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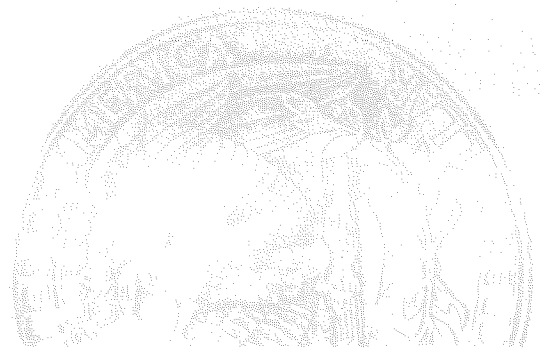
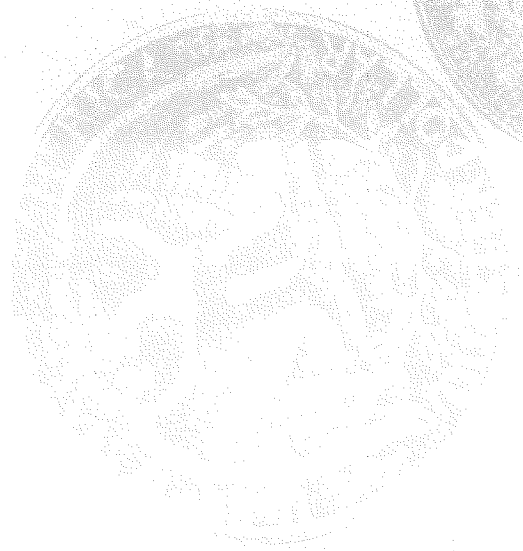
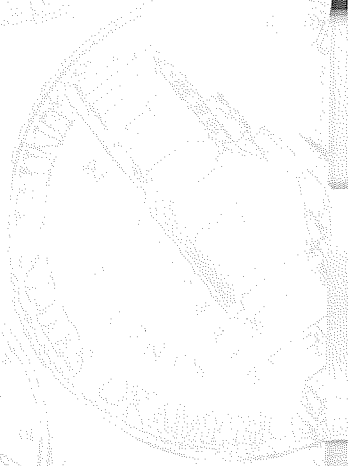
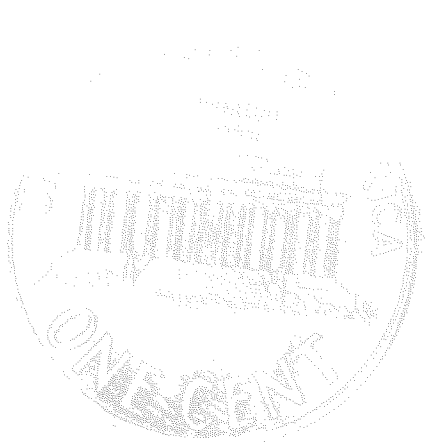
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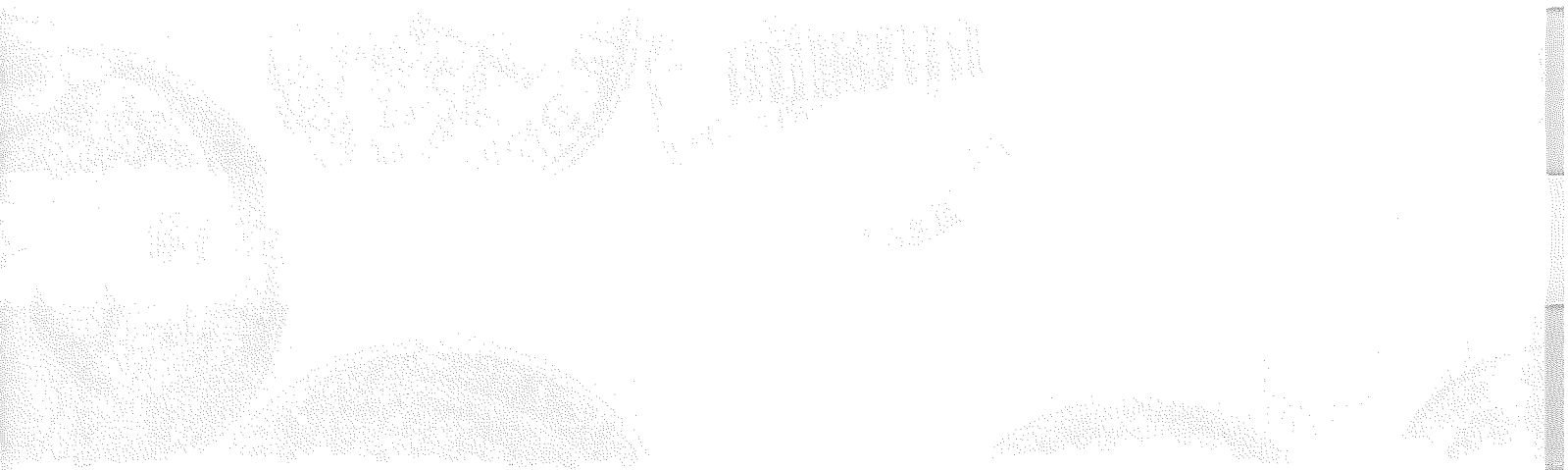
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Reaching Through Teaching

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SUBJECT: A COMMUNITY OF LEARNERS

LANA WACHNIAK, DIRECTOR, CENTER FOR EXCELLENCE IN TEACHING & LEARNING, KENNESAW STATE UNIVERSITY

My colleague Chris Jansen, who does the layout for *Reaching Through Teaching*, and I were talking about a cover for this edition. Because the articles deal with so many innovations in teaching, I wanted a cover that depicted “change.” Chris is both artistic and creative, whereas I am only creative. I asked him to think about a cover with coins depicted in the foreground and with a tsunami bearing down on the change in the background. He created the cover you now see (sans a part of my creativity).

How can we engage students in the learning process during a time when they are bombarded by information and social institutions that are continuously hit by waves of change? The freshmen on our campuses are not naive 18 year olds who passively wait for knowledge to be poured into their heads. They are not unaware of what is taking place around them. Our students are adults, despite their ages, who want an education and who realize that an education means more than memorizing a text and course notes. An education means thinking and doing and understanding.

The changes that are occurring in higher education are at once both exciting and frightening. We are expected to change not only what we teach, but how we teach. The articles in this edition of *RTT* engage us as we consider new ways of thinking and learning. The writers, many of whom recently presented their work at the Georgia Conference on Teaching and Learning, discuss the changes they have made in their content areas, processes and pedagogies. They engage us with their words, ideas and personalities. Jeff Gutliph and Donna Schlossenberg, for example, humorously focus on the process they experienced to enhance online teaching. Don't look here for a discussion of the technology they use, go to their web-site for a hands-on primer. Several other authors point you to web-sites with valuable educational material. Not only has teaching changed, but the means for disseminating information have changed tremendously. We are members of both face-to-face learning communities and virtual, asynchronous learning communities.

Change in faculty development opportunities was spurred by one of the Chancellor's initiatives in 1994. Budget redirection and teaching and learning grants have encouraged teachers to experiment with new technologies, techniques and curricula. The workshops and programs we now conduct on campus accommodate around 800 participants, the state-wide teaching conference supports the discussion of ideas between 300 faculty members, and *Reaching Through Teaching* allows us to share innovations in education. Colleagues throughout the university system

have collaborated in these exchanges of knowledge. Many of my friends at KSU volunteered to conduct workshops on technology and other topics four years ago when faculty development workshops were relatively new to our campus. Over the years they have continued to offer their expertise to others. My gratitude extends to Martha, Joe, Chuck, Cathy, John, Bernie, Ameeta, and Vassilis, who are representative of the many faculty members who have shared information with others. I also appreciate the support of Dr. Betty Siegel, KSU's president, who has always encouraged me to experiment and try new and different approaches to faculty development. Whenever she sensed that I was getting an itch to return to full-time teaching, she said “Lana, there is no difference between what you are doing now and what you used to do . . . it is only that your classroom has changed.”

