thought out and grappled with by the group—taking time to struggle with the assignment allows the student the opportunity for a deeper and more meaningful reflection on the activity.

Phase six is the discussion of the role-playing evaluation process. During this phase the instructor should be more of a guide. Group dynamics must be allowed to play out or else the purpose of using a group is compromised. This is not to say that the

instructor must be quiet, the instructor intentionally needs to guide the discussion and analysis without dominating it. The seventh and final phase allows for a more overt instructor role. This is where the problem is related visibly to the real world and general principles are brought to the forefront. We have no difficulty with this being a point where normative points (value judgments) are given heavy consideration by both the instructor and the students. After all, the whole point of the exercise is to make better people and develop citizens who have an appreciation for ethnic and cross-cultural diversity. Those who do not have appreciation for ethnic and cross-cultural diversity are supposed to be confronted by this process in order to foster change. This last phase is the instructor's final opportunity to influence this change.

Allowances should be made for dissenting opinions within groups. Disagreement should not be treated as failures, but should be expected. It is important to communicate this to the groups at the very beginning or else members will be more likely to acquiesce to the group and not let their true opinions be known. Allowance for a minority report or an alternative role-play enactment should be given. Requiring a written report of the group's findings and alternatives can allow a dissenting voice to have a hearing. It is the hope of this exercise that those participating will be confronted and change for the better. This could be a wholesale change or be a strengthening of values and attitudes that were already in place.

Civic Engagement

This brings us to our final point in the theory of confrontation. Ultimately, we want to produce a student that has been confronted with ethnic and cross-cultural diversity issues who has changed for the

better. We do not want to "just instruct," we want there to be a nurturing effect. In other words, we want to assist our students in developing empathy and for this empathy to result in the desire to gather data about ethnic and cross-cultural issues, which, in turn, hopefully elicits a deeper and more reflective viewpoint when grappling with these important issues. The evidence of this will be a student's increased desire to engage in social action as well as an increase in cultural competency (Levine & Perpetua, 2006; Oliver & Shaver, 1966, 1974; Woods & Atkins, 2006). Yet, in order to reinforce what has been learned from case studies and role-playing, we need to involve the student in community-based experiences or what some term civic engagement or service learning.

After reviewing the research of others in the area of civic engagement and service learning (Bringle & Hatcher, 1996, 1999, 2000; Bringle & Kremer, 1993; Hyland & Noffke, 2005; Poulin, Silver, & Kauffman, 2006; Scott, 2004), we recommend that instructors find a project that involves their classes in the local community, especially those communities that have been marginalized. As student teachers have gained experience and knowledge of various cultures through this method, we too note that the method can be adapted to various disciplines. We leave it to the various disciplines to design their own programs of community-based experiences, yet we suggest that the disciplines model the programs in anticipation with what their students may experience in their chosen professions. Ultimate success is defined as a student with a broader and more accepting view of ethnic and cross-cultural diversity. How will we measure success in this area?

Tracking former students for a period of time after graduation, for the purpose of course assessment regarding the results of civic engagement, would be

helpful. Whatever assessment instrument we choose to use, the goal should be to find out what level of societal involvement has been achieved by our former students. Of course, it would be important to compare this group of students with students who have not confronted *X* in order to ascertain how *X* has changed their involvement patterns over time. We believe that future studies will validate that those receiving *X* will have been changed in such a way that greater societal involvement is the result. At the end of the day, this involvement is a former student's individual choice. It is simply monitored for a time. However, is there anything that can be done to increase a student's propensity for civic engagement on the issues of ethnic and cross-cultural diversity? We do not recommend that this be an explicit part of every class, some courses do not easily lend themselves to civic engagement and whether civic engagement is made part of any class is the call of each discipline's faculty members. Yet, we do recommend that when designing our courses we need to give serious consideration to incorporating civic engagement, yet at the same time, we need to apply careful planning.

We tend to shy away from the restrictiveness that could creep into civic involvement that is tied to a specific class. Frankly, some instructors would turn this type of requirement into a pipeline for their pet organizations. We cannot underscore enough the importance of allowing some latitude in a student's choice of civic engagement to meet the departmental or university requirements. We believe that involvement should be the result of the student's classroom experience and not a requirement in all classes. However, this does leave open the door for a university or departmental requirement for public service that would occur as a capstone to a university education. We want our students

to become active and engaged citizens who value ethnic and cross-cultural diversity in our nation's discourse.

Conclusion

The focus of this paper was on the incorporation of ethnic and cross-cultural diversity issues and dialogue into our college and university curriculum. In addition, we present our theory of confrontation as a way of introducing the reader to the possible student obstacles (read as behavior) that may thwart our efforts to promote cultural diversity and the discourse surrounding this topic. In our discussion of this theory, we provided a definition of confrontation as well as four categories of behavior that people operate from when faced with confrontation. We defined confrontation and separated it from the term conflict. Using a meta analysis that is multidisciplinary in nature, we developed an educational delivery method using a three point approach to teaching ethnic and cross-cultural diversity issues as a way to augment our lectures. This educational delivery system calls for college and university instructors to use case studies, role-playing, and civic engagement (community-based experiences) to promote ethnic and cross-cultural discourse in the university classroom.

We emphatically stress that the approach we posit is not *the panacea but a panacea* for the ills universities face in the teaching environment and it is a step in the right direction. We can no longer allow our students to fail to engage these important issues because we will not adjust methods or teaching approaches. Educational delivery systems that are multidimensional in their approach to teaching the subject matter will prove to be more fruitful than one-dimensional approaches in addressing ethnic and cross-cultural diversity issues. The

important thing to note is that we need to have a starting point for the discourse—this article serves that purpose. In addition, we note that researchers need to address how these different categories of behavior—the passive and aggressive behaviors posited in this article—work in various classroom environments and how these categories of behavior interact with each of these delivery systems. Furthermore, research needs to be done in effective training for teachers to teach ethnic and cross-cultural diversity. What affects teachers’ classroom behavior and teachers’ reaction to incorporating these methods into their courses? What issues of academic freedom (e.g. course content, activities, and texts) do we need to address? These are just some of the questions that stem from this paper.

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Reaching Across Disciplines: The Benefits of Collaborative Teaching

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Abstract

The purpose of this project was to develop and implement an effective, collaborative, interdisciplinary course component for a speech-language pathology (SLP) and a vocal performance course at Columbia College. Student evaluations of this experience showed a high rate of satisfaction with the interdisciplinary interaction and showed that they gained new understanding about the topics introduced in the collaborative classes. Faculty evaluations of the experience also showed a high rate of satisfaction with the experience. Instructors stated that they not only gained more expertise about the other's discipline but also learned new pedagogical techniques.

Faculty members teaching in professional programs often become focused on their own discipline and don't consider the benefits of collaborating with those outside their professional area. Although the implementation of collaborative, interdisciplinary teaching has been increasing in American colleges and universities (Edwards, 1996), the most common interdisciplinary studies programs have involved general education courses (Payne, 1998), not discipline-specific courses.

It has been found that both students and faculty can benefit from collaborative, interdisciplinary courses. Robinson and Schaible (1995) stated that students' benefits include "higher achievement, greater retention, improved interpersonal skills and an increase in regard for positive interdependence" (p. 58). Faculty can also benefit from interdisciplinary teaching

experiences. Payne (1998) cites Thorburn and Blackburn's study in 1986 that found that faculty who taught interdisciplinary courses reported that they had "increased vitality, higher intellectual stimulation, increased respect for other disciplines" and that they tended to take on "new teaching techniques" (p. 213).

The purpose of this project was to develop and implement an effective, collaborative, interdisciplinary course component for a speech-language pathology (SLP) and a vocal performance course at Columbia College. We collaborated to develop an interdisciplinary teaching model that benefits students and faculty in both professional programs.

Method

Participants

Participants included 11 undergraduate, speech-language pathology students enrolled in a Speech Disorders course and 25 undergraduate voice students enrolled in a Vocal Performance Seminar course. Two faculty members, an associate professor of speech-language pathology and a professor of voice, collaborated to implement the interdisciplinary teaching and learning experience.

Procedures

First, we met and discussed material and activities that would be beneficial for students in both courses. A recent technical report [American Speech-Language-Hearing Association, 2005], the result of a collaboration between three professional

organizations; the American Speech-Language-Hearing Association (ASHA), the National Association of Teachers of Singing (NATS), and the Voice and Speech Trainers Association (VASTA), served as a good reference in developing interdisciplinary course objectives. The voice instructor wanted like his students to become more aware of the anatomy and physiology of voice production and the types of voice problems that can occur due to vocal abuse and misuse as well as a better understanding of how to prevent vocal problems. The SLP instructor's objectives for her students was to improve their understanding of how voice use was different for speaking and singing, how singers learn to optimize voice use for performance, and what types of voice disorders are common in singers.

Next, materials and activities were developed using a variety of resources from both disciplines. The SLP instructor's program for the voice students included administration of the *Voice Handicap Index (VHI)* (Jacobson et al., 1997) - a voice problem, self-assessment, screening tool, the use of anatomical models and videotapes (Biggers, 1991), as well as Internet sites including images of vocal fold pathologies and specific advice for singers [Shah & Shapshay, 2005; University of Pittsburg Voice Center (UPVC), n.d.; Sandage & Emerich, 2002]. She addressed the following topics in her presentation: functions of the larynx, basic laryngeal anatomy and physiology, vocal abuse and misuse, voice disorders common in singers, prevention of voice disorders, and treatment of voice disorders. The voice instructor's program for the SLP students involved administration of the *VHI* (Jacobson et al., 1997), group vocal warm-up exercises in the music studio, a discussion of speech and singing similarities and differences (McKinney, 1982), and a demonstration of how the voice disorder of one of his voice

students was affecting her speech and singing. Topics addressed in his presentations included: comparison of speech and singing, habitual versus optimal pitch level, and some key works used by voice teachers.

It should be noted that this project has evolved over a 3-year time period. After each co-teaching class, we have evaluated how we thought it went and have talked about how to improve the process for the next semester. For example, one semester we involved students in presentations. This worked well when the vocal performance professor had a student with a voice disorder demonstrate what types of problems she was having to the SLP students. It did not work quite as well when we had SLP students present vocal hygiene information to the vocal performance students. Their lack of experience and knowledge in the area did not allow them to answer questions like the SLP instructor could. Each semester's experience has helped us to "tweak" the project to make it more and more helpful for our students.

After the project's completion in the fall semester of 2005, SLP students, voice students, and faculty formally evaluated the collaborative teaching experience. This data was analyzed and reviewed by both faculty members. Students who were identified as being "at risk" for having a voice disorder were referred for further voice evaluation.

Results

VHI Scores

The *VHI* (Jacobson et al., 1997) was administered to all students to raise awareness of voice problems and to identify any students who may be at risk for developing voice disorders. This screening tool is a self-assessment of how an individual perceives the effect of voice

problems (if any) on daily activities. A score of 0-30 on the *VHI* indicates a minimal amount of handicap associated with a voice disorder, while a score of 31-60 indicates a moderate amount of handicap often seen with a voice disorder like vocal nodules or vocal polyps. A score between 60-120 represents a significant handicap due to a voice problem (UPVC, n.d.). *VHI* scores from the SLP students ranged from 1 to 20 with a mean score of 8. It was judged that none of these students demonstrated clinical symptoms of a voice disorder. *VHI* scores for the voice students ranged from 0 to 51 with a mean score of 16. Four students scoring above a 30, while four additional students demonstrated clinical symptoms of a voice disorder. Three of these students were already being treated by an otolaryngologist for their voice problems. The other students were referred for further evaluation of their voice problem.

