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REAC ING

THROUGH TEACHING

A NEWSLETTER HIGHLIGHTING CLASSROOM PHILOSOPHY AND PRACTICE AMONG KENNESAW FACULTY

VOLUME 7, NUMBER 3 • SPRING 1994

Two Birds with One Stone:

Using a capstone course to integrate curricular knowledge and assess educational outcomes

Linda Noble, Associate Professor of Psychology, Michael Reiner, Associate Professor of Psychology

As the name implies, a capstone course is designed to “crown” the major, i.e., to help students reach closure on their disciplinary studies. As such, capstone courses should require students to synthesize and integrate previously learned information.

Traditionally, courses such as independent senior theses, specific “senior-level courses” (e.g., History & Systems in Psychology), a practicum, or a “senior seminar” have been used as capstones. However, some educators are dissatisfied with such approaches because they often focus on specialized, narrow topics or entail learning of new information or skills (e.g., History & Systems of Psychology or Practicum).

According to some, a “true” capstone course should attempt to **integrate** the students’ prior learning and encourage them to **apply** their knowledge in novel ways. Such an approach is based on the assumption that students taking the capstone have a common knowledge base from which to work.

Meeting the Need

The Psychology Department recently revised its curriculum to provide students with more coherence and structure in their major requirements and added an integrative capstone course to its program of study. The curricular revision was necessary to insure a

Last summer we received a faculty development grant from CETL to design the psychology capstone course. In a review of the higher education and psychology literature, we were surprised to find that while many advocate the philosophy of using an integrative capstone course for assessment,

Why Do I Teach?

We asked the 1993-1994 Teacher Award finalists to answer that question. This is what they said:

Christine Ziegler, Associate Professor of Psychology. Seven years at KSC.

“Because I love it! Teaching allows me to share what I know and learn at the same time. It’s stimulating, challenging and, yes, at times, tedious, and I love it!”

Tom Scott, Professor of History. Twenty-six years at KSC.

“For me, teaching is a calling. It is not only what I want to do; it is what I have to do. It is the only thing I enjoy doing on a full-time basis.”

more uniform experience for all students entering the capstone course.

In addition to the pedagogical intent of a capstone, such a course can serve as a vehicle for educational outcomes assessment. By examining how seniors integrate prior learning and apply their knowledge to novel challenges in relation to the learning objectives of the major, the department can use “performance assessment” to determine the effectiveness of the major in meeting its educational goals.

virtually no model on **how** to use the capstone for assessment purposes appears to exist. While this made our task more challenging than we had anticipated, it also provided us with the rare opportunity to engage in truly innovative instructional design.

Creating a New Capstone Model

Given our curriculum and the learning objectives of our major, we searched the literature on the

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teaching of psychology to discover activities, exercises and assignments that would allow students to integrate knowledge and demonstrate competencies. These were compiled into an Instructor's Resource Manual. Each activity was labeled in terms of the curricular areas to which it was applicable, as well as the specific learning objective(s) in our major it assesses (e.g., critical thinking, oral communications, scientific method).


The resource manual will allow different instructors to tailor their course to fit their individual styles, yet insure that all seniors "cover the bases."

While we feel comfortable with

this approach to capstone instructional design, we must admit that our plan for the course as a method of assessing program effectiveness could benefit from "creative" collegial input. Activities and assignments from the instructor's manual will provide measures of student performance on particular learning outcomes, thereby documenting their achievements in the spirit of "performance or authentic assessment."

As a final assessment tool in the capstone, students will critically review the literature on a specific question in psychology and prepare a proposal for a research study or instructional

module. This final project will be submitted both in writing and in a formal oral presentation. These products of student learning will serve as "capstone" measures of student performance to assess program effectiveness.

The department will first offer the capstone course in the 1994-95 academic year. We are aware that the effectiveness of our course as an integrative experience and as an assessment tool can only be determined over time and with intense self-study. We are excited about offering the course and are committed to exploring its usefulness to our program. 

HOW TO BUILD A CAPSTONE COURSE

1. **Begin with a dream** - In the ideal world, how would you like to cap the major? What knowledge, skills and competencies do you teach in your program?

2. **Survey the landscape** - Are there models available in your discipline for capstone courses? Check teaching journals and conferences. A prefab structure saves time and effort; clear-cutting the land may require too much.

3. **Lay a strong foundation** - Make sure the department's faculty support the idea. All faculty/courses required for the major contribute to the capstone either directly or indirectly.

4. **Hire an architect** - Have an individual or team from the department develop a "vision" and sketch an idealized proposal. Only later let the engineers or draftsmen scale back the plan.

5. **Develop a blueprint** - The capstone sits atop the structure of the major. It may be necessary to reconceptualize major requirements and/or develop new courses for the capstone to crown.

6. **Hire a project manager** - Someone must be responsible for moving this project from "vision" to "reality," preferably someone who finds the painstaking process of curriculum development interesting (and, personally, must have a low need for immediate gratification!).

7. **Budget for cost overruns** - If you think it will take you a quarter to develop your capstone, make sure to budget for **three!** Departments that begin the process undercapitalized (i.e., not enough time) invariably will make compromises that may affect structural integrity.

8. **Establish the framework** - A scaffold based upon the learning outcomes of your major should be erected to provide support for the curriculum and to facilitate construction from the ground up (i.e., Intro course through 400 level).