I have also had the good fortune to collaborate and coordinate with colleagues across the state who have contributed their time and energy in the pursuit of excellence in teaching and learning. Although I can name at least one person from every institution in the system with whom I have had the pleasure of working, these are some who stand out in my mind: Pam at Dekalb, Mark at North Georgia, Brad at Clayton, Ulf and Chris at Darton, Trish at UGA, Steve at GaTech, Christine at VSC, Harry at Georgia State, Bobbie at Georgia Southern, Joel at Dalton, and Mary at East Georgia. Jessica and Linda, two colleagues at the USG Central Office, have offered encouragement and support for faculty development endeavors on this and other campuses.

Change is inevitable in our professional lives. I will be moving from my position as the director of the Center for Excellence in Teaching to chair of a new and exciting department on the KSU campus: Sociology, Geography and Anthropology. I've learned an important lesson in this faculty development role during the past four years that has enhanced my teaching and will help me in my new job: collaborate, cooperate and coordinate in order to make a more positive impact on teaching and learning. *

RETHINKING TEACHING ABOUT TEACHING: A RATIONALE FOR WEB-BASED TECHNOLOGY

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This isn't a paper about why one should use technology in teaching at the college or university level. It's not even a paper about how technology can improve teaching. Rather, it's a paper designed to encourage faculty members to rethink their teaching in light of their students' learning and the possible role that technology plays.

If our definition of teaching and learning is the transmission of information, then technology represents a threat to the way that we work. From a transmission of information orientation, we are likely to view the role of technology helping to present information to students by using PowerPoint slides for a lecture or establishing a web site. But if we view teaching as being primarily transmitting information, there is likely to be a more effective lecturer beamed in by satellite or a more entertaining (or at least, less expensive) presentation on videotape. On the other hand, just as the technology of printing textbooks didn't replace lecturers in the medieval university but made them more effective, technology becomes a tool which can enable us to promote more effective teaching and learning.

Consider these concepts in teaching and learning and how technology plays a role in helping faculty to become more effective. Literature on teaching and learning (Laurillard, 1993; Svinicki, Hagan, & Meyers, 1996) emphasizes these shifts: (1) A change in the role of the faculty member from being a transmitter of information to a facilitator in helping students access information. (2) This shift produces a more a student-directed than teacher-directed classes. (3) A shift in emphasis toward more process-based instruction that provides students the tools for continued learning as opposed to a content-based focus. (4) An emphasis on presenting learning in a context in which the students understand the information and tasks in relationship to their personal goals and backgrounds. (5) An emphasis on presenting multiple options and opportunities for students to learn.

Even more important than the trends in teaching and learning described in the professional literature for rethinking and redesigning a course are the desired outcomes for that course. Faculty must decide: (1) What changes in knowledge/skills do I expect from students by the end of this course? (2) What difference will the knowledge/skills make in five years? (3) What have I provided with regard to continued student learning with regard to this course, e.g., attitude change and motivation? (4) What changes do I expect in myself as a result of teaching this course?

For courses in fields of professional development (e.g., teacher education, nursing, and business), we expect to pre-

pare students to be effective decision-makers. In courses in professional development programs the concept of affordances is emerging as an important component in teaching and learning (Walker-Andrews, 1993).

Affordances are the way in which an individual experiences a concept or event. That is to say, the combination of the objective qualities and subjective perceptions of an event make up its affordances. Awareness of affordances is a critical component of instructional design when students are expected to be decision-makers because the ability to accurately perceive problems, define, and categorize problems is the initial phase in decision-making.

The role that technology plays in helping students become effective decision-makers begins with access information and content. Technology offers multiple opportunities to develop student skills related to affordances for decision-making. In teacher education programs, for example, it is essential that students are able to assess pupils' learning problems (i.e., affordances) in order to select appropriate instructional interventions. Web-based technology provides the ability to record samples of pupils' reading error patterns and makes them available for analysis by students preparing to be teachers. This can be done by recording reading samples on a digital recorder (e.g., the recorder on a lap top recorder) and saving them as .avi files linked to a course web site. These files can be downloaded and played through Windows 95. In this way the technology enables students to control their own access to critical course materials.

Using current research tools, such as Galileo, enables students to access current information on line that previously had been available only in the most extensive research libraries. In addition to Galileo, additional specific resources can be linked from the course web site. Depending on the content emphasis of the course, government sites and specialized libraries and resources can all be made readily available to students using web-based technology. The access to information involves more than access to printed materials. It can also mean access to people. Using technology students can contact resource persons, authors, and authorities for information on topics that are germane to the courses that they are studying.

It is important to understand the role that the faculty member has as facilitator in the process of accessing information. Faculty can model decision-making in search techniques, can teach students an appropriate way to access people and request information from them, and set a general tone of how the investigation of a topic brings its own

level of satisfaction. If our goal is to enable our students to become independent learners, then a shift in our role as facilitator for, rather than deliverer of information, is critical.

A final major way in which technology offers access to information for students who are preparing to become decision-makers is through providing students with connections with real-life situations. Videotapes offer a convenient way to capture real-world settings. Even more flexibility is provided through digitizing the tapes on to compact disks. The CD format allows easy access to each clip and the ability to easily review a segment of a demonstration. The CD format offer real promise as a means of developing the skills to assess real-life events (affordances) in preparation to make decisions about whether and how to intervene.

Technology offers more options in developing decision-makers with respect to increased communication between faculty member and students and among students. With the coming of the semester system to the University System of Georgia, planned interactions in communications among faculty and students will be redefined. E-mail advising, listservs, discussion groups, and conference rooms/chat rooms offer additional options to increase this interaction. For example, using the "forms" option for Microsoft FrontPage, a faculty member can include a student response possibility on a course web-site. This will enable students to provide anonymous feedback between classes as to what they did or didn't understand about a particular class. This can be an especially helpful option with regard to clarifying information that students can understand and adding information that may have been omitted, or in confirming that they did understand.

In addition to soliciting information about the clarity of the class, providing content on a course home page and having students interact with that material promotes the process of teaching and learning. Additional information to assist in assignments can be posted on the home page. Students can be asked to turn in work or, after a class discussion, provide addendums to their assignments that can be turned in using the "forms function" on a class web site. The effect of this technology is to extend the interaction between the faculty member and student beyond the limits of the class and use the intervening time between classes to promote additional learning.

Technology offers options for students to communicate with each other on collaborative projects. The tools for this are varied, depending on the sophistication of the students (and faculty). Students can use a discussion list site to read and react to ideas developed by their classmates. Using the cut and paste functions of the operating system, students can transfer the content they have developed on a word pro-

cessor and collaboratively construct reports and projects electronically on a class discussion site.

Finally, technology offers multiple options for learning for students. Unlike a linear instructional design that is teacher-directed and locks students into following a pre-set instructional sequence, faculty can structure technology to offer students the flexibility to access course information in multiple ways. Web-based course resources provide student-directed options to select, review, and repeat access to resources. Technology also offers students access to resources about developing the skills needed for academic success. Excellent links exist to resources for writing papers, study tips and assistance in using texts (<http://www.gsu.edu/~esljmm/studyskills/Studyweb.htm>).