Student Evaluations

All students were asked to evaluate the collaborative, interdisciplinary class experience. Students were asked to rate eight statements as *strongly agree* (SA), *agree* (A), *disagree* (D), or *strongly disagree* (SD). Table 1 shows the questions asked on the voice students' evaluation and how they rated them. The voice students responded positively to the objectives with 84%-100% of students responding *agree* or *strongly agree* to all questions. When asked what they found the most helpful about the experience, some representative voice student responses were, "The difference between misuse and abuse and knowing how to take care of my voice," and "Finding out why voice disorders occur and how to prevent them was very helpful." Many students stated that they were unaware of some of the things that they did to abuse or misuse their voices.

Table 1. Voice Students' Responses to Evaluation of Collaborative, Interdisciplinary Experience (SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NR = No Response)

Questions	% SA + A	%SD + D	%NR
1. Questions on the VHI made me consider some potential difficulties I may have with my voice.	84	12	4
2. I have a better understanding about the functions of the larynx.	96	0	4
3. I have a better understanding about the anatomy and physiology of the voice mechanism.	96	0	4
4. I understand the difference between vocal abuse and vocal misuse.	100	0	0
5. I have a better understanding about voice disorders common in singers.	100	0	0
6. I learned new ways to prevent voice problems.	100	0	0
7. I will change my vocal hygiene habits as a result of the information learned in this presentation.	92	8	0
8. I have a better understanding of the treatment options for individuals with voice problems.	100	0	0

Table 2. *Speech-Language Pathology (SLP) Students' Responses to Evaluation of Collaborative, Interdisciplinary Experience (SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NR = No Response)*

Question	% SA + A	%SD + D	%NR
1. Questions on the VHI made me consider some potential difficulties I may have with my voice.	82	9	9
2. I gained new understanding about how Voice teachers' goals/objectives are related to SLPs' goals/objectives.	100	0	0
3. I gained new understanding about how speech and singing are related.	100	0	0
4. I gained new understanding about how to treat voice disorders in singers and other clients.	91	9	0
5. I gained new understanding about how a voice teacher works with singers who have vocal problems.	100	0	0
6. I learned new ways to prevent voice problems in singers.	100	0	0
7. I will pay more attention to my vocal habits since attending this presentation.	82	18	0
8. I will change some of my vocal behaviors as a result of this presentation.	73	27	0

Table 2 shows the questions asked on the SLP students' evaluation and how they responded. The SLP students also had a very positive response to the objectives with 73%-100% of students responding *agree* or *strongly agree* to each of the eight questions. When asked what they found the most helpful about the experience, some representative student responses were, "Having the student come in and talk about her voice problem," and "Learning how to relax the laryngeal muscles, body, and proper breathing techniques."

Faculty Self Evaluations

We also evaluated the project by answering open-ended questions about the experience. The questions and how we evaluated the experience were as follows: (a) What did you find to be the most beneficial to you in participating in the

collaborative teaching project? Both faculty responded that learning more about the other's discipline was very beneficial. They were also glad that they could identify students who might be at risk for developing voice problems. (b) What would you change about how the collaborative teaching project was implemented? One faculty member had no specific recommendations. The other faculty member stated that she wished that they had more time for collaborative teaching activities as well as more planning time. (c) Did participation in the collaborative teaching project affect your teaching style? The SLP faculty member reported that she would use more interactive activities as the voice instructor did. The voice professor was interested in using more educational technology in his teaching as the SLP instructor did. (d) Did participation in the collaborative teaching project affect your perspective on your content area? Both

instructors stated that they were surprised at how much their disciplines overlapped in the topic areas. Both instructors also commented on how much they learned about the other's discipline. (e) Do you think the collaborative teaching approach was beneficial for the students? Why or why not? Both faculty members felt the experience was extremely beneficial to students. They felt that seeing a voice and an SLP instructor collaborate was a wonderful professional model for them in their future professional lives. The voice instructor stated that he felt that students took their vocal hygiene more seriously since another "expert" was telling them things that he had told them in the past but in a different way. The SLP felt that her students gained new ideas to use in clinical settings by what they did in the music studio.

Discussion

Although this collaborative, interdisciplinary teaching experience did not involve an entire course, it certainly benefited both the SLP and voice students in their respective courses. First, seeing a vocal performance artist and a speech-language pathologist collaborate was a wonderful professional model for the students. The recommendations of three collaborating professional organizations ASHA, NATS, and VASTA were reflected in the classroom and will hopefully make voice and SLP students seek out the other discipline in the future when dealing with singers who develop voice disorders. Another benefit of the project was that eight students are being followed more closely for actual or potential voice problems. Although the vocal performance professor had already identified several of these students, the *VHI* (Jacobson et al., 1997) helped identify others who may be at risk for developing vocal problems. The students also learned a great deal about

a discipline related to but outside their own professional areas. The evaluations of the project showed that both groups of students felt that they gained new information. Further research could look at how well students retain this information over time and if they do change their vocal behaviors as a result of the project.

We both agree that the collaborative teaching project has been beneficial to us in a variety of ways. First, in accordance with Thorburn and Blackburn's (1986) research, both instructors found that they developed increased respect for the other's discipline and that they unexpectedly learned new pedagogical techniques. The SLP instructor, accustomed to teaching about vocal fold pathology, assessment, and clinical treatment techniques, gained new ideas about how to specifically assess and treat vocal performers. She also learned some new, interactive ways to demonstrate voice treatment techniques in the classroom as modeled by the voice instructor in his studio. The voice instructor, who is skilled at teaching students how to maximize the use of their singing voices, learned new information about vocal fold pathology as well as assessment and treatment of voice disorders. He would like to use more educational technology in his teaching in the future to better demonstrate concepts he discusses in his courses.

Our personal, positive experiences with this collaborative teaching project can be generalized to faculty in all content areas. The interdisciplinary collaboration truly allows for faculty to learn more about others' areas of expertise. We all often focus on our own discipline or on topics relevant to our own departments and are not aware of what is going on across campus. This is a wonderful way to bring the strengths of different disciplines together in innovative ways. The project also allows for much needed peer observation and feedback on

teaching skills. Faculty members rarely get feedback on their teaching abilities from other instructors so this is a great way to get that type of interaction and pedagogical input.

We began this collaborative, interdisciplinary teaching project because we thought it would benefit our students. Both of us were pleasantly surprised to find that it not only benefited our students but it also helped us become more knowledgeable, effective teachers in the process. Because of the multiple benefits we have experienced, we both plan on continuing the project in the future.

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Faculty Perceptions of Teaching Circles: A Quantitative and Qualitative Analysis

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Abstract

Teaching circles facilitate faculty development through the formation of learning communities in which faculty members can discuss teaching innovations and share experiences. Although teaching circle programs are widespread, few studies to date have specifically examined how teaching circle participants perceive their teaching circle activities. The authors examined faculty perceptions of teaching circles by a survey that covered potentially positive and negative attributes of the program. The results show that most teaching circle participants have positive attitudes towards the program and feel they have obtained substantive benefits from participating in teaching circles. These findings support previous work showing that teaching circles are a beneficial means for promoting faculty development.

The faculty and staff at institutions of higher education have an ongoing need to develop new skills. Many faculty, for example, are not explicitly trained in teaching techniques during their graduate education (McKeachie, 2002). Much of their pedagogical training comes from professional development programs taken after they begin teaching. In addition, new technologies have dramatically changed the nature of higher education. Skills that were learned before faculty members received their degrees may quickly become obsolete, thereby necessitating new training and making continuous faculty and staff development essential to keep up with technological innovations. Faculty development is also important to accrediting

agencies, most of which require evidence that regular training opportunities are provided to faculty and staff members.

Teaching circles are widely used for faculty and staff development throughout higher education. Each circle is a small group of individuals (4 to 10) who meet regularly over the course of an academic year to discuss innovations in teaching and other topics important to academia. Group members may, for example, read a particular article on a new teaching method, and discuss the merits of the technique. Group members may share experiences that are related to this technique, thereby enabling them to learn from each other. Teaching circles can thus be viewed as a form of collaborative learning among faculty and staff and an avenue for them to engage in productive conversations about the intellectual processes of the university (Boud, 1999; Johnson, Johnson, & Smith, 1991).

Teaching Circles as a Vehicle for Collegiality

Faculty members who participate in teaching circles make teaching more public when they engage in intellectual exchanges about teaching in an open and nonjudgmental environment (Cox, 2001). This climate of community learning creates collegiality, a broader term which describes not just the collaboration among faculty engaged in teaching circles, but the camaraderie that subsequently develops. Boud (1999) used the term “reciprocal peer learning” to describe teaching circles. From his standpoint, teaching circles provide a

more collegial view of academic work in which participants reflect and explore ideas about teaching in an atmosphere of openness and freedom. Indeed, teaching circle discussions may be the birthplace for productive intellectual exchanges on college campuses. The ensuing collegial interaction may also lead participants to feel a sense of “stakeholding” or “ownership” of any resulting changes – possibly yielding a positive outcome for university growth (Blackwell, Channell, & Williams, 2001).

Teaching circles also enhance faculty and staff socialization. Scharff (2003) suggests that an advantage of participating in campus-based teaching circles is the cultivation of faculty friendships across campus. Scharff reports that those involved in the circles feel like they belong to a university-wide intellectual and social community as opposed to feeling isolated in their own departments. The circles revitalize faculty and give them new ideas and techniques to try in their classroom. Those faculty members who are comfortable with their teaching strategies can also benefit by sharing their ideas and gaining information they had not considered previously. Similarly, Black and Cessna (2003) assert that teaching circles work best when members feel a public commitment to enhance their teaching expertise, a sense of accountability to peers, and self-efficacy as well as a sense of social support and safety. Faculty members generally focus on subjects in their own area, and as a result, find it difficult to see beyond their own field. Hence, discussions with faculty in other fields in teaching circles can be stimulating. Knowledge from another discipline can transform them into listeners and learners thus enhancing the faculty member’s ability to perform the dual functions of teaching and learning typical of an academic community. Blackwell, et al. (2001) consider teaching circles as a

potential support mechanism benefiting part-time teachers by stimulating peer support for addressing in-class problems, and projects such as experimentation with novel teaching methods.

Transformation and Empowerment through Teaching Circles

According to Hutchings (1996), teaching circles are a way of transforming teaching into a community property. Faculty members at institutions with a teaching mission are often unable to pursue extensive research activities and publication due to heavy teaching loads and non-teaching responsibilities. However, they read scholarly materials to inform their teaching and introduce innovations into the profession. Many faculty members also strive to translate activities and innovations in their classrooms into scholarly materials to share their ideas with a wider audience in the academic community. The process of transforming practical experiences into scholarly work takes time, and does not always have an immediate impact on the local university community. Teaching circles could offer a more effective means to encourage classroom innovations and facilitate the dissemination of faculty accomplishments. For example, one of us has worked for several years on improving traditional instruction by supplementing courses with concepts from online instruction. This strategy has transformed his courses from ordinary four-exams-per-semester courses into a more carefully paced structure with numerous small quizzes and assignments. A small quiz and/or assignment are due almost every week, which discourages the common pattern of student disengagement followed by cramming just before the exam. This pedagogical innovation is very practical and may serve as an inspiration for other faculty

members to incorporate technology into their teaching. Another outcome of teaching circles at our institution is the creation of certificate programs (Women Studies and European Studies). Both of these interdisciplinary programs showcase the skills of the instructors and their ability to collaborate across disciplines in offering richer educational experiences for students.

Lovett and Gilmore (2003) describe how teachers can take ownership of their professional development. Their conclusions lead to five interconnecting principles underpinning the development of effective teacher learning and development approaches. The principles are “school cultures that value learning; opportunities for learning with others; collegial relationships; learning networks and approaches; and (making sense of) teachers’ experiences” (p. 207). These principles not only describe the benefits of teaching circles, but also serve as a vehicle for teacher empowerment. Faculty can also utilize these principles as guidelines or support measures as they seek out opportunities for professional development.

