



A Unit of the Office of
Academic Affairs

Teaching Notes

November 2007, Volume 5, Number 2

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

KSU eLearning Faculty Portal

elearn.kennesaw.edu

In an effort to promote and support Technology-Enhanced Teaching and Student Learning at Kennesaw State University, the KSU eLearning Collaborative has designed this portal to connect faculty with the appropriate services and support personnel at KSU. By providing this information in one location, we hope that this site will serve as a starting point for faculty who are just beginning to incorporate technology into their courses. We also believe the portal will be a useful resource for our more experienced faculty. Currently, information specifically related to the KSU Online Course Peer Review Process - and much more! - can be accessed both on and off campus by typing elearn.kennesaw.edu in your web browser.

Recommended Web sites:

Online Journals Related to Teaching

The following Web-based journals contain articles related to university-wide strategic initiatives on teaching and learning and are free to read from any KSU computer.

New Directions for Teaching and Learning

www3.interscience.wiley.com/cgi-bin/jtoc/86011233/

New Directions for Teaching and Learning continues to offer a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and on the latest findings of educational and psychological researchers. Recent issues:
#111: Scholarship of Multicultural Teaching and Learning
#110: Neither White Nor Male: Female Faculty of Color
#109: Advancing Students' Intellectual Growth
#108: Developing Student Expertise and Community
#107: Exploring Research-Based Teaching
#106: Supplemental Instruction
#105: A Laboratory for Public Scholarship and Democracy

Peer Review

www.aacu.org/peerreview/previous.cfm

Peer Review provides a quarterly briefing on emerging trends and key debates in undergraduate liberal education. Each issue is focused on a specific topic, provides comprehensive analysis, and highlights changing practice on diverse campuses. Recent issues:

- Spring 2007: Assessing Student Learning
- Winter 2007: Student Motivation and Achievement
- Fall 2006: Learning and Technology
- Summer 2006: Successful Transitions to College
- Spring 2006: The Creativity Imperative
- Winter 2006: Undergraduate Research

TEaCH Workshop

(Teaching with Technology)

November 30, 2007

9 AM-Noon, CETL Laboratory

Have you ever wondered just how advanced your technowizard students are? Professors Jorge Perez, CETL Fellow for e-Learning, and Meg Murray, Associate Professor, Department of Computer Science and Information Systems have conducted extensive research around their information technology (IT) literacy course CSIS 2101 Computers and Your World. In this TEaCH workshop, Professors Pérez and Murray will discuss their research and create dynamic exercises based upon participant responses on a basic IT skills assessment. Topics include RSS feeds, wikis, podcasts, wireless security, FTP, productivity software, and web development.

Quality Matters Training:

Developing Your Online Course

November 16, 2007, CETL Lab

8:30-12:30 or 1:30-4:30

This training will explore the Quality Matters Rubric and will provide you with the framework that will allow you to build a quality online course. Participants in this hands-on workshop will use the Quality Matters rubric to design their online course and to develop a course development plan.

Teaching with Technology Resource

The IDEA Center (Individual Development & Educational Assessment) at Kansas State University maintains a series of short papers related to faculty development and evaluation: www.idea.ksu.edu/resources/Papers.html. A March 2006 IDEA Paper (#43), authored by Dan Madigan at Bowling Green State University, entitled, "The Technology Literate Professor: Are We There Yet?" focused on the challenges faculty face when teaching the "millennial student" and discussed applications of several technologies that are shaping teaching pedagogy, including blogs, wiki, podcasts, webcasts, and concept mapping software. To read and download this article, visit www.idea.ksu.edu/papers/Idea_Paper_43.pdf. Links to online resources related to this article are available at www.idea.ksu.edu/papers/paper43links/index.html.