In conclusion, it is necessary for the faculty member to have developed a clear sense of the knowledge and skills that students are to develop within each course before considering which, if any, technology might be appropriate and how it is to be applied. As one considers what a student might use from a particular course in the future, it become clear that if we see our role as one of presenting content, then we risk our courses becoming as books, i.e., useful, but at risk of quickly becoming out dated and easily shelved. If, however, we view our role as developing the process of learning in our discipline in our students, their experience from our courses will continue to grow as they expand and elaborate on what we have planted. *

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THE ON-LINE PROFESSOR: USING INTERNET TECHNOLOGY IN COLLEGE COURSEWORK

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Only two or three years ago, the Internet was a mere curiosity to most educators, even those involved in research activities. It was too new, its full range of uses were not known (and still aren't, for that matter!) and the technology itself seemed distant and unfamiliar from the everyday routines of instructors and students.

Currently, however, the use of Internet resources in education is exploding at all levels, from pre-school through graduate school. Several things have occurred that help explain why.

First, and perhaps most important, the technology has become *easier* to use for those who are not computer experts (like myself). When I first started exploring the Internet, I needed constant help and prompting from computer-savvy students and academic computing staff. The technology has become so easy, though, (the experts call it "goeey") I now find myself able to help colleagues and students use on-line resources and adapt them to the classroom.

The second thing that has happened is that the sheer *amount of content* on the Internet has expanded dramatically. It's now possible to find a wealth of resources and ideas for classes on everything from medieval art to advanced physics, and everything in between.

Another development is the fact that more and more people are buying and using computers, thereby increasing students' and instructors' *access* to the Internet. This is partly due to the lower cost of computers, due to increased competition, and partly a result of people finding more and more uses for the technology — for everything from family finances to games, e-mail communication, and on-line research.

College instructors have found a number of educational uses for the Internet, including communicating with students via e-mail or bulletin board systems, discussion groups using newsgroups and listservs, the use of World Wide Web pages for posting class syllabi, schedules, assignments, quizzes, etc., on-line research assignments (either individual or group-focused), video-conferencing and distance learning, and even teaching courses entirely on-line.

E-mail—The simplest and most-often used on-line resource is electronic mail. The ability to send and receive electronic messages has greatly expanded opportunities for contact between instructors and students. Having the instructor's e-mail address on the course syllabus allows students to send questions, make appointments, or turn in

assignments. It is also a convenience for the instructor, as it can save time and save paper.

An instructor can also send mass e-mails to an entire class or a specific group by creating a "nickname" and entering students' individual e-mail addresses. If you have Eudora, this is done by clicking Tools, then going to Address Book.

Bulletin Board Systems (BBS)—A BBS is a form of on-line discussion group. Using a BBS can be a great way to carry on class discussions outside of the physical classroom and encourage students to interact with each other on-line. One benefit of an on-line discussion forum is that it increases students' opportunities to participate — especially those students who may not be particularly talkative in class.

I have had good results from a BBS system for my classes hosted by the KSU server. To get a look at the courses using BBS, point your web browser to bbs.kennesaw.edu. Moderated discussion forums, such as those hosted by a university BBS, require a password to post a message on the system, but anyone with a web browser can read the messages.

Newsgroups & Listservs—A newsgroup is another type of discussion forum, in which people with similar interests, whether occupational, academic, or leisure, can exchange information and carry on discussions. Most newsgroups are maintained and distributed by a system called USENET. It works the same as a BBS; users post messages and interested parties can read them.

Depending on what browser you have, you can click on News Server or Discussion Groups and view the newsgroups available on your system. Newsgroups are broken down into categories, such as "alt" for alternative topics, "k12" for education topics, "soc" for social issues, and so on. Each category will have hundreds or thousands of active newsgroups on a number of issues and interests.

One classroom use for newsgroups is to assign students to find discussion groups appropriate to the discipline or course and follow the discussions. Many students are able to tap into sources of information about an issue or topic that are not available elsewhere. There are a number of

specialized discussion groups that would be of interest to students and instructors.

One good place to start is www.liszt.com/news/, which is searchable database of newsgroups.

A *Listserv* is yet another type of discussion group that allows users to subscribe to an e-mail list that distributes messages. A student can subscribe to a specific group on, say foreign language education. They will then receive messages from this discussion group in their e-mail, which they can read, respond to, or delete. A good place to find a list of academic-oriented Listservs is n2h2.com/kovacs/.

World Wide Web Pages—College faculty can use a web page for a number of things. And the technology has become so easy, and there is so much help available, there is no longer a “good” reason why every instructor can’t have their own web page or pages.

Many faculty have “personal” web pages that list their academic specialties, research and professional interests, etc., and have links to other pages that have detailed course information. Some just have course syllabi posted. Others may post lecture notes, homework assignments, inter-active quizzes and exercises, links to research information, and access to class discussion groups. To catch a glimpse of how some college instructors are utilizing web pages, go to one or more of the following web sites:

www.bus.iun.indiana.edu/users/larry/faculty.htm;
acc6.its.brooklyn.cuny.edu/~phalsall/; www.und.nodak.edu/instruct/knorman/521/bandlit.html. To see some examples of inter-active web pages, try walking through a heart dissection: www.heartlab.rri.uwo.ca/dissection/dissection.htm
Do some French grammar exercises: www2.sp.utexas.edu/fr/student.qry
Plot some geometric models (www.geom.umn.edu/~fjw/pisces/demos/models.cgi).

On-line Research Assignments—One of the greatest uses of the Internet for education is individual or group-focused research. More instructors are assigning students research projects that involve using the WWW for accessing research data, government documents, scholarly journals, reports from think tanks and private foundations, and sites for academic research. As more information becomes available on-line, students can cast a wider net in their research activities.

For example, in my political science courses many students have great success using sites like Thomas (thomas.loc.gov), which is a site supported by the Library of Congress, providing access to its database on current and past legislation. Another popular site is VoxPop (www.voxpop.org), which is a gateway to hundreds of sites relating to government and political research.

Instructors and students in the physical sciences may start at the homepage of the National Science Foundation

(www.nsf.gov); those in English or literature may want to visit the Literature on the Web Index (www.nagasaki-gaigo.ac.jp/ncs/faculty_staff/ishikawa/amlitlk/19th/real_ind.htm). One word of warning, though—make sure students document their sources, especially the primary source of information. There is a fair amount of junk out there, along with undocumented sources. However, if sources are meticulously documented, it needn’t be a problem.

On-line Courses—Many colleges and universities now allow students to take courses entirely over the Internet. Visit one of these “virtual” classrooms at the University of Maine: (www.enm.maine.edu/courses/business.bua263web/). Or how about this, a consortium of several western states have joined forces to create an on-line credit-granting institution of higher education, where courses are exclusively on the world wide web — visit Western Governors University (www.westgov.org/smart/vu/vu.html).

Course Management Software—There are software programs available that are tailored to the needs of college instructors who are looking for a package, or “suite” of applications that bring together various tools and resources useful for on-line instruction. Some of the better known are Web Course in a Box, TopClass, and WebCT.

Academic institutions may be able to get preferred rates for site licenses, depending on the number of users. I have had good results using Web Course in a Box for my upper level classes. This program allows the instructor to post course information, syllabi, lecture notes, schedules, special announcements, links to class discussion forums, and links to WWW sites. All of the features are integrated into one package that students can access by using a login ID and password.

On-line Resources For Instructors—There are a number of helpful resources for college instructors who want to use Internet technology in their courses. There are sites of interest for beginners up to advanced users on everything from how to set up and use discussion groups to how to use a homepage and post inter-active exercises.

One place to start is the World Lecture Hall (www.utexas.edu/world/lecture/index.html), which is a huge set of links to college courses currently using Internet technology, from Accounting through Zoology. Also, check out Teaching Sites on the Web (www.unc.edu/~healdric/soci380/weblinks.html) and the City University of Hong Kong (edtools.cityu.edu.hk/wwwtools). For an index of web links that can take to these sites and much more, visit the educational technology links on my homepage: ksumail.kennesaw.edu/~kswint/bookmark.htm. *

Editors Note: This article is a report done by the author in fulfillment of a Kennesaw State University Summer Stipend Award during the Summer of 1997.