An Evaluation of Teaching Circles at a Small Public University

This evaluation is based on a survey of faculty members at a small state university in rural Georgia (USA). At this institution, the teaching circle program is a principle method for enhancing instructional leadership and professional development. The institution has a teaching circle coordinator who organizes the various groups and publicizes the meeting locations and dates. Each teaching circle has a facilitator and 4 to 5 members. Faculty participation in the teaching circles is actively encouraged through a small financial incentive (attendance at 3 meetings: \$100; 6 meetings: \$200). The

groups are usually interdisciplinary and based on topics of common interest. Faculty members use teaching circle meetings as opportunities to share ideas, promote their accomplishments, and advance the mission of the university. Although faculty members participate in lecture series, colloquia, workshops, distinguished faculty awards, and art exhibitions, none of these efforts have enjoyed as much popularity and longevity as the teaching circles. They provide an authentic context for faculty members to share perspectives on teaching and scholarship. Teaching circles exist across disciplines, and faculty rank, thus exhibiting strong potential for growth. Additionally, teaching circles fosters collegiality with each participant seen as contributing equally.

This paper represents an effort to inform both the local audience (administrators, scholars and educators) in the geographical area of our institution, and the larger audiences in academia about teaching circles as a tool for enhancing faculty collaboration and professional development. Specifically, we explore ways in which faculty members perceive teaching circles as beneficial or non-beneficial to teaching, scholarship, and professional development. Our findings are based upon quantitative and qualitative data from a survey of teaching circle participants. The intent of the survey was to learn more about faculty perceptions of the strengths and weaknesses of the teaching circle program at this particular university, and its contributions to faculty development.

Method

Participants

Forty-eight people attending a general faculty meeting completed the survey. This represented a 49.5%

participation rate for individuals who had attended at least one teaching circle meeting during the 2003-2004 academic year. The participants were about equally divided between women ($n = 26, 54.2\%$) and men ($n = 19, 39.6\%$), with a few people unidentified ($n = 3, 6.3\%$). Most participants were assistant professors ($n = 16, 33.3\%$), followed by full professors ($n = 10, 20.8\%$), associate professors ($n = 9, 18.8\%$), and other ($n = 3, 6.3\%$). The participants had a mean of 9.3 ($SD = 8.7$) years of service to the institution.

Survey

The survey included demographic questions, questions about the positive aspects of teaching circles, questions about obstacles to the success of teaching circles, and general questions about the teaching circle program. The questions regarding positive aspects and obstacles to success were Likert-scaled from 1 to 5, with 1 representing *strongly disagree* and 5 *strongly agree*. The general questions about the teaching circles highlighted (a) the overall impression of teaching circles, (b) the importance of a monetary incentive, (c)

the number of meetings attended, (d) the number of groups attended, and (e) a list of accomplishments from the teaching circles.

Results

The survey participants had a positive overall impression of the teaching circle program ($M = 4.4, SD = .9$). Accordingly, the questions about the positive aspects of teaching circles generally elicited positive responses (see Table 1). The most highly rated aspects of the teaching circles were communication, interdisciplinary exchanges, collaboration, and faculty incentives. Questions regarding university mission, professional development, and positive effects upon student learning were rated somewhat lower, but were above neutral. The questions on writing projects and curriculum development were rated about neutral. The questions about obstacles to the success of teaching circles focused on teaching circles being time consuming, unfocused, met infrequently, lacked continuity, and fell short of expectations. The majority of the respondents chose the “disagree” rating for all the questions (see Table 2).

Table 1. Positive Aspects of Teaching Circles

Question	Mean (<i>SD</i>)	<i>N</i>
Strengthen communication	4.3 (1.0)	48
Foster interdisciplinary exchanges	4.2 (1.0)	48
Foster collaboration	4.1 (1.1)	48
Provide faculty incentives	4.1 (1.0)	48
Promote university mission	3.7 (1.1)	47
Promote writing projects	2.9 (1.1)	47
Aid curriculum development	3.3 (1.1)	46
Enhance professional development	3.9 (1.1)	48
Positively impact student learning	3.5 (1.1)	46

Table 2. Negative Aspects/Obstacles of Teaching Circles

Question	Mean (<i>SD</i>)	<i>N</i>
Time consuming	2.4 (1.1)	46
Unfocused or unorganized	2.1 (1.1)	46
Infrequent meetings	2.1 (1.0)	46
Fall short of expectations	2.1 (1.2)	46
Lack of continuity	2.1 (1.1)	45

Moreover, 60% of the participants indicated they would participate in the teaching circle program without a financial incentive while only 29% indicated they might participate without a monetary reward. Only three individuals (6.3%) indicated they would definitely not participate if the financial incentive was discontinued. The participants attended a mean of 7.3 meetings (*SD* = 4.7) and participated in two different teaching circle groups (*SD* = 1.1). This suggests that most people in the teaching circle program went beyond the minimum number of meetings necessary to collect the financial reward as only three meetings were required to collect the minimum financial reward, and six meetings were required for the maximum.

The open-ended written comments regarding the accomplishments of the teaching circles were grouped into several distinct themes, which included faculty development, increased communication/interdisciplinary interaction, and improved morale. The most common response was that the teaching circles improved morale by providing a means to discuss teaching problems and concerns with a peer group. A number of responses suggested that the teaching circles were valuable for developing new programs and enhancing technology skills. Only one response was negative, which described teaching circles as "an utter waste of time."

The following are examples of positive comments on the teaching circle program provided by survey participants in response to the question "Please list up to three accomplishments of your teaching circle (s) this year."

- "Impacted specific classes/courses. Impacted choice of learning communities. Personal/professional development."
- "Fosters faculty communication and friendships across disciplines. Provides true intellectual stimulation. Excellent method of trading advice on teaching, research/publication, service."
- "Meet with new faculty members and learned about other programs. Release of tension."
- "Exchange of approaches to teaching that I would not have considered. Understanding of problems in other disciplines related to student skills in my field."

Discussion

Overall, faculty reported that participation in teaching circles fostered an increase in interdisciplinary exchanges and collaborations. Only a few professors viewed the teaching circles with any negativity, citing "time consuming" as an obstacle to participation. Most faculty

reported that the benefits of teaching circle participation far outweighed the time and effort involved in participating with the group. The present data are congruent with findings of earlier studies in that teaching circles appear to foster collegiality in the form of communication, facilitation and newfound friendships with faculty in other disciplines (Black & Cessna 2003; Lovett & Gilmore, 2003). This study adds empirical evidence that demonstrates the perceived effectiveness of teaching circles, thereby supporting the published literature on teaching circles, which has been largely qualitative in nature.

The lowest rated items on the positive aspects of teaching circles were questions about “promoting writing projects”, “aid curriculum development” and “positively impacts student learning”, all of which had mean scores near 3 out of 5 on the Likert scale (neutral). The result from “positively impacts student learning” is particularly surprising given that the primary goal of teaching circles is to improve student learning experiences. The most likely reason for the low ratings on these survey items is that some teaching circles did not expressly focus the topics in the survey question, such as writing or student learning. For example, one teaching circle was a book club in which the participants read books and then discussed the book in the meeting. Some of the books covered in a circle like this might have relatively little impact on student writing or student learning. Another example would be that some teaching circles have focused on governance issues, and therefore have little to do with student learning. The teaching circle leaders in the survey sample have the freedom to cover a wide range of topics, many of which may not have much impact on student learning. Thus, the low ratings on these items do not necessarily indicate that the teaching circles were not beneficial. Perhaps the teaching

circles would be more effective for positively influencing student educational experiences if the topics were explicitly limited to teaching techniques and issues directly related to teaching.

The overall findings from the survey strongly suggest a very positive perception of the contributions of teaching circles to professional development by the faculty. Therefore, the teaching circle program will continue to thrive. Teaching circles are valuable tools in the teaching-learning journey of faculty members by furthering scholarly discourse about instructional strategies and issues of interest in higher education. To strengthen the teaching circle program, future directions could include expanding topics to include issues such as service learning and balancing family and work. This will be of interest to not just the faculty but also the staff and might help to secure the interest and participation of a larger segment of the university community. Maintaining the financial incentive for teaching circle participation is also important and serves to motivate (perhaps only initially) faculty to contribute especially in current times of restricted budgets.

The ultimate goal for any teaching circle is to reinforce team building, open discussion, camaraderie, and consulting between faculty in different departments and across ranks. Based on the teaching circles survey results, one can only conclude that faculty and staff at this small rural university utilize teaching circles to strengthen their teaching and communication skills, aid curriculum development, promote student writing projects, and enhance their overall professional development. As one faculty member expressed, “A teaching circle is the doorway through which senior and new faculty seek advice to commonly occurring problems (with students) among departments and provide positive solutions

to those problems.” Although many college and university professors feel they are hired for their expertise, participants in the study concurred that it was good to converse with others outside of their discipline. However, if some faculty members like the idea of being involved in teaching circles but are uncomfortable starting at the university level, they have the option to organize a circle within their own department. Future efforts at organizing and maintaining teaching circles should be aimed at inspiring more faculty members to facilitate their own teaching circles. The time and energy invested in this collaborative learning experience can positively contribute to faculty development, and the overall quality of instruction in any institution.

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Note

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Internationalizing the Faculty by Way of an International Spring Break Tour

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Abstract

In today's interdependent global economy, the internationalization of the faculty is a dire necessity. As the intellectual and driving force of academic institutions, a cadre of faculty, or indeed the entire faculty, must participate in the internationalization paradigm shift. A well-designed International Spring Tour provides first-hand, experiential learning to faculty and student participants and offers an ingenious method that helps to internationalize the college, curriculum, faculty, and students. Unlike traditional exchange programs, the International Spring Tour lasts for 2 weeks and takes place during spring break. This, in turn, causes little disruption in the responsibilities and lifestyles of faculty participants, while helping to promote the process of internationalization induced by the college, corporations, and accrediting bodies.

As American multinational corporations, governmental agencies, and non-governmental organizations increase their presence in the global arena, academic institutions will play an increasingly important role in preparing graduates to compete in an international environment. Without a doubt, today's complex, global economy demands training-the-trainers, who in turn, introduce international subjects to many academic constituents, namely students. Since students rely on faculty as their primary source of information (Webb, Mayer, Pioche & Allen, 1999), academic institutions must focus on initiatives that facilitate and expedite the internationalization process. In view of this,

the former president of Duke, Nannerl Keohane, stated:

If we as a nation are going to become better prepared to deal with an increasingly interdependent world, then the front line has to be in our colleges and universities where we prepare students to become leaders in global enterprises, to serve in the Foreign Service, to be leaders of their communities who are sensitive to international issues (NAFSA Association of International Educators, 2004, p.29).

Although the internationalization debate has existed for many years in the academic arena, what remains debatable is how much international infusion is needed in existing courses, how internationalization initiatives should be enhanced, and how many faculty members should spend time overseas (Kwok & Arpan, 2002). Currently, there is a proliferation of short-term study tours taking place during summer, winter, and spring breaks and these are growing in importance at many institutions.

However, regardless of the proliferation and type of short-term foreign study tours, academic institutions are grappling with issues related to credibility, timing, duration, and structure. These issues are especially critical with short-term study abroad tours, which require more of a hard sell to colleges and accrediting bodies than do long-term, traditional study abroad tours.