9. **Put the capstone in place** - When the structure nears completion, it's time to crown the major. The capstone should be both aesthetically pleasing (i.e., provide coherence and closure to the major) as well as functional (i.e., integrate previous learning and demonstrate achievement of educational outcomes).

10. **Enjoy the view** - Do students finally see the forest from the trees? If you gave them the intellectual tools to build their own home, reward yourself for a job well done!

ADVISING AS TEACHING

Nancy King, Assistant Dean for Student Affairs

Quite a few misconceptions exist about academic advising. Perhaps the most common is that advising is synonymous with the scheduling of classes. In this view, the advisor prescribes courses for students to take and is in a sense a “talking catalog.” Other misconceptions include the belief that advisors can easily be replaced by a computer program, that advising is a boring, repetitious task or that it is altogether unnecessary because college students should simply be able to self-advise.

Granted, there is a kernel of truth in each of these views. The problem, however, is that they overlook the importance of students having personal contact with an instructor in an out-of-class advising setting. Research clearly supports the value of such contact with faculty as a major force in the retention and success of students. But what this research refers to is not the advisor-as-scheduler model but rather what is commonly called “developmental advising.” Put simply, developmental advising is a form of teaching.

New Advising Perception

The developmental advisor views the student as a maturing individual in need of guidance but fully capable of making decisions. According to this approach, advising is a student-centered process concerned more with human growth and development than with prescribing courses. The advisor guides the student with questions such as “What do you want to do in your life?” or “How can this college help you reach your goals and how can it change you?” in addition to the more mundane questions about scheduling classes.

What makes developmental advising so similar to teaching is that, when it is done well, learning takes place. The advisor-as-teacher engages students in serious academic planning and views the college years as an opportunity for students to explore new ideas, to set goals and to grow intellectually, emotionally and socially.

Perhaps the most obvious difference between advising and classroom teaching is that the latter is done in groups with the primary goal being cognitive growth in students. Advising is usually a one-to-one relationship with the aim of growth in several dimensions. But the two activities share student development as their common goal.

Advising and classroom teaching have another thing in common: neither can be done well without preparation. In the same way that instructors need knowledge in their discipline, the effective advisor needs to know information about policies, procedures and programs of study. Students want—and deserve—correct information from their advisors. But, just as knowledge in one’s discipline does not necessarily make an outstanding teacher, it is equally true that the advisor-as-teacher needs other attributes as well as correct answers to specific questions.

Mentoring as the Key

The most important skills that the advisor-as-teacher can exhibit, however, are mentoring skills. Helping students recognize their

strengths and encouraging them to build on these strengths and being a role model that students feel comfortable confiding in are con-

Important characteristics of the successful advisor

- 1) *The ability to listen nonjudgmentally and to hear exactly what a student is saying.*
- 2) *An understanding of student development and differences in learning styles*
- 3) *A knowledge of career opportunities in particular majors*
- 4) *An ability to foster critical thinking and decision-making skills in students*
- 5) *A respect for individual differences in students from diverse backgrounds*
- 6) *An ability to set parameters for the advising session. Having clear-cut goals for an advising session is akin to having a plan for a particular class.*
- 7) *A knowledge of referral sources on campus. Wise advisors, like wise teachers, know that they do not always have the answer or the help that a student needs.*
- 8) *A recognition of the importance of availability. Successful advisors treat advising appointments with the same attention they give to meeting their classes.*

tributions that cannot be overestimated. The student-advisor connection lends itself quite naturally to a mentoring relationship and with it the possibility for out-of-class teaching to take place.

Teaching and developmental advising, then, are definitely related since they are about the same concern: instruction. Viewed in this light, advising is an important activity that should not be relegated to the low status of a nonessential or routine task. Rather, advising is central to the mission of a teaching institution and therefore should be highly valued. Finally, when advising is seen as an extension of the teaching role, our students are the clear winners. 🍎

SEEKING NATIONAL APPROVAL FOR CYTOGENETIC TRAINING

Kathleen Fleiszar, Professor of Biology

Summer stipends are intended to provide us with the opportunity to explore ways to enhance the curriculum and revitalize our professionalism. However, while preparing the application for a summer stipend, the thought at the back of our minds may very well be: "What flexibility this grant will give me if I'm not tied down to the classroom!" Professionally, being awarded a summer stipend meant fulfilling my long-dormant intention to seek approval for the cytogenetic technology program within the Department of Biology. Personally, it meant that I would be able to spend the entire summer with my husband.

But this article is not about those subconscious intentions and secret desires for freedom that a summer grant allows. It is about the student, the department and the college and what this approval means for them.

A little background is in order. In 1987, Kennesaw State College became the second college in the United States to offer a program for the academic and clinical education of cytogenetic technologists (CT). These professionals play a critical role in the diagnosis and management of specific genetic disorders through their jobs as expert laboratory analysts.

Following graduation, these students are both clinically (6 month internship) and academically (B.S. Biology) prepared to sit for the National Certifying Agency (NCA) exam. This makes them very employable and very attractive to the many world-wide laboratories who are constantly seeking certified technologists. The National Accrediting Agency of Clinical Laboratory Sciences (NAACLS) has adopted a protocol for the approval of cytogenetic programs and has encouraged institutions, such as KSC, to submit application before 1995. This motivated me to apply for a summer stipend in order to proceed with compiling the information necessary for submission of an applications to NAACLS by September 1993.