PROVIDING GUIDANCE FOR INTERNET USE

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More and more faculty are finding the Internet to be a valuable teaching tool and are incorporating its use in their courses. This tool is a vast resource for obtaining and exchanging information, but it is unrestricted and unregulated. Unlike traditional resources which are reviewed and edited by professionals, anyone with HTML skills can create and upload a home page. Many students are not discriminating users of Internet resources because they lack the experience or training to make qualitative judgments about available online information. Also, many faculty and students are not aware of their legal responsibilities regarding use of information on the Internet. If students' practices are to meet expectations, it is helpful for instructors to provide/model evaluative and legal guidelines for Internet resources. The purpose of this article is to describe those guidelines.

Guidelines for Evaluating Internet Resources

Online information is distinguished from traditional classroom materials by three characteristics. Information on the Internet is extensive, dynamic, and readily accessible. It is provided by individuals and organizations from all countries and on every topic; it is modified, revised, or deleted with relative ease; it is obtained immediately, inexpensively, and without a great deal of effort. However, the infinite number of reputable sites can be located right beside limitless unreliable sites. Because teachers and students have a greater responsibility in determining the quality and usefulness of Internet resources, it is necessary to provide strategies for: a) making decisions as to what information should be used, b) for selecting that information, and c) for limiting the flow of information to accomplish instructional goals.

The three main categories of criteria for determining a site that is reputable, reliable, and easy to use are content, design, and access. Content is the most important of the three and involves the validity and reliability of the information. Design refers to the overall appearance and manner in which the site is presented. Access refers to the retrieval mechanisms allowing full and appropriate access to the available information. Below are a few guiding questions in each of these categories for evaluating Web sites.

Content

Purpose - What is the intent of the information? Why is it being communicated? Is it clear who is sponsoring the

page? Is there a link to a page describing the purpose of the sponsor? Is there a way to verify the legitimacy of the sponsor? Is there a phone number or postal address to contact for more information?

Authority - Who wrote the site? Is the author qualified in the field? Are the author's credentials clearly stated? Is contact information for the author included in the Web site? What does the URL tell you about the site? Is it an educational institution or government or commercial? If it is a commercial site, is it a source you can trust?

Accuracy - How well researched is the presented information? Is the information based on research or unsupported generalizations and personal opinions? Does the site contain documentation and references? Are the sources clearly listed so they can be verified in another source? Is there a reliance on secondary source material over primary sources? Is it clear who has the ultimate responsibility for the accuracy of the material?

Objectivity - Is the information presented in a manner free from bias, propaganda, or misinformation? Does it contain the personal agenda of the author or a specific group? Is the information provided as a public service? Is the information free of advertising? Is any advertising on the page clearly differentiated from the informational content?

Currency - When was the page first placed on the Web? When was the information written? Is the creation date posted directly on the site? Is the information up-to-date? When was it last revised? Are there clear indications that the material is kept current? If the material is presented in graphs/charts, is it clearly stated when the data was gathered?

Scope - Are descriptions of the scope and criteria for inclusion provided? What is the breadth and detail of the information? Is coverage a complete or partial picture of the subject? How useful is the information for the user's purposes? Are there links to additional information?

Design-Layout/Presentation - How is the information presented? Are headers, mixed font sizes, and white space used appropriately? Can the information be easily interpreted?

Graphics - What is the quality of graphics? Are the images attractive? Do they enhance the information? Are the number and size of the images appropriate? Do graphics support ease of navigation? Does the user have an option to examine the graphic and not download a large file?

Do images load quickly? Are the graphics so extensive that the content of the site is lost in download time?

Structure - Is organization of the content evident and convenient? Is there an overview that precedes the contents? Does the user obtain a sense of the breadth and diversity of the content covered? Are there options to link directly with each distinct section of the content?

Writing Style - Is the text well-written? Is the content age-appropriate? Is the writing free of grammatical, spelling, and other typographical errors? Are charts/graphs clearly labeled and easy to read?

Interactivity - Does the design provide for active user involvement?

Multimedia - Do the graphics, text, sound, and video compliment each other? Do the additional channels add to the information or could the same result be accomplished with text only?

Access - Stability - Can you rely on the site staying there? Is the technical performance level consistent?

Speed - Is what you need to see easy to download? Is the speed of connection to links appropriate?

Navigation - Is it easy to find your way around the site? Does the user have a consistent sense of context at any given time?

Connectivity - Are links described in a way that avoids unproductive browsing? Do all pages allow the user to return to the home page or to another part of the site?

Searchable - Are the key words logical? Do they allow a variety of entry points?

Cost - Is the information you need free, or does it link to a section that requires access fees?

Guidelines for Legal Internet Resource Use

Ethics is one obvious reason that faculty should know and follow guidelines for legal use of Internet resources. Professionals respect the intellectual property of others and expect to receive acknowledgment and credit for their scholarly/creative work. Because instructors want to promote intellectual growth and to discourage plagiarism, they should provide students with information about their ethical/legal responsibilities and give opportunities to practice those behaviors. The process by which students learn, internalize, and consistently exhibit ethical/legal behavior requires knowledge, practice, and observation of the behavior performed by an admired person. Modeling is one of the most influential factors in establishing or changing attitudes and behavior; so it is important for instructors to overtly set the example for ethical/legal attitudes and practices when using Internet resources. If these noble reasons are not convincing, self preservation might be the deciding factor. Illegal use of Internet re-

sources has been made a felony and faculty can be found liable in court judgments.

The principle of fair use for educational purposes in the 1978 copyright law is considered when determining legal use. Because of new technologies, "fair use" guidelines have been modified many times and additional modifications are expected to be finalized in 1998. These new amendments include rather conservative interpretations of "fair use" in the areas of multimedia, digital images, and distance education. Generally, students have leeway to use material from other sources in their productions for class assignments; but they cannot use those productions for other purposes.

Each Internet site should indicate its policy for reproducing information contained at that site. Educators should make certain that if a site allows reproduction of its materials for educational purposes that a copy of that statement is placed on file and included in any copies that may be distributed. If the site's policy is not evident, permission should be secured from the copyright holder. Documented permission can give instructors confidence that they are in compliance.

Below are brief descriptions of the general fair use principle (Heinich, et al, 1996) and some examples of the specific rights of authors (Talab, 1998).

Fair Use - 1. Purpose and character of the use - Use must be for nonprofit educational purposes. 2. Nature of the copyrighted work - The format and intent of the work must not be altered. 3. Amount and substantiality of portion used - Specified limitations on the number, amount, and circumstances of the copying must be followed. 4. Effect of use on the potential market - Copying must not substitute for purchasing the original.

Author's Rights - 1. Reproduction - The right to prevent copying. Downloading to RAM, ROM, or disk would be considered copying if viewing is longer than "a very brief period." According to Oliver (As reported in Talab, 1998), it is permissible for students to copy and print out the HTML of a web site, but not the content. 2. Distribution - The right to prevent dissemination. Transmitting a downloaded work to a listserv or from one network to another is considered unauthorized distribution of multiple copies. 3. Derivative work - The right to prevent changes to the original work. Putting an altered image, article, or song on a Web site would be considered a violation. 4. Performance - The right to prevent public performance. Using CD music or video clips to develop a production made available for listening/viewing through a computer would be considered a public performance. 5. Public display - The right to pre-

vent public display of still images. Putting a graphic or photograph online would be considered a violation.