In this article I describe and provide data on the Morehouse College International Spring Tour Model (see Figure 1). As a participant and faculty mentor for International Spring Tours to China, Portugal, Spain, Italy, Australia, South

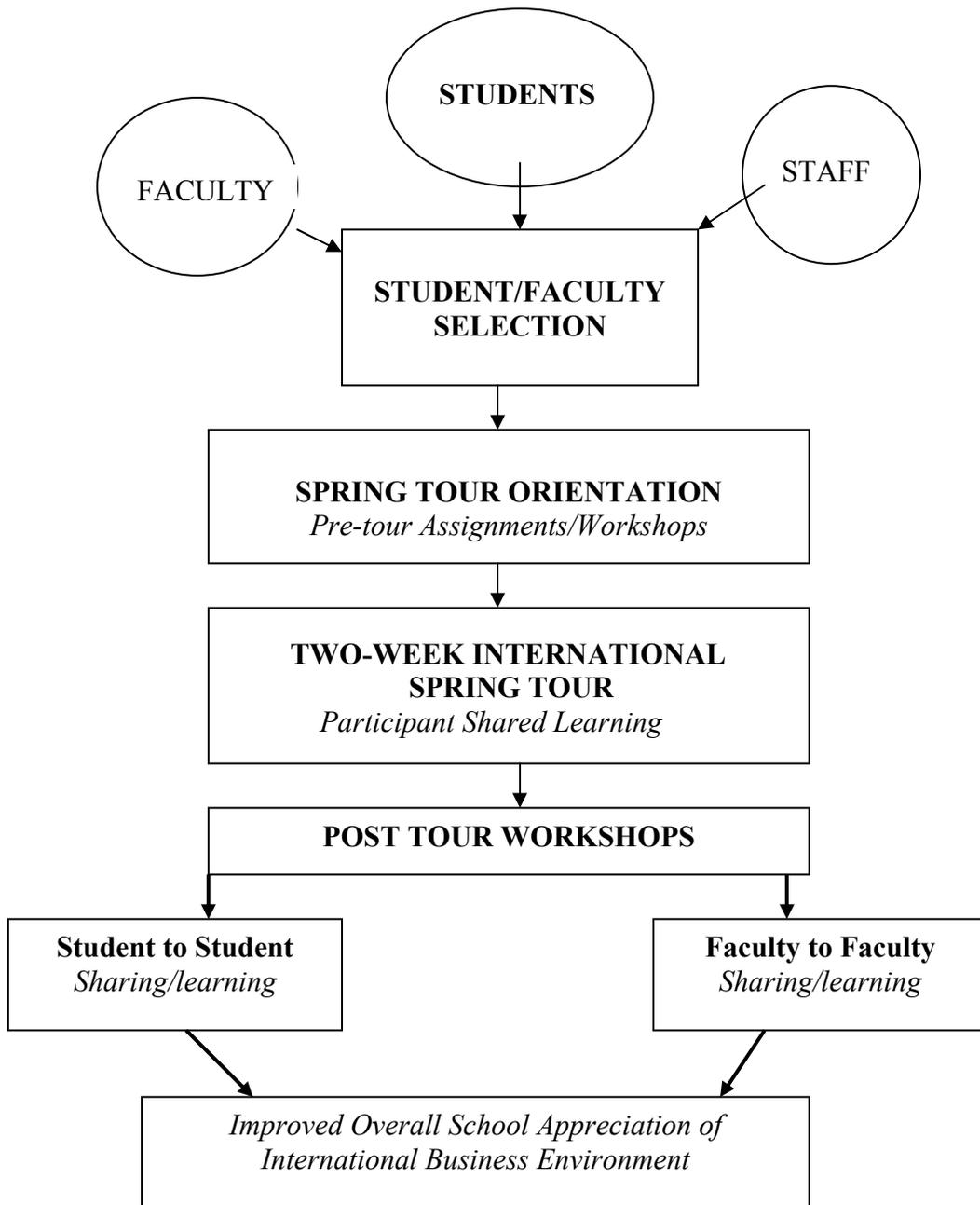


Figure 1. Overview to the Morehouse College International Spring Tour

Africa, Brazil, Switzerland, France, Belgium, Greece, and Morocco, I collected data on the experience.

Program Design

Since its inception in 1984 (Perry, 2000), the International Spring Tour at Morehouse College (Atlanta, Georgia) has provided opportunities for faculty and students to travel abroad. During spring break, approximately 25 students (90% business majors, 10% other disciplines), 5 faculty mentors and the Director of Career Counseling and Placement, participate in the program. Corporate sponsors underwrite the entire cost of the trip (“Preparing Future Business Leaders Today,” 1997, p. 96).

Faculty Selection

Faculty participants for an International Spring Tour should be chosen based on their infusion of internationalization into relevant courses, participation in internationalizing the college and curriculum, and involvement in student development. At Morehouse College, faculty are selected based on the relevance of their courses to internationalization, commitment to internationalizing the college and curriculum, involvement in student mentoring, and willingness to travel internationally. Typically, professors of international business, leadership and professional development, finance, accounting, management, and the Director of Career Counseling and Placement travel annually. There is also a rotating slot for a professor from another functional area related to business.

Student Selection

In promoting the program to students, announcements are posted in September encouraging students to submit their application. Interested students must have a minimum grade point average of 3.0, have the character of a diplomat of the college and country, obtain two faculty recommendations, and write a 10-page research paper on the host country’s political, economic, and cultural practices. The research topic, typically developed by the participating professor of international business, is a critical part of the application process. The paper and recommendations are submitted to the Director of Career Counseling and Placement before the Thanksgiving break in November. Examples of research topics include “China’s Role in the World Trade Organization” (2001), and “Ten Years and Counting: The Effect of NAFTA on the Economy of Canada and Mexico” (2004).

After the faculty participants and Director of Career Counseling and Placement assess the students’ research papers, character, and recommendations, students are notified in December regarding their status. Selected students are advised to obtain passports, visas if necessary, and spending cash during the Christmas break and be prepared to attend mandatory weekly workshops beginning in January.

Pre-Departure Workshops

In January, students begin attending pre-departure workshops with the Director of Career Counseling and Placement and faculty participants. During the workshops, the faculty and students share information from their research about the host countries’ economy, political structure, and culture, and is briefed on professionalism, decorum,

and etiquette. Additional information related to the host countries' culture is disseminated from Culture Grams; an annual report that covers the history, religion, languages, greetings, gestures, holidays, etc. of many countries. To further bolster the academic perspective, students have to write a 5-page critique from Edward T. Hall's (1960) classic, "The Silent Language in Overseas Business," and be prepared to incorporate the silent language of time, space, agreement, friendship and material possessions into their diaries while in the host countries.

At the pre-departure workshops, students also prepare and rehearse a 20-min, memorized presentation about the history of Morehouse College and its relationship with respective corporate sponsors, which will be presented in the host countries.

Host Country Site Visits

Once in the host country, pre-arranged workshops with corporate sponsors such as Citibank, Chase Bank, A.T. Kearney, Deloitte and Touche, Disney, Cargill, British Petroleum, and Ralston Purina take place. At the workshops, the group learns about challenges and opportunities facing corporate executives (local and expatriates) from the host country's perspective. Issues related to banking practices, product and promotional adaptation, consumer behavior, and management styles are often discussed. After learning about the companies' activities, the students deliver the 20-minute presentation about Morehouse College to corporate executives. During the presentation, some students personalize the script by incorporating their internships and/or offers provided by many of the corporate sponsors.

In addition to meeting with executives from multinational corporations,

the entourage visits academic institutions, such as the University of Beijing and Institute of European Studies (Paris), governmental agencies such as the Federal Reserve Bank of South Africa, and cultural sites such as the Eiffel Tower, Louvre, Vatican, Acropolis, and Great Wall of China. Students and faculty are also encouraged to shop at the "local" markets, restaurants, cafes, clubs, and attend social and sporting events.

Culminating Workshop

While still in the host country, at the end of the trip, professors of international business and leadership and professional development lead a culminating workshop, between students and faculty, based on Hall's silent language of time, space, agreement, friendship, and material possessions. By keeping a diary, and structuring the culminating workshop into the itinerary, professors and students share personal observations, colorful anecdotes and cross-cultural experiences found in the host country. The closing workshop helps address, and possibly cast off, some of the ethnocentrism and jingoism exhibited by students, professors, and corporate executives and adds synergy and academic credibility to the tour. In fact, the culminating workshop assists faculty in infusing first-hand experiences into their future lectures and research.

Home College Workshops

Upon return to the college, faculty-to-faculty seminars are conducted at departmental and college-wide meetings by the tour faculty. These galvanizing seminars help promote a holistic approach to internationalization and foster the value of infusing an international perspective into the college, curriculum, faculty, and students. In

addition, the seminars help encourage other faculty to participate in the International Spring Tour, attend international conferences, seek foreign exchange programs, such as Fulbright Scholarships, and look for ways to internationalize their courses.

Student-to-student workshops are conducted in the international business class, leadership and professional development class, and at other venues aimed at prospective study-abroad students and the college-wide student body. Through dialogues and panel discussions, led by returning students, other students gain insight about the importance of academic travel from their peers. These insightful workshops help spread the importance of internationalization into the larger student body and aid in stirring student interest in the International Spring Tour, study-abroad programs, international internships, and international jobs. One International Spring Tour participant, who worked in London with J.P. Morgan stated, "The fact that I had this experience caused me to seek out an international career" (Perry, 2000, p. 7).

Conclusion

Developing and implementing an International Spring Tour, as an experiential, professional development, educational initiative, helps train-the-trainers to better teach the international dimension of their respective courses. A short-term International Spring Tour is extremely beneficial to faculty members, irrespective of discipline, who lack an international background but seek experience that will help them internationalize their courses. At Morehouse College, even though the International Spring Tour faculty are from the business department, returning faculty are better adept at integrating culture, history, geography, foreign languages, art,

aesthetics, religion, economics, politics, and law into their lectures and research. Moreover, regardless of discipline, a well-designed International Spring Tour enhances the connection between liberal arts and various academic disciplines: a cornerstone of liberal arts institutions.

Relying solely on the development and implementation of an International Spring Tour is no panacea nor will it solve the daunting internationalization challenges most schools face. According to Aranda and Golen (1991):

The development of truly effective international programs does not lend itself to a single approach or a simple solution. Programs will continue to be dependent on a combination of competent faculty, as well as internationally oriented leadership from the administration, and interaction with and support from the international business community (p. 4).

Even though foreign exchange programs have traditionally been the major method of internationalizing the faculty (Shooshtari & Fleming, 1990), their longer duration, disruption of one's lifestyle and responsibilities, and a nebulous tenure and reward system, have caused many faculty to be indifferent to foreign exchange programs. Moreover, the events of September 11th, along with travel warnings issued by the U.S. Department of State, have caused some colleges and universities to declare a moratorium on extended academic travel for faculty and students. For example, March 2004 was the first International Spring Tour to resume after Morehouse College lifted a post-September 11th travel moratorium.

Teaching students, with first-hand, international experiences, is essential if the United States is going to continue to prepare students who can compete in and cooperate with a global community. Moreover,

awareness of global issues must be taught to students by progressive professors and fostered by institutions of higher learning. As former Duke president, Nannerl Keohane stated:

Our country would be much improvised if we allowed ourselves to fall back into isolationism and xenophobia. It will be particularly important for us in the years ahead to have students who can speak a variety of languages and know the cultures of many different countries in order for our nation to take its place as one of the leading countries in building a stronger ...and more peaceful world” (NAFSA Association of International Educators, 2004, p.29).

A creative International Spring Tour is one of many academic experiences that can help shed some of the ethnocentrism, xenophobia, and jingoism exhibited by professors and students. As the intellectual and driving force of academic institutions, faculty must be encouraged to participate in a variety of internationalization initiatives, such as academic travel, and be rewarded accordingly. Training-the-trainers, with first-hand, international experiences is essential if the United States is going to remain a competitive leader in global business and a diplomatic leader in international relations.