Worth the Challenge

Although compilation of the information and preparation of the application was a challenge, it provided an opportunity to gain insight into where the program has been, how it has evolved and what future directions it should take. This experience has allowed me to modify, refine and perfect the program. The cytogenetic technology program has come a long way since accepting its first student in 1985, but along the way the trials, tribulations and hard

work have led to a program which is characterized by excellence. The benefits of this hard work will ultimately be shared by the students, the department and the college.

Benefits

What does all this mean to the student and to the college?

- In the future, NCA certification will only be open to those individuals who have completed a NAACLS-approved educational program. No NAACLS approval, no certification for our students.
- NAACLS may eventually develop an accreditation process for CT programs. All the better (and hopefully easier!) for me to prepare such an application when the time comes.
- KSC's program presently uses two local clinical laboratories for the internship component of the program. To accommodate the growing number of interested students, more laboratory sites are needed. Laboratories with strict regulations governing the handling of samples will only consider affiliation with an **approved** program.
- More internship sites will certainly benefit the students by allowing them to complete their internships in a timely manner. The availability of different clinical labs also provides a greater variety of clinical experiences for the students.
- For the college, approval means being the only institution in the Southeast with an approved baccalaureate level cytogenetic program. This can only serve to support Kennesaw's role as a leader in the academic and scientific communities.
- Approval for KSC will also serve to attract more science majors to the program, especially those who are looking for a profession with immediate employment opportunities upon graduation.

NOTE: Detailed information on the approval process, as well as a copy of the final application, are available for viewing in my office. (Biology Annex 137; Ext 6162)

Consulting Services: Exploring the Boundaryless Classroom

Deborah Britt Roebuck, Associate Professor of Management and Entrepreneurship

Dorothy E. Brawley, Associate Professor of Management and Entrepreneurship

Although much has been voiced and written about the need for greater collaboration between the academic and business communities, not many innovative approaches have been pioneered. Our school decided to stop talking about such collaboration and do something. In teaching the field of entrepreneurship, we have proactively changed our paradigms about what constitutes an academic education. We have pushed the envelope and explored the boundaryless classroom.

In 1992, our school approved a new graduate M.B.A. concentration in entrepreneurship. Our objectives for the entrepreneurship concentration included: national recognition for innovative, creative, academically rigorous programs and research in entrepreneurship; greater credibility and visibility of KSC with the external business community; development of funding sources to support entrepreneurship education; and a pedagogical design of a new matrix delivery system for entrepreneurship education. We wanted this pedagogical design to foster greater collaboration between the academic and business constituents that we serve.

New Course Offering

During last summer quarter, we offered a new course entitled Consulting Services to begin achieving our objectives. This class was our first attempt at executing a new prototype delivery system for graduate education in business that allowed participants from the business community to cross register into our M.B.A. concentration classes. We selected Consulting Services as the trial course because of its timeliness and applicability to market conditions resulting

from restructuring taking place in the economy.

The nine-week course included both featured speakers and interactive panels drawn from both faculty and invited guest consultants from the Atlanta, Georgia, business consulting community. Over 30 individual speakers with diverse consulting backgrounds participated "pro bono."

The MBA students completed a field consulting intervention project with a local area company. The companies participated as Small Business Institute cases under the Small Business Administration program. A practicing consultant mentor and a faculty member monitored each team. The teams made oral team presentations to clients, invited judges, graduate students and business executives. Following the presentations, the judges awarded fellowships to the top individual and team intervention projects.

At the completion of the course, we received positive feedback from the guest speakers, the graduate students and the business executives. Feedback included statements such as: The course has been the best I've ever been a part of in my academic experience. The combina-

tion of business community and traditional students was innovative and effective. When will the course be offered again? Statements such as these made us feel we had achieved our objectives.

Winning Ways

Then during the winter quarter of 1994, we received a letter from Dr. Robert C. Culpepper, Dean of the College of Business Administration at University of Arkansas. He stated we had won the Program Innovation category of the Southwest Business Deans Association's Innovative Achievement Awards. We felt this was a tremendous honor not only for us but for Kennesaw State as well.

Everyone wins with this class . . . the graduate students, the business executives, the companies participating in the field interventions, the faculty, the invited speakers and panelists, the Small Business Development Center, the Michael J. Coles School of Business, future students of KSC's entrepreneurship programs, and ultimately, the general economy as more and more individuals seek out business opportunities.

Graduate students and business people learning together.. .what an innovative concept!!



Why Do I Teach?

Al Panu, Associate Professor of Chemistry. Six years at KSC.

"Through teaching/learning interaction, the lives of both the teacher and student are often positively impacted for a lifetime. So, for me teaching is a privileged responsibility and service for which I feel adequately equipped and that I thoroughly enjoy performing."

Michael Reiner, Associate Professor of Psychology. Three years at KSC.

"Teach? My wife says I'm a missionary! I'm passionate about trying to provide students with the gift of a quality education great teachers gave me."