The following article is reprinted with permission from The Tomorrow's Professor Mailing List (Msg. #788) <http://ctl.stanford.edu/Tomprof/>

'The Brave New World' of Classroom Technology

Kendall Madden
Stanford News Service

The posting below looks at "Teaching in the Era of YouTube," and points to some interesting new technologies for stimulating student thinking. The article is by Kendall Madden a science-writing intern with the Stanford News Service, on a presentation by Professor Tom Byers of Stanford University as part of the "Award-Winning Teachers on Teaching" series sponsored by the Stanford Center for Teaching and Learning. The article is from the Stanford Report, March 7, 2007, Volume XXXIX, No. 19, <http://news.stanford.edu> © Stanford University. All Rights Reserved. Reprinted with permission.

Regards,
Rick Reis
reis@stanford.edu

Tom Byers, faculty director of the Stanford Technology Ventures Program, gave a talk as part of the "Award-Winning Teachers on Teaching" series.

Teaching in the technology age can be daunting, even for Tom Byers, a seasoned professor (teaching) of management science and engineering. "It's a brave new world of technology out there, and I am just a professor of entrepreneurship in the School of Engineering trying to make my way," Byers said Feb. 22 during his "Award-Winning Teachers on Teaching" lecture, hosted by the Center for Teaching and Learning.

Despite his humble protestations, Byers, the founder and faculty director of the Stanford Technology Ventures Program, is an international leader in technology entrepreneurship education. The McCoy University Fellow in Undergraduate Education, he has received Stanford's Walter J. Gores Award for Excellence in Teaching, the School of Engineering's Tau Beta Pi Award for excellence in undergraduate teaching and three recent national teaching awards.

"Today there will be no death by PowerPoint," Byers announced to the group of about 40 students and educators gathered in the Hartley Conference Center to hear his lecture, titled "Teaching in the Era of YouTube." "We are just going to use everything else. I am going to show you some of the tools I use when I teach."

Byers then took his audience on a tour through Educators Corner (<http://edcorner.stanford.edu/>), a website dense with multimedia teaching resources, such as video clips and audio podcasts of various professionals speaking about their experience and thoughts on entrepreneurship. He showed the audience two thought-provoking video clips featuring Kavita Ramdas, chief executive officer of

the Global Fund for Women, and Guy Kawasaki, managing director of Garage Technology Ventures.

"Why might I use these in a class setting?" Byers queried the crowd. Some audience members said clips give students exposure to a diversity of voices in a lecture, whereas others pointed out they help with pacing. Byers said the clips also allow the professor to jumpstart conversations, as for example, in Kawasaki's video, where he says the point of entrepreneurship is making meaning above making money.

Audio podcasts have many of the same advantages as video clips. But Byers said he has found the visual component more engaging for students in a class setting. Podcasts could be used for class assignments, he recommended.

Teachers can use a host of other technologies to enhance their courses and students' learning experiences, Byers said. These include course-specific websites with available resources and links, wikis, animations, simulations and course discussion boards.

But simply having technology at hand is not enough, Byers said. Instructors must stimulate their students to want to use it. "Unless I show that I am excited about this technology and care about it, the students will not care about it." Byers gave an example of his experience running the Mayfield Fellowship course, a work/study program designed to teach students about entrepreneurship strategies while providing them with a hands-on internship experience with a local start-up. "When I stopped posting on our course discussion board, the students also stopped posting as often," he said.

Byers acknowledged that the use of technology has a few caveats. For example, technology tools are not substitutes for good teachers and good teaching. Some things may still need to be taught the old-fashioned way, with chalk and chalkboard, Byers said.

Incorporating technology into a class session also can greatly increase the amount of prep time involved. For a two-hour class, Byers said it takes him eight hours to prepare. And the creation of a website like the Educators Corner requires a great deal of technical expertise as well as funding. Byers gave significant credit to the technicians who, according to him, had done much of the heavy lifting in the creation of the website. Robyn Dunbar, senior associate director of the Center for Teaching and Learning, added that departments and disciplines are increasingly encouraging the use of these types of tools and investing in them.

"The possibilities are very exciting," Byers said. "Ten years from now I'll be saying, 'Remember when I gave that lecture on classroom technologies? Look what's happened since.'"

© Stanford University. All Rights Reserved. Stanford, CA 94305. (650) 723-2300.