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Leveraging the Internship: Integrating Theory with Experience

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Abstract

Internships are a long-standing and worthwhile part of the accounting education experience, but there is an opportunity to enhance the students' understanding by encouraging the interns to relate their work to the objectives of their accounting curriculum as they are participating in the internship. By meeting regularly with interns (individually, in a group, or by means of distance learning) and asking them to provide thoughtful responses to questions, the educator can encourage the students to reflect on their experience. Students can use journals to show their understanding and create brief papers and presentations to summarize.

Designers of an accounting curriculum want graduates to have a firm grounding in accounting theory. Faculty want students to be able to explain the concepts behind entries and to know when there are issues that might make it necessary to research whether one alternative or another should be chosen. They want the future accountants to know what choices the Financial Accounting Standards Board had to make before they issued a statement and what trade-offs were made among which principles. They want students to understand the role accounting plays in business and society. Professors want alumni to be accountants who can understand the changes and the complexities of the financial world and respond to each of those challenges with wisdom and integrity.

At the same time, both faculty and students want graduates to be employable. There is an expectation that the recipient of an accounting degree should be able to

move into an accounting position and contribute to the organization quickly. Such an immediate contribution implies knowledge of the mechanics of accounting and the procedures common in the field. One of the challenges of curriculum design is this tension between the long-term value of understanding solid accounting theory and the short-term payback of mastering accounting procedures.

For programs whose graduates focus on larger CPA firms, a strong theoretical background may be all that is necessary because new graduates will be introduced to the practical aspects of accounting through an extensive training program. For schools that offer programs focusing their students on employment that does not require professional certification or responsibility for decision making, the curriculum can focus on the mechanics of accounting. The great majority of programs, however, serve diverse groups of students. There are a variety of career aspirations present in each graduating class. This diversity of goals results in a tension of balancing the need of the profession for theoretically sound accountants and the need of employers for employees who can make an immediate contribution.

The accounting internship has historically been a way of addressing that tension. Students are provided an opportunity for work experience during their academic career. They apply the theories and procedures they have been learning in class to the workplace. They bring their work experience back to the classroom and it makes the material more understandable. At least, all parties involved hope that the benefits listed above will occur.

If the faculty designs an accounting internship as a course allowing academic credit, they may be able to consciously integrate the objectives of the program into the course design. By deliberately relating students' experience to academic theory, the experience can be enhanced and theory can be supported. This paper examines an accounting internship course that specifically incorporates key curriculum objectives. (See Appendix A for an extensive list of the assumptions used in the design of the internship program. We provide it to enable readers to determine which of the assumptions might be relevant to their own decisions regarding internships.)

Focusing the Student on the Internship as a Learning Experience

While internships provide valuable practical experience, students do not necessarily make an immediate connection between their work experience and their classroom experience. Accounting faculty at the University discussed in this case were determined to tie the internship experience to the academic experience. The process they created has multiple steps: students keep a journal to record their activities on the job and to reflect on the experience; faculty interact with the interns once a week during the internship to discuss the experience itself and to introduce new areas to explore as they carry out their work responsibilities; students summarize the experience in a brief paper; and students provide a short oral presentation to a group of faculty and/or students.

It was initially quite surprising to ask students what accounting skills they were using in their internship and have them flounder for the answer. (Note that the firms hosting the internships praised the students for their accounting knowledge.) When

given time, and some helpful hints, the students remember that they were not born knowing the form and uses of a balance sheet, but learned this in intermediate accounting, and that their tax class(es) prepared them to make some of the decisions they must make to use the tax software. But they don't necessarily make these connections without prompting. They are so overwhelmed by the newness of the work experience that they don't immediately make the effort to relate it to their education. Weekly meetings provide the opportunity to guide the experience.

These weekly meetings can be in a small group setting, in a one-to-one office visit, or by phone and e-mail. The key has been the capacity of the advisor to engage in a dialogue with the student. It is possible that the dialogue could go on in a classroom setting, but that arrangement has not been tested to this date. When meeting in small groups, guidelines have to be set for the students to help them maintain appropriate confidentiality for employers and clients as they discuss their experiences.

Students are required to keep a journal that combines a record of their daily activities with their observations on the experience. They e-mail a copy of the journal to their advisor who reads it before each weekly meeting. The meetings open with a discussion of the journal. The faculty advisor uses the students' observations as a springboard for discussions of concepts.

Initially, many students make the journal a virtual time log. Some students are so detail oriented in their thought process that the journals are essentially a list of daily activities. Other students take advantage of the opportunity to reflect on the internship as a learning experience and to consider what they are learning about accounting, what they are learning about the business, and what they are learning about themselves as it relates to their work life. It is very

important that they reflect on the experiences as they occur, that they write their thoughts down regularly, and that they review them at the end of the internship to see if their perceptions have undergone any kind of change. (See Appendix B for an example of two journal entries.)

As the advisor discusses the journal with the student, a recurring question is “What do you think is the most important thing you learned this past week?” Sometimes the answers will be humorous (“Don’t wear a good shirt when you are helping move to a new location.”) and sometimes they will be very insightful (“Some of the grunt work actually allows me to see the way things work in the office.”). The question also gives the advisor insight into areas for future discussion.

Introducing Ideas for Thoughtful Consideration

After the discussion of the journal, the advisor can introduce new ideas. As with any class, it is best to have a structure in mind and then be willing to adjust the structure when there are opportunities for learning that could not be anticipated. Each advisor may have a favorite sequence, but all cover the same concepts over the course of the semester. The general means of introducing the ideas is through brief explanations of ideas and then questions that encourage the student to think about the issues. (See Appendix C for an example of a series of questions used in a student meeting.)

In the case of at least one advisor, the ideas begin and end with very concrete, immediately practical considerations and incorporate the more abstract ideas in between. The meeting prior to the actual internship reviews basic interview and resume skills. Once the internship begins, the first lesson focuses on the host’s

expectations and basic office skills. Some students have a background, either personal or professional, that makes this relatively unimportant, but others are surprisingly unaware of basic expectations. This is an excellent time to remind the students of the confidentiality of the information they are handling, whether they are working in public accounting or for another kind of organization.

The last lessons of the experience combine career planning with more advanced interviewing skills. Students review the book *What Color is Your Parachute* (Bolles, 1990) and work at least two of the exercises in the book. They relate the insights they gained from the book and from the internship both to the long term direction they desire in their career and to the questions they can expect from interviewers.

Between these immediately relevant lessons, the intern addresses, at minimum, the following topics: the accounting skills the student is practicing, the value accounting adds to a business, the uses to which accounting is put by the host, the ways the intern makes money for the host and the ways the intern costs the host money, the importance of profit, how the host business competes in its field, why the organizational structure of the host is relevant to the employees, how employees (especially interns) can make their supervisor look good or look bad, means of identifying and solving problems, the importance of ethical conduct, and the reasons for and means of professional development.

The list above came from the formal objectives of our accounting program and from the learning opportunities that occurred in earlier internships. At the end of the meeting, the advisor may discover that he or she has not addressed all the questions but has had excellent discussion of areas that are

of immediate interest to the student. An example of an unscheduled lesson came in a small group meeting when two students expressed anguish at review notes. (Review notes are the notes that accountants receive from other accountants who review their work before it goes forward. Review notes are almost universally negative. They tell how the tax form or other work fails to meet standards.) Both of these were good students who had received a lot of positive feedback from their schoolwork. Their respective hosts found them to be excellent interns, but both interns anguished over the perceived criticism in the notes. This provided an opportunity to discuss professional feedback and resulted in a new question for future interns.

Process

Getting Started

Interested students apply for an internship midway through the semester before they expect to enroll in it. They must have successfully completed Intermediate Accounting as a prerequisite. Faculty then contact organizations who have stated an interest in having interns, organizations with whom they have a professional relationship, and organizations that have had a prior involvement with the program. Additionally, students can make their own contacts. This is especially important when the student anticipates an internship geographically removed from the immediate area of the university.

Students may request any member of the faculty whose primary responsibility is to teach accounting to serve as the internship advisor, and faculty have the flexibility to accept the responsibility or to refuse it. This ensures that the student has some rapport with the advisor and allows the faculty to

decide whether their time permits them to accept the responsibility of an intern.

Every effort is made to provide students with at least two interviews, but no interview is set up that does not involve a realistic opportunity for the student to acquire an internship. Further, the department asks the potential host to contact the advisor with a decision within four weeks of the initial interview. The department added this expectation because there was a situation where a student felt that the host had promised her an internship and the internship did not materialize. The host, in turn, felt that the discussions were preliminary and that the student should have understood that the internship was contingent on business conditions. To avoid misunderstandings, early and ongoing communications between host and advisor are important. The early call allows the internship advisor to establish timely contact with the host. In the case of a host who is new to the program, this first call is a very important time to establish some of the expectations of the host.

Expectations of the Host

Expectations of the host are deliberately kept to a minimum both to encourage the hosts to value the interns as employees and to allow the advisor to concentrate on the more directly academic aspects of the course. Advisors discuss the internship with the host in advance if there is any question about the extent to which the work will involve accounting. Hosts have an interaction with the internship advisor halfway through the internship to provide feedback on the overall performance of the intern. The advisor then incorporates the feedback into later meetings with the intern in a way that will be non-threatening and helpful.

At the end of the internship, the host provides an assessment of the intern's performance that the advisor considers in assigning a grade for the internship. Some hosts prefer to make this assessment on a casual basis in the final interview. Other hosts have provided detailed evaluative instruments to incorporate their views of the intern's strengths and weaknesses.

The host can contact the advisor at any time and for any reason relating to the intern. That is a privilege that has only been exercised on one occasion.

Expectations of the Student

The student is expected to work for the host for a minimum of 320 hours. (See Appendix A.) As students work, they are required to keep a daily journal that records activities, observations of items of interest to the students, and items that relate to broader objectives. Once an intern and the host discuss a topic, the intern will often include observations about that objective in the journal. The student e-mails the journal to the advisor prior to the weekly meeting, so the advisor has an opportunity to review the journal and make notes.

Additional evaluation comes from a short paper and an oral presentation. The paper summarizes the most important things the intern has learned during the internship in four well-written pages or less. The oral presentation relates to the same ideas, but the intern presents it to students and/or faculty. This gives the intern an opportunity to build on presentation skills covered in other courses.

Expectations of the Faculty Advisor

The faculty advisor assists the student in acquiring interviews, meets with the intern weekly, reviews the journal and discusses the entries, introduces the topics

for the meetings, asks questions, and follows up on the intern's answers. The advisor and intern discuss the intern's progress with the host once during the internship and once at the end. The advisor grades the final paper and arranges and grades the oral presentation. While incorporating the host's information, the faculty advisor is responsible for the final grade for the internship.

Value of the Internship to the Department

This kind of internship program has the benefits of more traditional internship programs and extra value beyond that. It, of course, encourages ties between the program and the community. It provides potential employment opportunities for students and keeps faculty in touch with alumni. At the same time, it gives added opportunities for instruction that are not always available in a classroom setting.

A key skill that the advisor is able to identify through this program is problem solving. As an objective, this skill is difficult to measure. In a classroom setting, it is often difficult for faculty to determine whether or not students are exercising their capacity for solving problems. In this kind of internship, advisors can ask students to identify problems they have solved and problems they have seen their hosts address. Similarly, meetings of advisors and students can be devoted to lessons on ethics in the workplace, which is quite different than discussing work ethics in the classroom.

When faculty can ask questions relating to more abstract objectives in a face-to-face setting, they have a better opportunity to evaluate whether students are making appropriate connections between theory and practice. If it becomes apparent that students cannot make the connections, there is a problem with the intern, the experience, or the program.

Interactions with hosts enable the advisor to receive feedback on the program in general, even as they receive feedback on the intern. In some cases, this had led to adjustments in the curriculum. In other cases, the changes have not been made, but there is, at minimum, an awareness of some problem. An example is the knowledge that some students do not currently have exposure to risk management techniques.