Guest Editorial

Anne W. Knight, a graduating senior in elementary education

It is extremely gratifying to receive this academic recognition. During my college career, I have had the good fortune of working with many outstanding students from various disciplines, and thus I feel quite honored to have been singled out today. This is certainly the pinnacle of my academic achievement thus far, and I feel privileged to have this opportunity to share my reflections with you and to highlight the influence the faculty has had on my education and development as an emerging professional teacher.

Kennesaw State College is an inviting institution of higher learning in which students of all ages feel equally welcome and an integral part of the student population. The diversity in student age affords learners the opportunity to broaden their perspective of the real world. In my view, Kennesaw State epitomizes a successful learning institution: The professorate is learned and challenging yet ever-curious and supportive; the curriculum is strenuous yet attainable. What I have gained from my experiences here has far surpassed my greatest expectations of college. I will be proud to graduate from Kennesaw State not only as a teacher, but also, and more importantly, as a lifelong learner.

It is clear that a dynamic faculty that stays abreast of research and current theory is the hallmark of an ever-improving institution. I feel that KSC attracts exemplary professors to our campus who exhibit enthusiasm and expertise. As an education major, I have studied the phenomenon of self-fulfilling prophecy wherein what educators

expect of students is oftentimes exactly what the students produce. Understanding this truth places an awesome responsibility on the faculty; however, your efficacy is certainly commendable. It would be impossible to individually name each professor who has impacted my education in a positive manner; therefore, today I will focus on three characteristics of the professorate which I feel have played a critical role in my success as a student.

“ For the warmth that you, the faculty of Kennesaw State College, have radiated in my life for the last four years, I thank you. ”

First and foremost, I feel the faculty as a whole recognizes the need to establish high academic standards. In order to effectively promote intellectual growth, students must be challenged to rise above mediocrity and to strive for excellence. Judy Mitchell is the personification of this ideal, and I thank her for encouraging students to define the letter grade “A” as truly outstanding work. Dr. Mitchell not only sets high expectations for her classes, but she also has the wherewithal to assist students along their academic journey.

The second quality that I feel the faculty demonstrates is the un-

derstanding of the highly individual and reflective nature of learning. David Martin suggests that his students ponder the belief that there are no right nor wrong answers. Whether one concurs with this philosophy is irrelevant. The emphasis is on the uniqueness of learners. By responding to most questions with a question, Dr. Martin compels his students to formulate their own opinions and articulate their viewpoints.

Thirdly, I feel the faculty recognizes the importance of empowering students to believe in themselves. In every learning situation, students work within the parameters set by the teacher. When the educator views each student as a rich source of knowledge and genuinely respects them as learners, the bounds of the classroom are limitless. I'd like to express my gratitude to Vicki McLain and M.L. Anderegg for consistently creating a stimulating learning environment wherein students recognize their own potential and build trust in their personal academic abilities. Drs. McLain and Anderegg serve as exemplary models of teachers as facilitators versus teachers as instructors. As you know, self-confidence is a powerful component of educational success.

Anne W. Knight recently won the 1993-94 Academic Recognition Award from the University System Chancellor. Her remarks at the KSC Faculty Meeting on March 17, 1994 remind us of what teaching is all about.

Ways of Knowing Among College Students

Isaac Lassiter, Assistant Professor of Education, Hanover College

Steven McCullagh, Assistant Professor of Biology, Kennesaw State

During the winter and spring quarters of 1993, 15 KSC freshmen did what few college students have ever done — they described how they decide whether to believe what they are taught in the classroom. In doing this, they made possible an unusual collaboration between the undergraduate teaching program at Kennesaw State College and the Ph.D. program at Georgia State University.

Groups such as the American Association for the Advancement of Science have identified scientific literacy as a central yet illusory goal of general education. While most students will study some science, few will achieve scientific literacy although it is an essential component of both personal development and intellectual independence today.

Many misconceptions about the natural world are due simply to factual misunderstandings, but others may arise from the cognitive framework or world view that is markedly different from that which facilitates scientific thought and understanding.

The goal of this study was to learn more about the world views of our students, represented here by KSC freshmen who were taking a general education (core) science course. The study sought to determine the extent to which the world views of these students are compatible with the scientific paradigm that is the basis for most science instruction.

The assumption here is that one

aspect of world view, a student's ways of knowing, will influence his or her understanding of the domains and sources of knowledge and will, in turn, direct the student's attempts to understand particular experiences. If, for example, a student's interpretation of a set of scientific experiments differs markedly from that which is inherent in the presentation of

student takes possession of and believes the interpretation, resulting in true or valid knowledge for that student. If plausibility is not confirmed, the interpretation is rejected.

The presuppositions which guide science and science instruction are considered here to include three principal criteria: 1) the universality of patterns in nature, 2) the necessity of empirical observation, experiment and theory, and 3) the existence of causes for all effects (though all causes may not be appropriate for science). What are our students' ways of knowing (plausibility structures) and how compatible are these with scientific ways of knowing?

In-Class Research

This study used a qualitative research methodology in which

15 traditional-aged freshmen were interviewed three times using a semistructured format. The students were asked about 1) how they determine whether or not an explanation is true, 2) the relationships between alternative explanations of the same experience, 3) perceptions of causality, and 4) what factors influence their belief in their preferred explanations. The responses were coded and analyzed according to standard methods for interview interpretation.