The extensive, dynamic, and accessible nature of information on the Internet presents new challenges to teachers and learners. Without adequate tools and strategies, students may become overloaded with information or disoriented in countless links. They may be unable to differentiate materials written at different levels of complexity. Assistance from faculty in dealing with online information can help students. Cyberpolice are not restricting unreliable sites nor regulating illegal practices, YET! *

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STUDENT VIEWS OF AN ELECTRONIC CLASSROOM

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Encouraged by various faculty development initiatives, many professors have adopted instructional technologies to enhance learning and meet instructional goals. In a previous paper (Davis 1997), I discussed the transformation of an introductory biology course (Biol. 112) from a traditional setting to a "new chalk" environment. Since then, I have also placed course materials for this class on the World Wide Web.

I became interested in student attitudes towards multimedia after a colleague informed me that few studies have addressed the impact of instructional technology from a student's perspective. Because written comments included in standard course evaluations are often anecdotal and difficult to assess, I developed a survey instrument that permitted me to quantify student attitudes about instructional technology (IT). Gathering ideas from previous studies (Avila et al. 1995, Flora and Logan 1996, Fox 1996, Pridemore and Klein 1995), I created a Likert-type survey which queried students about: the multimedia approach to teaching; the impact of IT on learning; their preference for IT-enhanced classes; their present computer skills; the importance of computer skills in future classes and in the work force, as well as their perception of the opportunity to develop computer skills as an undergraduate.

Students completed the survey anonymously during the last week of class and received two bonus points on the final exam as an incentive for returning the completed form. Seventy-seven of the eighty-one students (95%) surveyed returned completed forms. Here I present an overview of survey results from three academic quarters (Winter 97, Summer 97 and Winter 98). The complete survey and student responses to each survey item can be accessed via the electronic journal *Online In-*

struction: *Trends and Issues* at the following URL: <http://leahi.kcc.hawaii.edu/org/tcon98/paper/davis.html>.

Survey Results

Students' response towards multimedia in the classroom was overwhelmingly positive. Ninety-three percent of the students reported that they enjoyed the multimedia classroom and 94% recommended using multimedia in future Biol. 112 classes. Seventy-nine percent of the students indicated their preference for a multimedia class compared to a traditional "chalk and blackboard" class. Ninety-three percent of the students noted that the visually-enriched classroom helped them gain a better understanding of the course material. Seventy-two percent of students enjoyed using the computer-based tutorials (including those on the Web). Eighty-four percent reported that these tutorials helped their learning and 82% indicated that the tutorials helped their grades. Eighty-five percent of the students recommended that faculty *in other departments* place course materials for their courses on the World Wide Web. Ninety-one percent of the students noted that access to course materials on the Web helped their learning. Ninety-three percent of the students thought it was helpful to receive lecture notes/outlines (via E-Mail or the Web) on a topic before I discussed the topic in class.

Responses to questions related to E-Mail emphasized its value as a potential teaching tool. Eighty-four percent of the students considered E-Mail an effective means to receive "team data" obtained from the laboratory experiments. Eighty-four percent also deemed it helpful using E-Mail to read questions that other students submitted to the professor when the questions (and answers) were posted to a mail list.

Responses to questions regarding perception of the importance of computer skills were informative. Students not only perceived an increased importance of computer skills during the progress of their undergraduate education, they also perceived computer skills to be even more essential after graduation. Forty-eight percent believed computer skills were essential in terms of their *current needs as a student*. Sixty-five percent believed that computer skills would be essential in terms of their *future needs as a student* and seventy-five percent thought computer skills would be *essential as a graduate in the work force*. Student confidence in developing these skills did not parallel the expected need. Although seventy-seven percent of the students reported that Biol. 112 increased their computer skills, only forty-eight percent were confident they would

have the opportunity to develop computer skills in other undergraduate courses.

Conclusion

Faculty who choose to incorporate IT into their courses can improve computer competency of students. Approximately two-thirds of my students reported that Biol. 112 enhanced their computers skills. All departments should provide students with opportunities that augment computer literacy. An increase in computer experience across the curriculum would promote ongoing computerization of the campus culture and would better prepare students to use computers when they enter the work force.

The survey results clearly demonstrate student enthusiasm for IT. Students not only enjoy this different approach to teaching, they prefer the multimedia classroom to a traditional one. Students find instructional technology helpful and effective. In my experience, students show an increased desire to learn when IT is an integral part of the course.

Multimedia offers faculty a fresh perspective on teaching and learning. More importantly, students recommend this approach to teaching. The potential of instructional technology to implement pedagogical improvement parallels student enthusiasm for this approach. It is an exciting time in higher education. *

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IMPLEMENTING TECHNOLOGY INTO THE CLASSROOM

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All of schools in the United States have computers. Thousands of educational software packages are available on the market. The production and sales of CD-ROM and Multimedia instructional materials are booming. Despite these factors, the effective use instructional technology in the classroom is still not as great as researchers and educators have expected and predicted. One process that strengthens the link between hardware and software technologies and their effective use in instruction and learning is the SKILL approach to implementing technology into the classroom.

Implementing technology to achieve a high quality of instruction and learning is no longer the question of "should we," but "how do we." Concern about this issue is increasing at all national, state and local levels.

The United States Department of Education has developed an ambitious national technology plan. According to the plan, the nation must commit itself to achieving three key goals by the year 2000: 1) all 2.9 million teachers in America will have received technology training, 2) all 110,000 schools in the nation will be equipped with computers that are connected to the National Information Infrastructure, and 3) all schools will have access to affordable, high-quality, technology/content based software for achieving high academic standards. The National Council for Accreditation of Teacher Education (NCATE) has identified the use of technology as a fundamental part of the teaching, learning, assessment, evaluation and productivity process.

Governors' support, chancellors' emphasis, and school system administrators' concern have made educational technology an essential topic today. In Georgia, the state lottery has funded education technology centers for training pre-service and in-service teachers in the use of educational technology at selected education sites. Millions of dollars have been spent on the hardware and software. Galileo (Georgia Library Learning On-line) has become available for Georgia students to augment print resources. In addition to Galileo, the most useful portions of US Census data are available on line (Hughes & Bracewell, 1995).

In local schools, more and more computers have entered classrooms. The office of Technology Assessment of the US Congress has reported that all schools in the United States own computers, and that the ratio of computers to students has changed from 1:125 to 1:9 during the last decade (Electronic Learning, 1993; Office of Technology Assessment, 1995). In addition, thousands of educational software packages are on the market and local area networks. Multimedia resources have become readily available for

classroom use. Total school resources for both multimedia hardware and software has reached 10 billion dollars (Thomerson, 1995). However, there exists a lack of linkages between technology and the effective use of technology in education. Strategies for incorporating technology into the classroom learning process need to be further explored.

S-K-I-L-L Approach

The general term "Skill" means ability and dexterity, knowledge, expertness and aptitude, but as an implementation model of using technology in the classroom it has more extensive meanings. "S" stands for SEARCHING; "K" indicates KNOWING, "I" means IMPLEMENTING, "L" signifies LEARNING from, and "L" is for LOOKING ahead.

Searching—The first component of the model is "Searching." To use technology in the classroom, the instructor must know what is available for instruction and learning. The process of searching can start at the school media center. From there, the instructor obtains the information of what hardware and software tools are available in the school. A list of accessible hardware equipment and software packages is a practical and handy resource for the instructor. The next step of searching is to explore free catalogs—most technology vendors are willing to provide these catalogs at no charge. From the huge amount of advertising information, the instructor may select those technologies which may be implemented for classroom instruction and learning. Another way of searching is to consult professional journals. Most of professional journals will have new products reviews. These reviews help instructors comprehend the information about the new products. Searching also includes conducting on line searches. Although searching is a time consuming process, it is a worthwhile endeavor.