Conclusion

The specifics of this internship are aimed directly at accounting programs, but the process we went through to make the program more than we had seen in other internships can be applied to any internship program. Some years after we instituted the internship program described in this article, we saw a version of the process we used beautifully described in L. Dee. Fink's excellent book *Creating Significant Learning Experiences* (2003). He suggests the following initial steps. "Identify important situation factors." These are among the assumptions we reviewed. (See Appendix A.) "Identify important learning goals." We looked at the benefits we most wanted to acquire from the program. In order to make this step successful, all the interested parties—faculty, students, and potential hosts—were given an opportunity for input.

"Formulate appropriate feedback and assessment procedures." We made the decisions regarding the method we would use to identify success for the goals. "Select effective teaching and learning activities." The meetings and the journals seemed appropriate. "Make sure the primary components are integrated." (p. 67)

Fink goes on with seven more steps and notes that courses need to keep evolving as the circumstances change. That has certainly been the case with the internship,

but, because many of the goals have remained the same, and because we were very intentional in our approach to the course design, students, faculty and host organizations have generally been well pleased with the outcome of the early investment of time. We feel strongly that any internship would benefit from the intentional approach to design.

References

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- Fink, L. D. (2003). *Creating significant learning experiences*. San Francisco: Jossey-Bass.

Appendix A

Assumptions Used in the Decision-Making Process

Any accounting internship program must establish some of its assumptions prior to course design. These are assumptions that faculty agreed upon before approving the design of the course. An advantage of stating the assumptions is that all interested parties can examine them and discuss whether they are appropriate. These are the assumptions our faculty affirmed.

Assumption A

The internship would be an elective rather than a required course. This assumption was the result of both practical considerations and conviction. The university, in this case, permits only a given number of required courses in any major, and accounting requirements already push the edge of this limit. It is not realistic to ask for permission to add courses without reducing the existing requirements, and the faculty could see no area where they wanted to reduce courses. Perhaps more important, the variety of prior work experience of the student body made it appropriate for

students to self-select whether they might benefit from an internship.

Assumption B

Internships would involve pay. At the university, many internships are traditionally unpaid in order for students to be able to focus on a project. The unpaid internship does not encourage the intern to provide general assistance to the host. The accounting internship would involve general accounting duties and the peripheral duties performed as part of completing accounting tasks. Accounting interns would do accounting work and their hosts would pay them for doing that work. A related assumption was that the hosts were less likely to provide interns with challenging work if the work were a free good.

Assumption C

Ultimate responsibility for obtaining an internship would be in the hands of the student. Faculty could set up interviews with firms and businesses that had expressed interest in an intern. Students could also set up interviews for themselves. Faculty would review student resumes and provide a reference when deemed appropriate. Interviewers were under no obligation to hire the intern and the intern would be under no obligation to take an offer from a firm. The intern and the host would negotiate conditions of work such as days of the week, hourly pay, and length of employment. The advisor would be informed only when one of the parties thought it was appropriate.

Assumption D

Any full-time member of the faculty whose primary responsibility was teaching accounting could serve as an accounting internship advisor. The advisor would meet weekly with the advisee, but the meeting could be a virtual meeting using telephone or e-mail communications.

Assumption E

The internship would not be undertaken before a given point in the

students' academic career. It was easy to make the assumption, but hard to define where that point should be. There was considerable discussion on whether students benefit most if allowed to undertake an internship early in the academic process or whether it was better for them and for the program if they did not intern until they were well along in the program. The current decision is that it is better to err on the side of allowing them an early start than in delaying them. Interns must only have successfully completed intermediate accounting.

Assumption F

In order for a student to receive credit for an accounting internship, the focus of the work must be on accounting, but the work does not have to be in an accounting firm. A member of the faculty evaluates the likelihood of the intern having an adequate opportunity to practice accounting skills prior to the student's taking employment at the firm. The advisor can make the determination based on communication with the host or based on general knowledge of the host's requirements. This assumption makes it possible for students to have accounting internships in venues other than public accounting firms. Hospitals and publishing firms, as well as other organizations, have accounting departments with the potential for providing the student valuable understanding of accounting if the host is a knowledgeable accountant.

Assumption G

Students should work a minimum number of hours in order to receive course credit. After discussion, a minimum was set at 320 hours. This number of hours was a concession to the constraints of the regular semester and the summer program. A student in the summer program can work full time and get these hours of experience. A student in a regular semester can work half time and get the experience.

Practitioners had noted that interns who were working less than half time did not have a real opportunity to be involved in the flow of the workday.

Students can take an Incomplete Grade or an In Process grade if circumstances make it impossible to complete the requisite number of hours. Further, the student can begin the experience before the official start of a semester if they are in contact with an internship advisor and know the expectations. Students are expected to keep a record of the hours worked.

Assumption H

Students would not attempt a full semester's worth of academic credit in the semester they undertake an internship. Faculty assumed that a student who was working half time could not take more than two other courses in a regular semester (one in the summer) and that only one of those courses could be an accounting course. This is an assumption that has been difficult to administer and subject to perhaps the greatest number of exceptions. A related assumption that has held true is that the majority of internships would take place in the summer.

Appendix B Journal Entry Examples

The following journal entries were from the last week of the student's internship. He has since entered graduate school.

Wednesday, 7/28/04

I received a reviewed return back from one of the senior accountants today, and there were a few things which needed to be fixed. Some of these items I was not able to fix yet because the senior accountant needs to get more information from some third parties in order to finish the return. The

one thing that stuck out about the review notes was the fact that the senior staff member said I needed to organize the client's info within that year's folder. The thing is, I felt like I had organized the information in a reasonable manner. However, this was the first return that I worked on for this staff member and I am not used to organizing things quite as meticulously as they want. I guess I was either getting sloppy or there are various ways to organize a file in an acceptable manner. Anyway, I think that learning my supervisors' different personalities and preferences is something which can only be done with more time on the job.

I talked to one of the partners today as the day was winding down, and he talked to me some about how I was doing, since he is going to be gone the rest of my days at work. He was very encouraging in what he said to me, and I'm glad to get some feedback other than the typical review notes. My personality tends to start to wonder a bit about the quality of work I am doing if I do not hear anything one way or another in the way of feedback. I do not think this is so much me begging for recognition as it is a way to judge how well I am doing and to see where I need to improve in certain areas.

Thursday, 7/29/04

I spent a few hours today working on some financial statements for a compilation which we are doing for a fairly large corporation. This was a pretty long process for me, since it was very easy to miss a number in the transfer from the client's trial balance to the more consolidated financial statements. Also, I learned to appreciate the brief parts of our intermediate accounting text which dealt with the note disclosure requirements of financial statements. I found today that the notes should be quite important to users of financial statements, since they tend to expound on the

information in the statements and give the user a more developed picture of the company's financial position.

With the same client, I started working on their tax return using the information from the trial balance this afternoon. This was only the third or fourth C corporation return I have done, but its similarity in design to the S corporation return made it fairly easy to figure out where everything went. However, the balance sheet was off by over a million dollars, and I looked long and hard without finding the error. It turns out that the cost of goods sold information I entered from the income statements has to be entered in a different manner in the tax software in order to arrive at the correct figure. I was not able to figure this out myself, but I was able to figure out that the cost of goods sold item was causing the imbalance, then Shon was able to show me how to fix it.

Appendix C

Example Questions for a Weekly Session Focusing on the Host Business

One of the objectives of the program is to have the students who graduate understand the role and the importance of accounting in any business. Note that these are simply the base questions. Each

discussion leads to additional questions on the part of the intern and the advisor. This topic is so far ranging that it requires at least two meetings.

- *What business is your host in?*
- *How do they make money?*
- *How does the accounting function help them make money?*
- *How do you cost the host money?*
- *How do you assist the host in making money?*
- *How does accounting assist the business process?*
- *What would happen to the business if the accounting process were to cease?*
- *What would happen if the accounting process were to be significantly inefficient?*
- *What role do you play in the accounting function?*
- *Do you see any way to improve the function you perform?*
- [Get the student to identify the business process...understand the importance of making a profit from the activities that go on...understand the need to earn more from the employee than they pay to the employee...cover the concepts of value added, whether or not the term is actively defined.]
- *How does the company compete?*

Integrative Learning in Teacher Education Programs: A Pilot Study

Bonita Friend-Williams & Paulina Kuforiji, Columbus State University; Rita Mitchell, Illinois State University; & Doyin Coker-Kolo, Georgia Southwestern State University

Abstract

The purpose of this study was to take a preliminary snapshot of education degree candidates' self-reporting of integrated learning in their programs of study. Students enrolled in education courses during Fall 2004 were asked to describe both formal (course content) and informal (experience-based) learning experiences that prepared them to be a good teacher. Responses were analyzed using the components of Academic Infusion Model (Mitchell, Williams, & Kuforiji, 2003) which was originally designed to analyze the incorporation of multicultural experiences into the mainstream curriculum on college campuses as well as P-12 settings. In general, this pilot study revealed a somewhat inconsistent pattern of what learning pre-service and in-service teachers reported that they integrated into their field-based programs.

Fostering students' abilities to integrate learning-across courses, over time, and between campus and community life- is one of the most important goals and challenges of higher education.

(Association of American Colleges and Universities, 2004, p.1)

While the opening statement is true for higher education in general, it is particularly so for teacher education programs. Upon graduation, certification, and acceptance of their first instructional positions, teacher candidates will have the responsibility of assisting their P-12 students in integrating learning. The college experiences of pre-service and in-service teachers, like their own P-12 educational

experiences, undoubtedly will have an impact upon what and how they teach. The purpose of this study was to take a preliminary snapshot of pre-service and in-service teacher education degree candidates' self-reporting of integrated learning in their programs of study.

In an earlier study, the researchers examined "academic infusion" as a model for the integration of multicultural studies into teacher education programs (Mitchell, Williams & Kuforiji, 2003). The components identified that would foster infusion included: diversity, introspection, reflection, empowerment, collaboration, and technology (DIRECT).

After reviewing *Integrating Learning: Mapping the Terrain* (Huber & Hutching, 2004), we deemed that Huber and Hutching's concept of integrative learning and the Academic Infusion Model (AIM) with the "DIRECT" components were comparable. As Huber and Hutchings point out, assessment of integrative learning is quite challenging:

... the challenges of assessing integrative learning run deep and will not be easily overcome. They are both technical and political, both theoretical and practical. They underline how important it is for educators to work together to build knowledge about the varieties of integrative learning, how they are best fostered and how they can be most helpfully assessed. (p.21)

Given this premise, the decision was made to utilize DIRECT as the assessment tool for the project. Table 1 outlines the definitions and indicators of each component in an academic setting.

Table 1. AIM Components, Definitions and Indicators

AIM Component	Definition	Indicator(s)
Diversity	Completely different; variety	<ul style="list-style-type: none"> • Acknowledgement of different views • Individuality • Inclusion
Introspection	Looking inward	<ul style="list-style-type: none"> • Self-examination of feelings, thoughts, and motives • Contemplating one's mental processes, thoughts, desires, and conduct
Reflection	Likeness; image; idea or remark resulting from careful thinking	<ul style="list-style-type: none"> • Allow time to examine beliefs and attitudes • Assess group dynamics as well as product and/or performance
Empowerment	Enable, permit, authorize, commission	<ul style="list-style-type: none"> • Open-ended assignments • Foster creativity and initiative
Collaboration	Working together	<ul style="list-style-type: none"> • Communicating with other stakeholders • Cooperative learning experiences
Technology	The science of industrial arts; from the Greek meaning "systematic treatment"	<ul style="list-style-type: none"> • Assistive technology • Telecommunications

Method

Forty-one students enrolled in education courses during Fall 2004 semester were asked to respond to the following prompt: "What have you learned this semester that has prepared you to be a good teacher? Consider formal (course content) and informal (experience-based) learning that occurred within this course as well as others in which you are enrolled." Students enrolled in two undergraduate education courses ($N = 31$) and one graduate education course ($N = 10$) were asked to respond to the prompt during a class session at the end of the semester. We reviewed the students' responses to determine which, if any, AIM

components (DIRECT) had been indicated. Each student response was read by two reviewers. To be counted in the frequency table, both reviewers had to identify the components.