Interpretation of the interview data identified more than 40 categories of ways of knowing for these KSC students. The most common of these, in order of frequency, are Authority, Facts, Prior
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Why Do I Teach?

Harriet Gustafson, Instructor of Mathematics, Developmental Studies. Twenty years at KSC.

"I teach basic concepts in mathematics and build students' self-confidence because I truly enjoy starting the freshmen out on their voyage through their college careers."

K. Victoria McLain, Assistant Professor, Elementary and Early Childhood Education. Three years at KSC.

"Teaching is a multifaceted experience where my students and I exchange ideas, reflections, discussions, experiences, feelings and even hopes. What a wonderful way to live!"

those experiments by the science instructor, then the student's learning may be hindered. If we can understand our students' ways of knowing, then we may be able to make science instruction more personally accessible and meaningful to students.

The concept of world view, as used here, is the student's conceptualization of the relationship between Self and Nonself (i.e. between oneself and the external environment). It is based on thinking (the rational process through which one comprehends and interprets phenomena) and knowing (the process through which one assesses the plausibility of that interpretation). If the plausibility of an interpretation is confirmed, the

(continued from page 7)

Knowledge, Experience, Reasonableness, Testing, Evidence, Trust and Understanding. The students valued these ways of knowing highly, and acknowledged between them various relations of contradiction, complementarity and integration.

How compatible were these with the process of scientific inquiry? These ways of knowing were compared to the three criteria for our operational definition of science and identified as compatible, ambiguous or incompatible with those criteria. This investigation found that three of the categories (Testing, Evidence and Understanding) appear to be compatible, while six of the nine categories have an ambiguous relationship with the presuppositions of science instruction. Thus the

world views of these students are characterized by some potential barriers to the learning of science.

Conclusions

If the nine categories of ways of knowing identified here are common to KSC students generally, then what implications may this suggest for educational practice? While this study did not seek to develop implications, it may be useful to consider these categories by grouping them according to four components of the instructional setting. The first is *students' background*, represented by Experience and Prior Knowledge. The second is *didactic instruction*, represented by Authority and Facts. Third is the instructor's *personal relationships and interactive communications* with students, represented by Trust, Understanding and Reasonableness. The implica-

tions of these may be considered for instruction in any discipline. Finally, and most directly relevant to science instruction, is *science as a way of knowing*, represented here by Testing, Evidence and Understanding. Because experimentation and evaluation of data or evidence are two of the most essential elements differentiating science from other ways of knowing and are also among the ways of knowing most valued by students, effective instruction should be explicit and focused on these characteristics of science.

When students understand science in this way, they may be better able to view it as one particularly effective way of knowing, distinct from and not necessarily competing with, other ways of making sense of the world.



A First—The Great Kennesaw Teach-In

To renew and deepen its focus on teaching, the Department of English conducted The Great Kennesaw English Department Teach-In, May 2-6.

During the week, neither departmental meetings nor departmental committees convened. Open classes allowed instructors to become students again and enjoy the luxury of sitting in a desk and learning. The open classes also gave those teaching a chance to interact with brightfaces and willing minds.

With colleagues as students, teachers had the pleasure of dealing with those neither worried by tests nor obsessed with grades. Individuals on both sides of the desks could reconnect with the essence of teaching and learning.

On the Friday of the Great Kennesaw English Department Teach-In, members of the department gathered for lunch. One rule held there: no one could talk about details of classes. The objective was to lift faculty out of

the limited conversation of tests, workload, and the difficulties or complaints of students.

The originator of the Teach-In was Jo Allen Bradham, professor of English, who wanted to return a focus to teaching and to offer fulfillment—if only for a week—to those who say, in the midst of meetings and forms, “If I could only teach and not do all these other things, I’d be happy.”



Presidential Innovation Grants Awarded

To stimulate interdisciplinary approaches to teaching, Dr. Betty Siegel challenged faculty members in winter quarter to submit proposals for special Innovations Grants, of which five have been funded.

Totalling \$12,500, the five grants have focused on enlivening cross-discipline cooperation, creating op-

portunities to explore, in greater depth, the systems and content of teaching and learning.

• Service Learning

A group of faculty from student services, sociology, public administration, political science, mathematics, nursing and education have developed a project designed to

raise the consciousness of faculty, staff, students and administrators about “service learning”—a new paradigm of teaching and learning that links academic training with community service.

(See *Presidential Innovation*, page 10)

Yet Another Essay on Whom I Want to Be When I Grow Up

Michael Tierce, Associate Professor of English

(Full text of Dr. Leggett's remarks are available from Mike)

I recently had the great pleasure of seeing my major professor receive a distinguished teaching award from the South Atlantic Association of Departments of English (SAADE). Listening to Dr. Leggett deliver the customary acceptance remarks, I was reminded of being an undergraduate in one of his sophomore literature courses at the University of Tennessee. I knew he was cool because he could not only explain what Keats meant by "beauty is truth, truth beauty," but he could also comfortably discuss how UT's bend-but-don't-break defense would doom us to another losing season. It took only one more upper-level English course to convince me that he was the man I wanted to be when I grew up (this is still my goal, by the way).

While working with him on my dissertation, I learned that in spite of his widely acclaimed publications and his reputation as one of the university's most successful classroom teachers, he continued to worry as much about his sophomore survey courses as he did his graduate seminars. In other words, he continued to worry about his teaching. Though it's next to impossible to get any consensus on what makes a successful teacher,

most of us would agree that good teachers worry about their teaching. And that is the thesis of the following excerpts from his acceptance remarks.