Knowing—The second component of the model is "knowing." After completing the search for information, knowledge about instructional technology tools, such as software packages, becomes imperative. In this component, the instructor may request copies of software packages and other media for preview. Previewing enhances the instructor's knowledge of the software packages and improves skills necessary to use technology. Key issues for "knowing" about instructional technology and software packages include evaluating the content accuracy, ease of use, and technical appropriateness. It is important to have the contents of software packages match the curriculum guidelines, to have the level of difficulty of using technology meet students' readiness and to have the technological

features, such as color, sound and animation images, motivate students to learn. The "Searching" component in the SKILL approach provides the instructor with the information on what is available, and the "knowing" component helps the instructor learn what the instructional technology is about.

Implementing—"Implementing" is the third component in the SKILL approach. The purpose of implementing technology is to enhance instruction and learning. Therefore, the implementation of technology should meet the needs of specific instructional objectives. After searching and previewing, the instructor should devise a strategy for using the technology in classroom instruction and learning activities. Considering when, where and how the technology is to be implemented will assist the instructor to outline procedures and activities. Based on these three words, the instructor should identify when the software packages would be appropriate for use in the lesson, determine where they are to be used, and decide how to implement them effectively. In this stage of the process, the instructor uses a software package (or, at times, one or two portions of a package) in a lesson to achieve an objective in the curriculum. The instructor should consider whether the technology should be used for classroom demonstration or by the students, for a group project or individual practice purpose, and if it should be used in lab settings or classroom activity centers.

Learning—The fourth component of the approach is "learning from," representing learning from the students, the environment, and the implementation process itself. Students' achievements of learning can be considered as a scale of the effectiveness of the implementation. From classroom observation and practice, the instructor can gain insights on using technology to teach various concepts and skills, and develop new instructional strategies for designing learning activities. Learning from both students' experience with technology and the implementation process itself, the instructor can improve the use of technology in the classrooms.

Looking—"Looking ahead" is the last, but not least, component in the SKILL approach. "Looking ahead" emphasizes upgrading knowledge and skills, stresses redesigning the implementation strategies, and highlights the reorganizing procedures and activities of using technology in the classrooms. Not only is the technology changing and developing, but student needs are constantly changing. Strategies for using technology in the classroom must be consistently upgraded. Using this process, the instructor makes new plans to improve his or her knowledge and skills for using technology in the classroom, and com-

mences another round of searching, knowing, implementing, learning from and looking ahead.

Dissemination—The SKILL approach functions on a platform of instructor's initiative, administrators' commitment, and community's support. With initiative, the instructor starts exploring every possibility of using technology in the classroom. The instructor searches for information on software packages, getting to know what is available that matches his or her curricula guideline, and begins considering methods of implementation. Based on the implementation, he or she evaluates the effectiveness of using technology by learning from students and the instruction itself, and upgrades the knowledge and skills of using technology by looking ahead

The SKILL model of using technology in the classroom involves the following guidelines:

- implement technology with specific and clear instructional objectives
- emphasize the mastery of learning with an interdisciplinary approach
- integrate implementation strategies with whole class demonstration, group activities and individual practice
- monitor students' learning achievement and keep upgrading the knowledge and skills of using technology in the classroom
- take the cost and effectiveness of using technology into consideration.

Searching, knowing, implementing, learning from and looking ahead represent an unending circle in the SKILL approach. They depend on and are closely related to each other. Using this approach can help bridge the gap between the physical features of technology and the effectiveness of instruction in the classroom. *

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ON-LINE TEACHING: THE NEW FRONTIER

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DONNA SCHLOSSENBERG, ASSISTANT PROFESSOR OF MATHEMATICS, DEKALB COLLEGE

Greetings! I'm Jeff Gutliph (Mr. G) and I'm Ms. Schlossenberg (Ms. S).

Well that's pretty much how we started the class we team taught in the fall of 1997. The class was an Intermediate Algebra class that was taught using the method of Computer Assisted Instruction. Course materials: class notes, in-class projects, and tests as-well-as the syllabus, assignment sheet and comprehensive course guide, were all delivered and/or presented to the students using the World Wide Web.

Mr. G had been developing interactive on-line course-based software for the past 2 years. Ms. S noticed what he was doing and asked to team-teach a course. Mr. G was happy to have a fellow professional use the software and provide input for improvements. In addition to providing numerous suggestions for enhancing the software, Ms. Schlossenberg was able to provide a learning styles survey which Mr. Gutliph converted to an interactive on-line document. Mr. G was also able to implement on-line offices and by using a chat program, both he and Ms. S were able to maintain on-line office hours.

Both of us learned something from our team-teaching experience.

Mr. G explains first:

Um, yes... well... first I was reminded that you don't develop software by yourself in a closet. I had learned this lesson well, I'd thought, when I first introduced the software to the students. Students were not shy about telling me what they did and did not like and I made changes as appropriate. Ms. S had very few suggestions in this area. When she saw the teacher interface, it was a different story. The suggestions started flowing. I am still working on implementing some of them some six months later.

I was also reminded of quite a few techniques that I used to use to teach different topics as well as several new methods. I would encourage all faculty members to team-teach a class every few years if possible. For me it was a real revelation.

And now for Ms. S:

The hardest thing I had to learn was KISS, *Keep It Short Schlossenberg*. I was used to going over homework at the beginning of class and then having the remainder of class to cover new material. In this type of class that method of teaching did not work. We had to leave time for the computer projects. As Mr. G kept reminding me the "A" in CAI stands for assisted, "Let the computer assist you." After I

was able to shorten my lectures, I was quite happy with what I saw and with what I was able to do. What I saw was that the students who understood the lecture were able to practice their "new found" knowledge immediately by doing the computer based projects. Student's who had problems were able to get one-on-one attention from either Mr. G or me before they went home to do their homework. We even had some of the more advanced students helping out, which of course was good for all involved. This had the added advantage that there were far fewer questions asked about homework problems the following class meeting.

Well, enough about our classroom experiences, as we were instructed this article "should be based on your conference presentation." We had planned to mention all of the above during the presentation, but due to circumstances beyond our control, our 60 minute time slot got chopped down to 45 minutes. That was fine with us, it allowed us to jump right into the software demonstration.

We had decided that we would just treat our presentation as if it were the first day of class. (Once we decided that, our case of the jitters slacked off a bit.) We were so locked into this that we had not even considered what would happen if the "Net" went down. We did not even have a handout. Lucky us, the Net was up. <Big sigh of relief.> This does present us with a slight problem now. Should we describe what we did during the presentation? That, we decided, would be too boring. Instead, Mr. G has set up a web site that has a special version of the software. It's "special" because it contains instructions and comments (in red) which are not normally present. It should be enough to get folks started. The web address is:

www.dc.peachnet.edu/~jgutliph/presentation

Enter exactly as typed above. You will be taken to a page that lists various presentations. Choose the Conference on College & University Teaching presentation. Follow the links...

Any questions? Mr. G can be reached at: jgutliph@dekalb.dc.peachnet.edu and Ms. S can be reached at dschloss@dekalb.dc.peachnet.edu

In closing, we'd both like to say that we enjoyed the conference. We hope to attend and possibly present again next year. For ya'll that ain't been to Kennesaw, go! (Just had to slip some of that southern speak in there, didn't you Mr. G?) <Mr. G grins through the half-opened closet door. A slight chuckle can be heard over the clacking keyboard.> *

COLLABORATIVE LEARNING AND COMPUTERS

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Collaborative learning prepares students for today's workplace, an increasingly competitive environment in which many companies employ teams or work groups to develop effective solutions for the challenges and problems they face. Companies actively recruit individuals who have good communication skills, who can relate well with others, and who are comfortable with proposing and evaluating ideas in a group setting. Learning to work collaboratively facilitates the development of these skills and makes our students more attractive and productive job candidates. Collaborative learning functions effectively in the college classroom as a sound pedagogical tool which may be adapted to suit a variety of disciplines and skill levels.