Results

Table 2 summarizes the frequency at which each component was indicated. Both pre-service and in-service teachers included references to diversity and reflection at an 81 to 100% rate. Introspection was the least reported category for pre-service teachers in the study and collaboration for in-service teachers; 10% of each group cited those categories as integrative ones. In general,

this pilot study revealed a somewhat inconsistent pattern of self-reported learning

among pre-service and in-service teachers as to what they integrated into their programs.

Table 2. Frequency of DIRECT Component in Student Responses

AIM Component	Frequency	Pre-service (undergraduate %)	In-service (graduate %)
Diversity	35	25 (81%)	10 (100%)
Introspection	7	3 (10%)	4 (40%)
Reflection	38	28 (90%)	10 (100%)
Empowerment	18	9 (29%)	9 (90%)
Collaboration	19	18 (58%)	1 (10%)
Technology	14	4 (13%)	10 (100%)

Implications for Further Research

The study was undertaken as a preliminary investigation into the assessment of integrative learning for teacher candidates in undergraduate and graduate programs. Both groups reported diversity and reflection at a high frequency. Recent curriculum redesigns have emphasized those components along with integration of technology. Technology as well as empowerment were high frequency items for in-service teachers and comparatively low for pre-service ones. Within group analysis that will investigate years of experience (graduate) and amount of field experience completed to date (undergraduate) as well as age and gender factors might provide evidence to explain the discrepancy. Plans are underway to

repeat the study by expanding the study population to other education majors.

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- Association of American Colleges and Universities. (2004). *A statement on integrative learning*. Retrieved June 20, 2006 from http://www.aacu.edu/org/integrative_learning
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Symposia, Workshop, and Formal Paper Presentation Abstracts

13th Georgia Conference on College & University Teaching

March 24-25, 2006

Abstracts are arranged alphabetically by title within each of the following categories: Diversity/Culture, Innovative Pedagogy, Interdisciplinary Teaching and Learning, Mentoring, and Teaching with Technology. Poster presentation titles (without abstracts) are also listed.

Diversity/Culture

Papers/Symposia/Workshops

Incorporating Ethnic and Cross-Cultural Diversity in University Teaching

Dan Krejci & William Lester, Jacksonville State University

This presentation focuses on the incorporation of ethnic and cross-cultural diversity in college and university courses. The presentation has a twofold purpose. First, we posit a theory that we call the theory of confrontation. The theory of confrontation presents categories of behavior that affect the way we react to confrontation. Second, after using a meta-analysis approach, we combined our theory of confrontation with previous studies in order to develop an educational delivery system that takes into account the various types of behavior that affect our students' willingness to learn. This system uses a three point educational delivery method involving case studies, role-playing, and civic engagement (community-based experiences) as a way of augmenting our lectures and to promote ethnic and cross-cultural diversity discourse. In addition, we posit that the lecture can be used as a means to not only set the stage for the other three methods, it can also be used as a way to debrief the students at the end of the semester.

Internationalizing Faculty Via An International Spring Tour

Donald Vest, Clark Atlanta University

In today's interdependent global economy, the internationalization of faculty is a dire necessity. As the intellectual and driving force of academic institutions, a cadre of faculty, or indeed the entire faculty, must participate in the internationalization paradigm shift. A well-designed International Spring Tour provides first-hand, experiential learning to faculty and student participants and represents an ingenious way to internationalize the college, curriculum, faculty, and students. Unlike traditional exchange programs, the International Spring Tour lasts two weeks and takes place during spring break. This, in turn, causes little disruption in the responsibilities and lifestyles of faculty participants, while helping to promote internationalization induced by the college, corporations, and accrediting bodies.

James Baldwin in My Classroom: Texts for Celebrating Diversity

Rosa Bobia, Flora Devine, Teresa Joyce, Kathy Matthews, Valerie Whittlesey, Linda Johnston, Sarah Robbins, Nicole Phillips, Oral Moses, & Army Lester, Kennesaw State University

An interdisciplinary faculty will describe a campus focus called the "Bringing Back Baldwin" initiative (a 2-year focus of activities and programming, on James Baldwin), which focuses on teaching the life and works of one of the most important and

celebrated African American writers in the United States and the world. Using interactive pedagogical strategies, the group will model the use of this canonical literature to infuse African Diaspora content and materials in the classroom and especially to facilitate difficult dialogues on issues of culture, race, race relations, sexual orientation, and global learning.

Leaving Your Comfort Zone to Examine Your Cultural Identity

Marquita Jackson-Minot, Agnes Scott College

The purpose of this creative interactive symposium is two-fold. First it is to share techniques used by an African American teacher at work with primarily White students in a small predominately White female liberal arts college to examine issues of diversity through the exploration of *self as learner*. Second is to challenge participants to examine their own assumptions of diversity through the development of a culture quilt.

Struggling Students? Frustrated Faculty? Teaching to College-Level Divergent Learners

Doris G. Layton & Charles R. Lee, Columbia College

This presentation will include a brief definition/description of divergent learners: those persons who are average to exceptionally bright individuals but frequently struggle in traditional school settings and respond poorly to traditional teaching methodology. The presenters will demonstrate nontraditional teaching strategies applicable across disciplines. Conference attendees will participate in strategies such as Fish Bowl Presentations/Exams, Cultural Diversity Hiring Game, and History Dots. Time will be allowed for group discussion.

Think You Are An Unbiased Teacher? Think Again!

Dionne Poulton, Spelman College

This highly interactive and thought-provoking workshop will help participants uncover any biases, stereotypes and preconceived notions they may have about urban classrooms and the students within them. In this workshop, the facilitator will first present real-life classroom scenarios. Then in groups, the participants will be required to guess the gender and race of the subjects in the scenarios. The intended outcome of this workshop is to assist the participants to become more effective, understanding and fair-minded teachers in urban schools.

Posters

A Survey of Literacy and Cultural Reference Works

Jason Mosser, Gainesville State College

Exploring White Privileges in Ethnic Minority Psychology Class

Ginny Q. Zhan, Kennesaw State University

We Aren't in Kansas Anymore: Assisting Nursing Students Identify Cultural Differences in an Immersion Experience

Elaine Hummel & Ann D. Sumners, North Georgia College & State University

Innovative Pedagogy

Papers/Symposia/Workshops

Acting the Part: Student Learning Through the Making of Amateur Films

William T. Scott, Gregory J. Jarvie & Lori Simmons, Georgia College & State University

In the psychology department here at GC&SU we have developed a unique

teaching approach. We have involved students, faculty and alums in the making of amateur films. The films range from 10 minutes to an hour in duration and take a multidisciplinary approach to topics. Students are given study guides which cover the film setting in both cultural historical context as well as the perspectives of each character they are to portray. Students have enjoyed these endeavors and speak highly of their experience. Two recent films will be outlined briefly and segments will be shown to the conference audience.

Assembly Line or Workshop: Teachers As Workers, Students as Products

Arden Jensen, Lee University

“Teaching paradigm” is an overused term, yet the concept is essential if one wants to understand effective teaching and learning. My two decades of teaching in two Florida community colleges taught me about the assembly-line approach to offering students bargain education that prepares them to move on in life. My current experience at Lee University, a Christian liberal arts institution, is teaching me how to meet the needs and desires of individual students as they prepare themselves for their life and career callings. Thus, I have worked on the assembly line cranking out students to pass the Florida College-Level Academic Skills Test and in the custom workshop where I am expected to labor intimately with each student to bring him or her to the fullest potential. The extended metaphor of the assembly line and workshop is a way to understand these two instructional models. Both paradigms are in place at various institutions for good reasons. This presentation explores the paradigms and suggests how institutions as well as individuals can learn from both.

Different Learning Approaches for Different Folks

Catherine B. Emanuel, Tennessee Wesleyan College

This paper will give some background into the teach type of learning model but will also add some illustrations of the use of these techniques in courses as diverse as anatomy to geometry to western civilization.

Increasing the Value and Interest in College Core Courses: Integrating the Student's Future Career

Kelly M. Kilcrease, Franklin Pierce College

Generally, students who have already decided on a career track view college core courses in a negative manner as they see little or no association of these courses towards their major and career objective. Although learning in disciplines other than ones area of interest is vital to the student gaining a well rounded liberal arts background, this does not negate the fact that many students struggle with core courses because they have little interest in the subject area. Consequently, in-class career applications is an excellent starting point in bridging a student's major to another discipline and thereby increasing the level of interest. The key component when applying this method is communication among faculty members. Specifically the faculty teaching in the core courses must communicate freely with one another about elements of career applications that apply to their specific disciplines.

Integrative Learning in Teacher Education

Bonita Friend-Williams, Paula Kuforiji, & Rita Mitchell, Columbus State University and Doyin Coker-Kolo, Georgia Southwestern State University

The purpose of this study was to take a preliminary snapshot of education degree

candidates' self-reporting of integrated learning in their programs of study. Forty-one students enrolled in education courses during Fall 2004 semester were asked to respond to the following prompt: "What have you learned this semester that has prepared you to be a good teacher? Consider formal (course content) and informal (experience-based) learning that occurred within this course as well as others in which you are enrolled." Responses were analyzed using a rubric, the Academic Infusion Model (AIM), which was originally designed to analyze the incorporation of multicultural experiences into the mainstream curriculum on college campuses as well as P-12 settings. The assessment instrument that evolved from AIM delineated six components: diversity, introspection, reflection, empowerment, collaboration, and technology (DIRECT). In general, this pilot study revealed a somewhat inconsistent pattern of what learning pre-service and in-service teachers reported that they integrated into their field-based programs.

Leveraging Internships: Integrating Theory with Experience

Claud B. McKenzie & Linda N. Nelms, University of North Carolina – Asheville
Internships are a long-standing and worthwhile part of the education experience, but there is an opportunity to enhance the students' understanding by encouraging the interns to relate their work to the objectives of their curriculum as they are participating in the internship. By meeting regularly with interns (individually, in a group, or by means of distance learning) and asking them to provide thoughtful responses to questions, the educator can encourage the students to reflect on their experience. Students can use journals to show their understanding and create brief papers and presentations to summarize.

Reading and Writing Assignments across the Curriculum

Sandra Rucker, Albert N. Thompson Jr., & Ronald E. Mickens, Clark Atlanta University

One of the areas of interest to the scholarship of teaching and learning is what possible mechanisms can be employed to enhance the learning and comprehension of specific subject matter by students. Such methods/techniques should also be readily transportable to all academic disciplines. These issues are of particular importance to the sciences because success depends on having basic foundational knowledge and good skills in reading, writing, and oral communication. In this symposium we will share, review, analyze, and discuss activities related to enhancing the abilities of students in the areas of reading and writing. While the presenters are from science/mathematics disciplines, their approaches and methodologies can be adapted to the specific needs of all disciplines. Strategies to be presented include the assignment of readings from the original literature; writing short papers on specific course related concepts and/or their oral presentation; the writing of field specific (student) autobiographies; and the inclusion of works related to the contributions of minorities and women to the course subject matter. Our goal is to demonstrate that the use of such methods form the basis for a creative teaching environment and an increase in student interest in the various issues related to the course subject.

Student Oriented Comprehensive Knowledge Enhancement Technique: A Teaching/Learning Model

Norma H.E. Miller, South Carolina State University

The presenter will describe an instructional strategy that introduces a systematic approach to the advancement of active learning and to the development of

innovative teaching skills. This approach obliges all concerned with improving educational outcomes to re-evaluate how information is communicated and how support for the teaching/learning process may be enhanced. One of the major strengths of this strategy is its wide applicability across disciplines and instructional media. The rationale for this instructional strategy, the strategy itself, its philosophical framework, and core elements of the instructional design will be presented.