Three KSU Faculty Members Receive Award for STLT-funded Project

Three faculty members from the Education Leadership Department, Tak Cheung Chan, Binbin Jiang, and Judy Patterson, received the Georgia Association of Teacher Educators' 2007 Distinguished Research in Teacher Education Award for their research, "Graduates' and Their Principals' Perceptions of Redesigning A Field-based Educational Leadership Program." Their research was partially funded by a 2006-2007 CETL Scholarship of Teaching and Learning Team Funding Award.

The purpose of this study was to evaluate the effectiveness of an educational leadership program through the perceptions of its recent graduates and their school principals. Graduates who obtained leadership positions after graduation were surveyed and interviewed regarding their perception of their program preparation. Principals of these graduates were also interviewed by the researchers to solicit their feedback regarding essential program components of an educational leadership program to meet future challenges. Findings of this study highlighted program areas that met the educational demands and identified program areas that needed improvement.

CETL Honors Undergraduate Student Researchers

On November 30, 2007, CETL will host a Reception Honoring Undergraduate Research Students. Invitations are being mailed to over 100 faculty members and 350 students who participated in undergraduate research projects during the 2006-2007 academic year.

During this reception, CETL will announce the recipients of two \$1000 travel funding awards for undergraduate students to attend a disciplinary regional or national conference or the National Conference on Undergraduate Research (NCUR) to present their undergraduate research.

For more information, contact Marina Koether, CETL Faculty Fellow for Advancing Undergraduate Research at mkoether@kennesaw.edu

KSU's Student Learning Communities: Facilitating Students in Making Interdisciplinary Connections

Ruth Goldfine and Keisha Hoerrner
First-Year Programs

Beginning Fall 2006, an interdisciplinary team of seven KSU faculty members (Keisha Hoerrner, Ruth Goldfine, Charlotte Collins, Amy Buddie, Emily Holler, Nancy Prochaska, and Brian Wooten representing the disciplines of Communication, English, Visual Arts, Psychology, Business, and First-Year Programs) began a two-year national study to assess interdisciplinary learning in first-year learning communities. The study, supported by CETL's Scholarship of Teaching and Learning Team Award as well as a grant from Evergreen State College's Center to Improve Undergraduate Education, was a qualitative examination of randomly selected work gathered from students in fall semester learning communities.

KSU's research team was one of more than 20 across the country using a protocol developed by Veronica Boix-Mansilla at Harvard University's Project Zero to assess interdisciplinary learning through student evidence. Members of KSU's team traveled to Seattle twice to meet with Boix-Mansilla, members of Evergreen Center's staff, and fellow researchers to explore operational definitions for interdisciplinary learning, discuss the use of the protocol, and design research questions to meet the needs of the various institutional teams.

The preliminary findings of the study have been surprising but valuable. The researchers noted that while a majority of students included interdisciplinary connections in their work, these connections were not always those sought by the instructor, nor did they necessarily invoke those disciplines linked in the students' learning communities. The consensus of the research team was that instructors may need to revise assignments to direct students to consider multiple disciplines when completing assignments, and to call upon specific fields of study (i.e., those linked in their communities). The team's focus this year is to evaluate the evidence from these assignments, with the assumption that explicit direction from instructors will lead to more intentional interdisciplinary connections from students and more integrative elements in their works.

Thus far, the findings of this study have been presented at the 20th Annual International First-Year Experience Conference, July 2007, at Kona, HI, and will be presented in early November at the AAC&U Conference in Savannah, GA. The team also presented a poster at the 2007 Georgia Conference on College & University Teaching. Final plans are to publish a journal article in summer 2008.

Here is the citation for one of our presentations:

Hoerrner, K., Budde, A., Holler, E., Collins, C., & Prochaska, N. (2007, July). *Assessing interdisciplinary learning in first-semester communities*. Paper presented at the 20th annual International First-Year Experience Conference, Kona, HI.