Excerpts from "Three Notes on Teaching"

By Dr. B.J. Leggett

It's a great honor to be recognized by SAADE. It is not, however, an unmixed blessing, since it carries with it the assignment of a paper on the "philosophy and techniques for successful teaching" (in the words of the award letter). . . .

Is it possible—and this is the point toward which I have been maneuvering—that we don't write more about teaching or that we don't write better about teaching because (for reasons too complicated to explain) we don't possess forms or conventions adequate to the pedagogical essay? What would be a means of expression adequate to the kind of essay on teaching literature that would be equal to the essay on literary criticism? . . . I recommend Nietzsche's aphoristic style as a way of writing about teaching principally because it is undogmatic. . . . It says, in effect, what I'm advocating is serious and I believe it (at the moment), but it's

not the premise of a systematic argument or a part of a larger truth. . . .

Note 1: There is no philosophy of teaching.

The first note takes as its text or intertext two lines from a Wallace Stevens poem called "On the Road Home": "There are many truths/ But they are not part of a truth." My observation is this: there are many philosophies of teaching, and consequently there can be no philosophy of teaching. . . . It's important to recognize, however, that the absence of a definitive philosophy or methodology of teaching should not lead us either to despair or to relativism. Not all teaching is equal. Not all methods of teaching are equal, and the absence of the "true" method should cause us to defend even more passionately the method we currently champion but also to examine it more critically. . . .

Note 2: Nothing works.

. . . In spite of our private satisfactions and pleasures—and teaching on the whole is a pleasurable activity—it usually ends in failure. We're warned against serving two masters. Teaching is an attempt to bring into harmony the mostly incompatible claims of two masters. The tension between the two is contained in the ambiguity of the verb to teach. If you're asked, "What are you teaching?" you might answer "graduate students" or you might answer "modern poetry." We teach people and we teach a body of texts or a discipline. And, except for the best five or six students in the class, to satisfy the strictest demands of one is to frustrate the demands of the other. . . .

Why Do I Teach?

Stanley Sims, Instructor of Mathematics. Eleven years at KSC.

"The reason I enjoy teaching is that I'm a bit of a 'ham.' Teaching requires capturing the interest and attention of students, and then stimulating their emotions and response in order to engage them in the material. I enjoy being front-and-center and commanding the attention of an audience."

Elaine McAllister, Associate Professor of Foreign Languages. Eight years at KSC.

"I teach because it is the most stimulating 'job' I have ever had. Students and colleagues make it both personally and intellectually rewarding."

NOTE 3: The opposite of good teaching is not bad teaching.

. . . If we agree that teaching includes a wide range of activities, many of which must be pursued in and around [academic] departments, then this false scholarly model, which says that the time spent around [academic] departments is time stolen from one's real task, does a disservice to teaching. . . . We didn't promise to be great teachers, but we did promise implicitly to spend time working at it and to worry about it. . . . The scholarly model to which I am objecting is seen most frequently as an attitude of indifference to teaching, and the enemy of good teaching, I conclude, is not bad teaching, not enthusiastically bad teaching, to which we can all aspire, but indifferent teaching. 🍎

Presidential Innovation
(continued from page 8)

The focus of the project was a visit to campus in early May by Neil Merrell, a nationally known expert in service learning who met with student and faculty to discuss how to institute service learning both as course activity and independent for-credit course offering.

• **Global Classroom**

Faculty from history, political science, the library, public administration and nursing were funded to create a workshop on multiculturalism in the classroom. This one-day workshop, run in late April, focused on infusing international and multicultural materials throughout the existing curriculum.

As part of this process, faculty were encouraged to train students to identify key elements in the global community, recognize the dynamics of a global society and develop com-

petencies in relating to people of many cultures within our society.

• **Developing Multi-media Expertise.**

Faculty from psychology, communication and visual arts were funded to assess current and future multimedia capabilities that may be shared by the three departments.

Part of the process was to bring in a consultant to evaluate existing technologies in these three departments and across campus, to demonstrate existing capabilities that may not be readily apparent and to help the departments plan for the 21st century "electronic" classroom.

• **Ivey Teaching Method in World History**

Oliver Turner Ivey was a renowned teacher of world history who engineered a highly innovative and effective method for teaching about the world. The History Department received an innovations grant to run a workshop on the Ivey method for its faculty, who, in turn, will conduct seminars for area high school history teachers.

Once these sessions have been carried out, a policy will be created that will better prepare KSC Social Studies and History majors to teach world history in high schools.

• **Professional Development in Education**

The School of Education was awarded a grant to continue its professional development program begun in 1992 with its conference on teacher education.

The program involved faculty from across our teacher education curriculum and selected education majors who explored the problems and solutions of educational reform, to create implementation goals and strategies. 🍎

CETL Goes Online

Starting spring quarter, CETL has entered the "electronic super-highway" by way of KSC's Gopher system. With the help of Nola Humphries in Academic Computing, we have our own directory accessible from any computer linked to KSC's network.

CETL Online is reached through the CWIS (College Wide Information System) directory and the "Schools/ Divisions/ Department" sub-directory. Once into the directory, you will find:

About CETL. Brief overview of program and operations.