The Rules of Engagement

Christy Price, Dalton State College and Lynn Boettler & Laura Davis, Kennesaw State University

In attending this session, the participant will: 1) Become familiar with research findings regarding student engagement. 2) Reflect on his/her own teaching techniques as they apply the findings of the research on student engagement to teaching within their individual discipline.

Posters

Changes in Exchange Rates can Open Closed Doors and Can Close Opened Doors

Della Sampson, Dalton State College

Generative Rhetoric of a Sentence and Paragraph to Improve Writing

Wes Davis, Dalton State College

Increasing Student Familiarity with the Psychology Faculty

Jeffrey L. Helms, Kennesaw State University

Perfectionism and Dispositions

Gloria Diane Richardson & Gene E. May, The University of West Alabama

Student and Faculty Perceptions of Quality Teaching and Quality Students

Jason Andrus, Charlotte Christy, Verna Diver, Rich Giner, Nicole Judge, Bruce Saul, David Saunders, Suzanne Simoneau, Dianne Snyder, Christine Terry, Cathy Tugmon, Emil Urban, Donna Wear, & William Wellnitz, Augusta State College

Teachers as Learners . . . Learners as Teachers

Cherry O. Steffen, Luke Beno, Mark Warner, Michelle Kozak, & Beth Mittelman, Kennesaw State University

To Reach 'em, Keep 'em in Stitches

Peggy Ellington & Lacey Pitts, Georgia Southwestern College

Why Do So Many Math Teachers Hate To Teach Statistics?

Richard Stephens, Tennessee Wesleyan College

Interdisciplinary Teaching and Learning

Papers/Symposia/Workshops

Reaching Across Disciplines: The Benefits of Collaborative Teaching

Leigh Ann Spell & Richard Veale, Columbia College

The purpose of this project was to develop and implement an effective, collaborative, interdisciplinary course component for a speech-language pathology (SLP) and a vocal performance course at Columbia College. Benefits for students and faculty will be described. Both faculty members plan on continuing the collaborative, interdisciplinary course component in the future.

Posters

A Themed, Interdisciplinary Learning Community

David Nikkel, William Collier, & Anita Guynn, University of North Carolina at Pembroke

Mentoring

Papers/Symposia/Workshops

Academic Discipleship: A Model Mentoring Program

Dale S. Crandall, Dana Nichols, Garry K. Merritt, Carrie A. Wills, & Maria K. Wold, Gainesville State College

The goal of this symposium is to share our unusual mentoring philosophy with colleagues from multiple disciplines and institutions. Presenters include the originator of this mentoring program, two first-generation mentees, and two current mentees, at different places in their academic and professional careers. After outlining the genesis and history of the mentoring program, panelists will discuss the characteristics of successful mentees and mentors, offer specific techniques whereby mentees can earn classroom and conference experience, and allow two current mentees to provide first-person accounts of their participation in the program. Finally, we will discuss not only our successes, but also our failures so that those in attendance will gain a comprehensive understanding of the mentoring program as it has evolved over time.

Empowering Students Through Analysis of Their Own Educational Experiences

David Blackmore, New Jersey City University

My work uses the analysis of personal educational experience as a central strategy

in the large project of empowering both underprepared university students and the public school children who will some day be these students' students. In my presentation I will discuss how I do this within the context of English courses but will also engage audience participants in a discussion about they might adapt this strategy within their own disciplines.

Renewing the Passion to Teach

Tom Kolenko, Kennesaw State University

Have you been teaching for decades or just years? Has the flame gone out or dimmed in your passion for teaching? Renewal strategies for the classroom will be shared and discussed. Paths feeding intellectual, emotional, and spiritual congruence will be explored following Parker Palmer's proposition that "we teach who we are".

Teaching with Technology

Papers/Symposia/Workshops

Combining E-Learning and On-line Learning in a Living Laboratory

Emily M. Crawford, Savannah State University

The purpose of this paper is to introduce teaching strategies that combine E-Learning with Service Learning in a living laboratory. The living laboratory (The Entrepreneurial Center) is located in City of Savannah, Georgia. The E-Learning (WEBCT) is a Hybrid course. Together these two strategies expose the student to real life experience in a controlled environment.

Combining Traditional Teaching Methods with Technology

Jennie Conn, Southern Polytechnic State University

Professionally prepared PowerPoint presentations that accompany all texts are an

example of modern technology that provides assistance to students and instructor in constructing a cohesive framework of the subject matter. However, as the novelty of the colorful pictures and concise presentation has become the norm, students have become less involved with classroom dynamics. It has long been the accepted proposition that teachers should “hold forth” less than 50% of the contact hours. The remainder needs to be interactive. After the technological presentation, reverting back to old methods of teaching, including having students come to the board, works to involve and engage students on an individual level, where learning actually takes place. This paper will discuss the modern learning tools used in post secondary education today, and how the old methods can be used to not only augment technology, but actually leverage learning potential.

Course Lectures for Online Courses

Steve Davis, Barry J. Monk, & Mary Dwyer Wolfe, Macon State College

There are many who already subscribe to the notion that online courses require more than a textbook, an electronic version of course notes, and the occasional quiz. Whereas, traditional face to face classes are rich in explanation and in the demonstration of processes, these are precisely the activities that are the most challenging to incorporate into an online course. The presenters utilize the philosophy that for every component in the traditional classroom there should be an analogous component in the online environment that is at least as good. Although there are a number of multimedia supplements that are available from textbook publishers that are useful in designing an online course lecture, it is often the case that these do not completely fit the course content and are difficult to customize. We will show some examples of the better pre-made multimedia resources

that we have found to be helpful in putting together an online lecture.

I Didn't Know You Could Do That with PowerPoint!! Some Secrets That Can Enhance Presentations and Engage Students

Bill Hill, Kennesaw State University

Did you know that PowerPoint can be much more than a simple slide show? There are many “hidden” options that users are commonly unaware of included in PowerPoint that can make your presentation more interactive and engaging in the classroom. In addition, this presentation will also demonstrate how PowerPoint can be combined with Student Response System technology in creative ways.

Journey to the Center of the Core: Computers and the Internet in the Core Curriculum

Jorge Perez, Kevin Hurysz, Meg Murray, & Leonard Witt, Kennesaw State University

Computers, digitalization and the Internet have transformed modern society. Commerce, education, communication and socialization will never be the same. Surprisingly, many universities do not require a computing course in the core curriculum. Critical information technology (IT) competencies are often taken for granted, to the detriment of students who lack computing and Internet skills. This symposium describes an initiative undertaken by the Computer Science and Information Systems Department at Kennesaw State University to assess and remediate IT skills needed by all students, regardless of major. The project is evolving along several dimensions: identification of discipline-independent IT competencies, assessment of IT skills among current and incoming students, and curriculum development.

Learning and Assessment in a Wireless Environment: Using Handheld Devices

Lynda R. Daughenbaugh, Richard L. Daughenbaugh, Edward L. Shaw Jr., Susan Santoli, & Paige Baggett, University of South Alabama

The Infrared response system for pre, in-class, and post-class instructional assessment and the Wireless input Schoolpad for instructor mobility allows the instructor to increase student preparedness for class, grade quizzes, summarize results of a class poll, and exams with immediate feedback. The wireless input Schoolpad provides instructor mobility in the classroom, and additionally, recording the instructor's screen information and voice for student and instructor review. By having students use the Schoolpad, information can be added to the lesson. These technologies allow professors to model stimulating lessons for student motivation, high achievement, and provide training for students in using emerging technologies.

Online Exams and Traditional Test Taking Ethics

Jennie Conn & Chastity Moore, Southern Polytechnic State University

Online exams are now being used whether the instruction is an online class or conducted in the traditional classroom setting. Both presenters use online testing; one teaches in the traditional classroom, the other teaches solely online. The traditional instructor/presenter uses a combination of open and closed book online exams that are always timed. The online instructor/presenter believes only open book no time limit exams are feasible with online testing. This presentation will debate the validity of open book online testing, where and how ethics fit, what constitutes cheating during an online test, and the weight that should be given in the syllabus to an exam when online tests (whether open or closed

book) are used as opposed to traditional proctored in class exams.

Student Engagement Despite Class Size: Multimedia Strategies

Susan Copeland Henry, Debra Durden, & Antoinette Miller, Clayton State College

Attendees will participate in multimedia activities that illustrate student engagement in critical thinking, interpretation, synthesis, and study; participate in discussions on the applicability of demonstrated methods in courses across the curriculum; and be directed to the database of other pedagogical methods and resources available from or through Clayton State University.

Using PCP in the Classroom (Podcasting, Camtasia, and PRS)

Charles W. Johnson & Luck Watford, South Georgia College

No matter what the discipline, this presentation will show how you can put all of your class content on the Internet with audio and video with a minimum of time, effort, and cost. In this presentation, we will demonstrate how to facilitate class discussion using a Personal Response System (PRS); novel uses of streaming classroom and laboratory content over the Internet; how a mimio bar, in conjunction with Camtasia, can be used to capture what is written on a white board along with the associated audio; how to stream the video using Macromedia's Flash; and how to record lectures, convert audio files, and create podcast lectures in a minimal amount of time. We will demonstrate. Participants will take part in a sample lab and will be led through the process of creating and streaming the video.

Using Technology to Enhance Communication and Increase Student Learning

Mary Nielsen, Lydia Postell, Sharon Hixon, & Christy Shannon, Dalton State College

This symposium will focus on the strategies, best practices, and problems associated with using technology inside and outside the classroom to enhance communication and increase student learning. We will also address faculty and student perceptions about the use of technology, as well as ways of improving perceptions for the benefit of students and faculty. Though our primary focus will be on the use of technology in reading and composition classes, the strategies and best practices can easily be adapted to a variety of disciplines, and conference participants from English and reading disciplines will be given a means of accessing a number of free online programs for use with their students.

Using Vista to Enhance Classroom Teaching and Learning

Mary Dwyer Wolfe, Macon State College

This symposium will describe how the various Vista tools can and are being used to enhance regular face to face sections of courses. Examples from the presenter's own

sections will be demonstrated as well as discussion on how other faculty members are using Vista to enhance their instruction. Much of what will be demonstrated in Vista is also possible using other course management systems.

Posters

Comparison of the Learning Styles of Traditional and Online Students

Chris Lowery & N. A. Beadles II, Georgia College & State University

The Dynamic Syllabus Online: Deconstructing the Paper Syllabus

Kathleen DeMarco, Georgia Perimeter College

The Rewards and Challenges of Teaching an Online Course Through the University System's eCore Program

Katherine Kipp, Patti J. Davis, & Rachel Harnishfeger, University of Georgia

Undergraduate Students' Perception of an Online Course in Music Appreciation

Herschel V. Beazley, Georgia Southwestern State University

Conference Coordinating Committee:

Bill Hill, Professor of Psychology and Director, KSU Center for Excellence in Teaching & Learning

Todd Shinholster, Director of Conferences, KSU Division of Continuing Education

Linda Noble, Professor of Psychology and Associate Director KSU Center for Excellence in Teaching & Learning

Thomas Kolenko, Associate Professor of Management and CETL Fellow for Reflective Practice of Teaching

Lewis VanBrackle, Professor of Mathematics and CETL Fellow for the Scholarship of Teaching & Learning

Dede Yow, CETL Fellow for Diversity Across the Curriculum

Lynn Lamanac, Administrative Coordinator, KSU Center for Excellence in Teaching & Learning

Lori Buechling, Administrative Coordinator, KSU Center for Excellence in Teaching & Learning