Spring 2008 Teaching Conferences

JAN 2-5: College Teaching & Learning Conference
Walt Disney World Resort, Lake Buena Vista, FL
www.cluteinstitute.com/walt_disney.htm

JAN 18-21: National Scholarship of Teaching and Learning
Conference for Minority-Serving Institutions and Institutions
Serving Minorities Clark Atlanta University, Atlanta, GA
www.caucetinfo.org./2008Conference.html

FEB 15-16: Georgia Conference on College & University
Teaching, KSU Center, Kennesaw, GA
www.kennesaw.edu/cetl/ (under Conferences)

APR 3-6: Association for Asian Studies
Hyatt Regency, Atlanta, GA
www.aasianst.org/annual-meeting/index.htm

MAY 16-18: The Teaching Professor Conference
Gaylord Palms Resort, Kissimmee, FL
www.teachingprofessor.com/conference/

STLT Program Supports Traditional Research in a Creative Manner

Dr. Catherine Lewis

Associate Professor of History and Women's Studies

I was the recipient of a 2006-2007 CETL Scholarship of Teaching and Learning Team (STLT) Award that supported my work in co-editing the textbook, *Race, Politics, and Memory: A Documentary History of the Little Rock Crisis*, with my father, J. Richard Lewis, President of JRL Educational Services. Our book contains a collection of documents -- newspaper articles, political cartoons, excerpts from oral histories and memoirs, speeches, photographs, and editorials -- that help readers understand how this local, southern conflict became a national and international cause. Some of these documents have never been published before or are in out-of-print sources. The University of Arkansas Press recently published our book; for more information, visit www.uark.edu/~uaprinftitles/fa07/lewis.html. Earlier this semester (September 7, 2007), I presented our work at the annual meeting of the American Association of State and Local History in a concurrent session, "Remembering Little Rock: The Politics of Commemoration."

The STLT program offered me a collegial atmosphere in which to brainstorm ideas about how to integrate pedagogy into a traditional textbook. The participants in the group, representing a wide range of disciplines, often presented solutions to research problems that gave me and my co-author new and creative ways to look at this collaborative project. The discussions and workshops were particularly helpful and thought-provoking. The STLT funds helped subsidize the rights and reproduction fees for the book, allowing me to include additional photographs and documents that we otherwise would have had to omit. Overall, the STLT program helped me continue to think about how historical events are commemorated and remembered, which is a key part of my Public History research. As a follow-up to this project, my co-author and I are writing a proposal for a second book entitled *A Documentary History of Jim Crow*.

CETL Faculty Learning Communities

The following KSU faculty members have been selected as Coordinators for 2007-2008 CETL Faculty Learning Communities.

Kathie Aduddell (Nursing)
Development of a Faculty Practice Plan

Beth Daniell (English; Director of Composition) and
Mary Lou Odom (English and the Writing Center)
Writing Across the Curriculum

Linda Webb (Education Leadership) and
Debra Coffey (Elementary & Early Childhood Education)
Building a Legacy: A Senior Faculty Learning Community

Dan Paracka (Office of International Services &
Programs)
Year of Atlantic World

Sabine Smith (Foreign Languages)
Contextualizing the Holocaust

CETL Scholarship of Teaching and Learning Funding Awards

Seven projects have been awarded funding in 2007-2008 as part of CETL's Scholarship of Teaching and Learning Team initiative:

Darina Lepadatu, (Sociology & Criminal Justice)
*Diversity in the Classroom: International Faculty and
Student Learning*

Scott Lewis & Janet Shaw (Chemistry & Biochemistry)
*Understanding Factors that Effect General Chemistry
Performance*

Corinne McNamara (Psychology) & Lisa Samples
(Student)
*Incorporating Small Group Activities in a Large Classroom
Setting: Do they work?*

Sabine H. Smith (Foreign Languages)
*KSU Undergraduates Facilitate After-School Foreign
Language Programs*

Lucie Viakinnou-Brinson (Foreign Languages)
*Traditional versus Modern Forms of Input Enhancement:
The Effect of PowerPoint Presentations and Paired Lists
on the Vocabulary Recall Performance of Elementary
Level French Students*

Chong-wei Xu (Computer Science & Information Systems)
Learning Network Programming via Gaming

Guichun Zong, (Secondary & Middle Grades Education)
*Improving Preservice Teachers' Understanding of Global
Education through Technology*

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