Current Reaching Through Teaching. This is a full-text display of the latest teaching newsletter.

Past Newsletter Index. This is an index (identical to the one in this issue) of all Reaching Through Teachings from 1988. Each vol-

ume is indexed by author.

Current Events. This sub-directory will include on and off-campus programs that focus on teaching.

Professional Opportunities. We envision this sub-directory to be used for two categories of announcements. The first is available to faculty and staff looking for other staff and faculty members to participate in teaching, research or service projects.

The second will involve non-profit agencies in the Atlanta-metro area that need the professional advice or services of faculty and staff members. (Note: if you would like something listed in Current Events or Professional Opportunities- this directory, please send it to CETL.)

Grants and Stipends

Faculty Development Grants and Summer Teaching Stipends have been awarded for the 1994-95 School Year. The recipients were selected after careful consideration by the Faculty Development Committee. Competition for grants and stipends was exceptionally stiff this year, but selections were arrived at with a careful eye toward those projects that best advanced the school and the individual.

Faculty Development Grants

Elizabeth M. Fitzgerald, Assistant Professor of Management & Entrepreneurship.

Will explore the perceptions of the European Community's 12-member single market movement among American businesses, and how those businesses have adjusted strategically to the potential competition of the EC market. Research will be conducted via survey among approximately 1,000 businesses nationally.

Martha Griffith, Assistant Professor of Public Administration and Human Services

Will explore the external and organizational forces that influence ethical sensitivity on the part of state officials, as well as what norms these officials use to resolve ethical dilemmas. Research will be conducted among 700 Georgia Merit System employees.

Willoughby Jarrell, Professor of Political Science and International Affairs.

Will explore the political career of Sen. Margaret Chase Smith, who represented Maine in the U.S. Congress from 1940 to 1972. Research will include personal interviews with Sen. Smith and members of her Congressional staff as

well as in-depth review of documents at the Margaret Chase Smith Library.

K. Victoria McLain, Assistant Professor of Elementary and Early Childhood Education

Will examine the perceptions of parents, teachers and administrators of elementary school students participating in an ungraded educational setting. Research will include interviews, surveys and document analysis.

Penelope Prime, Assistant Professor of Economics and Finance

Will lay the groundwork for an extensive study of market forces in the People's Republic of China. Study will identify commercial enterprises in China as well as suppliers and customers. Dr. Prime will travel to China this summer to begin connecting with selected enterprises.

Kay Reeve, Assistant Professor of History and Philosophy

Will attend seminars on the history of Western American Indians, women in the West and changing representations of the West since the 1880s to support both History of the American West course for fall and the Native American Studies minor.

Dawn Rodrigues, Professor of English

Will conduct three workshops during the 1994-95 school year to stimulate linkages between Academic Computing and individual departments, particularly in the area of integrating technology and writing.

Summer Stipends

Hank Brittain, Assistant Professor of Chemistry

Will support research at NASA's Specialized Center for Research and Training to study the role of gravity in the development of the heart.

Billie Ann Brotman, Associate Professor of Economics and Finance

Will review and analyze data compiled by the State Health Planning Agency on indigent care by public hospitals.

Kurt Daw, Associate Professor of Music and Performing Arts

Will develop a regional teaching conference at KSC in conjunction with Theater as a Liberal Art, a national organization of colleges.

Sean Ellermeyer, Assistant Professor of Mathematics

Will develop computer investigation programs for use in the instruction of math that will lead to self-directed mathematical inquiry.

Alan LeBaron, Assistant Professor of History and Philosophy

Will study the teaching philosophy and methods of Dr. Juan Jose Arevalo Bermejo that will lead to a campus wide workshop on the subject.

Virginia Rice, Assistant Professor of Mathematics

Will investigate graph theory as applied to communication networks in preparation for future grant activities and as part of an ongoing effort to include undergraduates in research.

Kendall Smith, Instructor of English

Will develop a "Virtual Writing Center" that stores writing models from various disciplines and is capable of being accessed through the Writing Center by any computer on campus. 🍎

Why do I teach?

Richard F. Welch, Associate Professor of Communication. Six years at KSC.

"For me, teaching is actually all about students—when I get a student who sits up suddenly and says, 'Now I get it,' I know I've done my job right."

Assessing Memorization vs. Understanding

Diane L. Willey, Director of Educational Research and Assessment

A number of systems presently exist for categorizing educational outcomes. The best known of these is Bloom's (1956) cognitive Taxonomy of Educational Objectives. While the taxonomy is helpful for thinking about learning outcomes, it does not always clearly show how to structure the assessment tasks. This article describes an approach to constructing tasks which assess not only memorization, but also understanding of ideas and application of discipline concepts and principles.

In planning and teaching courses, I have found it helpful to think about cognitive learning outcomes in three categories: 1) information to remember; 2) ideas to understand, and; 3) concepts and principles to apply.

The assessment of each type of outcome requires tasks which are structured in different ways. These assessment tasks could be presented as test questions, papers, projects or performances. However, we can't just spring these tasks on students unannounced.

Memorization

Remembering information is the most familiar learning outcome and the easiest to assess. Because it is so easy, we often over-emphasize this type of learning outcome, rather than thoughtfully selecting the information to be memorized.