The computer lab is the ideal site for instituting collaborative learning practices into the classroom. Networked directories, word-processing programs, and Internet and e-mail facilities provide ready and able tools for student-to-student interaction. This student-to-student interaction enables collaborative projects that not only mirror the functions of the work-place but which also provide students with a sense of purpose, focus, and audience. Collaborative learning thus makes interesting and efficient use of new technology while creating a dynamic learning environment centered on student interaction.

Collaborative learning provides students an increased sense of purpose. Students are empowered to shape the outcome of their projects, and thus feel more in control and connected to the work they are doing. Students view their efforts as not merely "busy" work assigned by a teacher but as a vital component of the overall project as determined by a group of their peers. Students must report to other group members first, providing a sense of purpose with more immediate consequences and relevance than a distant grade or conference with the teacher. Teachers should take care to ensure that the collaborative assignments they create--while specific and goal-directed--are assignments that allow for more than one outcome or manifestation; thus, groups create projects which reflect their own understanding, knowledge, and viewpoints.

Collaborative learning provides students an increased sense of focus. Students can divide their projects into manageable tasks which seem less daunting and easier to accomplish than tackling a whole project on their own. Students are able to select tasks which are suited to their individual interests, experiences, and expertise. Thus, students work from a position of strength, and can share their abilities and know-how with students less prepared or knowledgeable. Individual tasks, since they are part of the group's overall goal and have been determined or assigned collaboratively, are viewed as integral to the whole project, providing individual students with a sense of focus and motivation.

Collaborative learning provides students with an increased sense of audience. Students in the collaborative group are the first and most important audience for an individual's work, and are a

concrete and clearly defined presence. The group creates the standards by which individual tasks are measured and provides ample and immediate feedback. The group members, in determining the quality and completeness of individual tasks, learn to negotiate and compromise, not only in the planning stages of the project but also in the critical give-and-take of assessing individual performance and integrating these separate tasks into the completed project.

Technology aids collaborative learning by providing a medium of interaction and sophisticated tools for project development. Networked directories in a computer lab enable easy file sharing. Students may save their individual work into a shared file, and that work may then be reviewed and commented upon by other students at different times and from different points of access. This ease of access facilitates and allows for increased peer-to-peer interaction. E-mail, available to students on many campuses free of charge, provides students with a ready and easy means of communicating with each other or the teacher about collaborative projects. E-mail offers a means of sharing and sending graphics or files prepared by an individual to the whole group. E-mail may work also to encourage less talkative members who may be shy in face-to-face situations to express themselves, and e-mail, as a written form of communication, may encourage all members to reflect on the issue at hand as they compose their messages. Easy-to-use and inexpensive software programs provide word-processing and multi-media tools which allow students to create interesting and up-to-date projects. These tools encourage creativity and exploration, and may foster an increased sense of collaboration as students learn from each other or explore the possibilities together. Internet sources available in many computer labs offer an avenue to information and material which students might draw from in creating their projects. In processing this information, students must learn to apply criteria of selection and assessment as determined by the group, and learn to limit and focus their research and information gathering.

In conclusion, collaborative learning provides greater opportunities for learning in at least two very important ways: the quantity of ideas increases and the quality of ideas increases. With multiple thinkers available to think creatively, more ideas are expressed and considered. In considering these ideas and options, groups often must negotiate and synthesize, taking incomplete or vague notions and refining them to fit the group's overall goals. As individuals, group members learn from each other and are challenged to become more specific and articulate in expressing and formulating ideas. Technology, ever only a tool which reflects the creativity and commitment of the user, coupled with the dynamic learning environment of a well-designed group project, can work wonders to facilitate effective collaboration among students. *

SEE WHAT YOUR STUDENTS ARE THINKING!

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Whether they're called mind maps, semantic nets or webs, concept maps offer powerful thinking tools for teachers and learners. For teachers they offer a means to uncover naive theories and misinformation in the content areas, and provide an assessment of lesson clarity. For students they are a vehicle to integrate new information with information previously learned, a knowledge construction kit. Concept mapping encourages learners to build connected or *relational* knowledge rather than the static knowledge of unrelated facts and inert associations.

Concept mapping promotes a high degree of active learning since the learner plays a dynamic role in creating and developing the concept map. Research suggests concept maps are most effective when the students create their own maps during the learning process. Students show best results from maps that define the connections between the concepts (Anderson—Inman & Zeitz, 1993). Concept mapping enables students to see that concepts do not exist in isolation and that each concept depends on its relationships to many others for meaning (Rafferty & Fleschner, 1993). All maps that a student creates illustrate the understanding and prior knowledge that the student possesses concerning the material being mapped. The maps summarize and integrate knowledge that is already learned, and generate new knowledge from the manipulation of existing ideas (Wholeben, 1994). A student who is using concept mapping must transform knowledge from its current, linear form into a context-dependent hierarchical form. In order for a student to do this successfully, she must identify key concepts, arrange them, and relate them to each other in a meaningful way (Wandersee, 1990). This is crucial information for the teacher involved because it is concrete evidence of how well the student understands the skills and ideas being taught (Scantling, McAlesse, Tietjen, & Strand, 1992). In general then, the literature shows that the capacity to form relational knowledge is related to the degree to which students have an organized conceptual structure which they have helped to create, and which shows the connections between conceptual elements with labeled links.

The common tools for building semantic networks are pencil, paper and eraser. The mapping process requires frequent real-time revision as a student or group of students struggles to clearly define and capture a concept and its associations. Students can find the process of making and changing paper-based maps tedious and time-consuming. Enter the computer.

In much the same way that word processors facilitate working with text, and spreadsheets make mathematical manipulations quick and easy, "thought processors" remove

much of the frustration inherent in the paper and pencil approach to concept mapping. The computer and appropriate software enable learners to create, move, label and modify conceptual elements or links with relative ease. Inspiration™, available for both the Macintosh and Windows platforms, is perhaps the best known example of programs specifically designed for this purpose. Benefits of using such programs include:

- making the revision process faster and less burdensome
- multiple copies can be made of the concept map illustrating each stage of development while constructing the map
- individualized instruction of concept mapping can be accomplished with the use of a computer
- computers provide an interactive experience which raises student motivation and encourages individual expression
- students are able to revise and evaluate their concept maps in a convenient and trouble-free fashion and reorganize knowledge as it changes according to their understanding
- switching between outline and graphical views of the same information
- the addition of multimedia elements such as graphics, pictures and sounds
- the ability to easily collapse and expand portions of the map to aid in focusing discussion and enhancing attention to chosen sections

Inspiration™ and programs like it provide potent tools for actively engaging learners in constructing relational knowledge in virtually any content area. *

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DARWIN WAS RIGHT! THE EVOLUTION OF DISTANCE LEARNING AT DARTON COLLEGE

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Although the term distance learning is a relatively new one, the idea that it is possible to take educational opportunities to students who are unable to attend traditional classes certainly is not. Correspondence courses, for example, are a familiar and still quite popular method of instructional delivery. In fact, it seems, one can rarely open TV Guide (to see what's on PBS or the Discovery Channel, of course), without being assailed by advertisements encouraging you to get your diploma or degree by mail.