The keys to effectively assessing memorization are presenting exactly what the student is to learn, providing time for rehearsal in class or as homework assignments and presenting an assessment task which is IDENTICAL TO the rehearsal task.

For example, if we want students to "know" the different types of variables in scientific experiments, we

usually mean that we want them to recall this information on demand. We need to tell the students which specific types of variables we expect them to recall and allow sufficient time for them to memorize the information.

If we want the information spelled or pronounced correctly, we also need to tell the students so. The assessment task might be questions presented on a test, in class or even to a team in a game format like Jeopardy. The variables asked for in the assessment task must be the same ones we told the students to memorize. No surprises!

Recently, discussions on the learning outcome for memorizing information have focused on two different issues—the particular information that should be memorized by an educated person and the need to reduce the excessive focus on memorization and increase emphasis on understanding and application.

Understanding

The key to assessing understanding is to create tasks that have NOT been encountered by the student in previous assignments or class activities. Learning tasks should provide NEW questions, examples, cases or situations.

For example, suppose I want students to demonstrate that they understand the concepts of independent variables (IV), dependent variables (DV) and controlled variables (CV) in experiments. Tasks to assess students' understanding of these ideas could include having students define IV's in their own words, describe key characteristics of DV's, and identify similarities and differences between

IV's and CV's. I also could phrase a definition in different words from those used in class and ask the students to identify the concept being defined, or present an inaccurate description of characteristics of a DV and ask the students to tell me whether or not it is accurate and explain their reasoning or correct the errors.

Any of the same tasks could be used for learning rather than assessment. The KEY, however, is that a particular task should not be used for both learning and assessment.

Application

Assessing application of these concepts might involve giving students descriptions of experiments and asking them to identify the various variables or asking them to select appropriate variables for an experiment to test a particular hypothesis. As with assessment of understanding, DIFFERENT examples of experiments must be used in the assessment and learning tasks. If I give the students the same examples for the assessment that were presented in class or assignments, then I am merely assessing how well they memorized the practice examples.

To successfully assess students' ability to remember information, understand ideas, and apply concepts and principles, we need to provide students not only with appropriate assessment tasks, but also with similar types of tasks as learning activities.



Why Do I Teach?

Lana Wachniak, Associate Professor of Sociology and Criminal Justice. Six years at KSC.

"I teach because I enjoy seeing the bulb light up in a student's mind when he or she has learned something new, or has learned a new way of looking at something."

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Taking Teaching Seriously

Betty L. Siegel, President

When we selected "Taking Teaching Seriously" for this year's campus theme, none of us could have predicted the challenges that would beset our campus, nor the professional responses you have had to those challenges.

To me, it demonstrated clearly that the folks at KSC—faculty, staff and administrators—do take their jobs very seriously.

We have looked at teaching—formally and informally, individually and as an institution—from a number of angles this year. We have hosted the highly successful Sixth Southern Conference on the Teaching of Psychology, so ably developed and managed by Bill Hill and our psychology department.

We hosted the first statewide Conference on College and University Teaching that brought an overflow crowd of teachers from 25 different system colleges to discuss teaching innovations and issues.

We hosted a visit by Neil Merrell, a nationally known expert in service learning who conferred with faculty and students about taking the classroom into the community through projects and internships with non-profit agencies.

And Kurt Daw has been awarded a summer stipend to develop a regional conference on teaching theater arts.

On a more personal level, I have had the opportunity to visit with 30 classes this year, talking with students about their aspirations and anxieties. Although they had serious concerns in many areas, the one universally positive aspect students identified was the quality of teaching they receive here. Students were eager to share the names of their favorite teacher, and almost all had stories of faculty who had made a difference in their lives.

Teaching is getting harder. Demands by students, as well as restraints of budget, space and time all

place increasing pressures on an already maximized faculty. But you keep going—keep providing what I modestly believe is the best education in the University System. And I believe you do it because you are committed to your profession—because you take teaching seriously.

Although we will address other themes in years to come, please don't

think that our resolve to take teaching seriously will diminish. We must build on our sterling reputation for teaching excellence and focus on "value-added" education, where teachers become mentors, reaching out to students in more dramatic, more influential ways.

As this year comes to a close, know that my admiration for you and the job you do continues to grow, because I have seen just how seriously you take teaching.

To A Dean, Who Will Be Missed

When I came to KSC six years ago, I met Dean George Beggs. At first, I was overwhelmed by his adherence to formality and his "larger-than-life" aura.

Since then, he has become for me a role model, a guide and a champion. In his own, inimitable way, he has allowed me to

experiment—to try and sometimes fail. But always, he has been there to point me in the right direction. All of us in Humanities and Social Sciences will miss his leadership. Some of us will simply miss "The Dean." Thanks.

Richard Welch

REACTING

THROUGH TEACHING

Contributions from KSC faculty are solicited. Please submit articles to CETL on a 5.25" or 3.5" disk in WordPerfect. Preferred length of articles is 900 words. Deadline for the Fall, 1994 issue is October 5.

Giving guidance and vision to CETL is a Faculty Development Committee including the following:

Jo Allen Bradham, Ph. D.	• Professor of English
Randy Elmore, Ed. D.	• Associate Professor of Education
Jackie Givens, B.A.	• Coordinator of Sponsored Programs
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