We're more sophisticated than that these days, even on a relatively small community college campus. We've experimented with, and largely abandoned, telephone conferencing, tried, and mostly stopped, sending students videotapes of classes conducted on campus. Though arguably an improvement over print-based courses, these methods of delivery were too limited to create an effective educational program, since they were essentially passive learning approaches. As technology in general has developed and matured (and become more affordable), so too have instructional delivery systems. Our emphasis is now on television, video conferencing, and the Internet, and the blending of these technologies to maximize the effectiveness of instruction and achieve true interactive learning. When multiple technologies are used in conjunction with one another, distance learning (or distance education, if you prefer) transcends physical distance, creating a personal bond between an instructor who is in one place and a student who just happens to be in another. E-mail, listserves, forums, chat rooms, and Internet video conferencing can all be used to foster student-teacher and student-student interaction, allowing both the spontaneous, free-flowing discussions of the traditional classroom and a new, asynchronous method of discussion that lends itself to more contemplative thought.

At Darton College, all instructors teaching distance learning classes are required to maintain "electronic" office hours, during which they are available to students by phone, facsimile, and Internet Relay Chat. Students are also able to schedule Internet video conferences with their instructors. The result would seem to be a paradox. Students enrolled in distance learning classes report greater one-to-one interaction with their instructors than do their peers enrolled in on-campus classes.

The use of multiple technologies also enhances the effectiveness of instructional delivery. As is the case with most institutions, Darton's initial distance learning offerings utilized a single technology as their primary delivery system. Georgia's investment in a statewide video conferencing network and Darton's agreement with our local cable television provider to operate the region's educational access channel offered the institution a natural starting point for distance learning course development. De-

velopment of on-line courses began a year later, and it was then that we had an epiphany.

In the grant application that ultimately resulted in the development of our first on-line course, we proposed the development of "an English Composition I course which utilizes multiple technologies and which can be delivered via multiple distance learning delivery systems." Our intent was to develop a video series for delivery via television, a series of supplemental videos and multimedia presentations for use in the traditional classroom and in classes taught via video conference, and a stand-alone on-line class. We entered the project fully aware of the strengths and weaknesses of each of the three distance learning delivery systems with which we would be working. (Darton College is the University System of Georgia's largest producer/provider of college-credit telecourses, one of its most active video conferencing sites, and was among the first University System of Georgia institutions to offer on-line classes.) We were, in fact, already using a variety of technologies to enhance communication in distance learning courses. But we had not considered using multiple distance learning systems to deliver primary course content.

We soon realized that by combining the traditional video telecourse (which is well suited for the delivery of large quantities of information and for demonstration, but is not at all interactive) with on-line instruction and the communications technologies we already employed in distance learning courses, we could create a highly effective distance learning pedagogy. For each video episode, we created a corollary on-line lesson with both duplicate and supplemental content, as well as interactive components not possible in a course delivered exclusively on video. Each on-line lesson also includes a narrated multimedia presentation. The built-in redundancy of the duplicate content and the multimodal approach to content delivery ensure students enrolled in the course will have ample opportunity to master each lesson and provide for students with varying learning styles. Although the video and on-line versions of the course are complete in and of themselves, with the full course content and all assignments available from both formats, it is the combination of these technologies that represents what we believe is an evolutionary step in the delivery of instruction via electronic media.

While the evolution of distance learning is not complete (and isn't ever likely to be so), we believe one can now argue that distance learning represents the third great shift in educational delivery. As nomadic scholars followed by eager students gave way to brick-and-mortar institutions of learning, so too must those institutions now give way to the delivery of instruction to students through electronic media. In the past we have expected our students to come to us. Now, we must take our services to them. Distance learning technology will make this possible. *

STRATEGY FOR TEACHING ABOUT SOCIOCULTURAL CHANGE

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The occupational futures of most of my students will not be played out in classroom settings. Instead, they will find themselves in real world situations characterized by fluidity rather than textbook certainty, and they will have to make decisions based on information they can secure and interpret quickly. The following instructional approach, used in my Sociocultural Change course, departs from the traditional lecture format in that it employs independent problem solving and utilizes E-mail communication.

The course begins with students being assigned readings consisting of (a) a major ethnographic work of a rural peasant village and (b) a collection of theoretical articles which address, among other topics, cultural, social, and psychological barriers to directed change, and firsthand accounts of applied anthropologists who have directed rural development programs. Each student is assigned a different village study, and completes that part of the course assignment independently. The theoretical articles are read by the entire class, and are the basis for a series of classroom lectures and discussions which extend through the first seven weeks of a ten week quarter.

By the eighth week, each student has completed reading their ethnographic study, and has developed an in-depth familiarity with the sociocultural fabric of "their" particular village. At this point, each person is assigned an innovation to introduce into their village. The innovation may be a new hybridized strain of corn, a vaccination program, or a district-wide literacy program. Since I am already familiar with the ethnographic case studies I assigned, I select the particular innovation to be introduced to each village. Having received their assignment, each student is required to develop a comprehensive program proposal which outlines the types of cultural, social and psychological barriers expected to be encountered, the strategies to be employed for overcoming these, and a program justification which emphasizes how the design strategy insures a maximal "fit" between the innovation and the broader sociocultural fabric of the community.

The proposal, and its justification elements, together constitute a focused application of the theoretical and methodological readings covered in the course to this point.

The proposals are graded, and students meet with the me individually to discuss critiques; in these meetings they are given advice and suggestions for improving the change design. Following this meeting, they are given 72 hours to make alterations to their proposals, and the proposal is then re-submitted. Armed with the revised proposals, which in essence consist of refined analyses of obstacles to

change and strategies for overcoming these, and with each student's E-mail address, instruction now shifts to E-mail.

Over the following two weeks, I communicate with each student individually via E-mail. In these communications, I inform the student of unexpected events which impact upon the implementation process. For example, if a student is introducing a vaccination program to the village, I may inform that student that within the past few hours a child who has received the vaccination has become sick. While the sickness is unrelated to the vaccine just received, the villagers are not certain of this, and rumors are emerging which link vaccinations to an experimental biological program secretly funded by the C.I.A. The student is given a specified period of time to devise a strategy for quelling these fears, and in so doing insuring the continued success of the program.

The time limit for an E-mail response to these situations is typically 48 hours following notification of the new turn of events. The effective time may be less than this, since I may notify the student of the crisis in the wee hours of the morning! The response will necessitate going back to the ethnographic data as well as lecture notes. Each student is presented with a series of four such challenges.

Conducted in this fashion, the outcome of the course is a portfolio consisting of an initial proposal, a revised proposal, and four reports outlining action reconfigurations and the rationale for each. For the student, the course represents an opportunity to design a program which incorporates actual data, and which is limited only by imagination and ingenuity.

My experience with this type of course design has been extremely positive. Since students are informed of course requirements on the first day of class, they become immediately aware of the need to read assignments in a somewhat more reflective manner, with an eye toward application. In addition, class discussions tend to be more lively and questions more focused. Simply put, thinking becomes more active. Student response has also been positive. The notion of designing and implementing a plan of one's own seems to have real appeal—this is perceived as something that one can "get into." The fact that there is something of a "gaming" behavior involved seems to further enhance the experience. Finally, I find students developing collaborative unions in which they share ideas for designs, discuss readings, and, not infrequently, commiserate with one another about design challenges sent during early morning hours. *

BRING BACK THE DEAD

DEBORAH ELAINE BEMBRY, ASSOCIATE PROFESSOR OF EDUCATION, ALBANY STATE UNIVERSITY

No, this is not a primer on how to hold seances or literally revive a dying person, rather an attempt to revive participation, attendance, interest and achievement in students who typically call classes boring.

Lecturing has received its fair share of criticism as the poorest strategy for teaching most students. Yet teachers continue to use it as a primary mode of instruction. When one takes into consideration that many students are visual rather than aural learners, one can readily understand why this criticism is well founded. As a matter of fact, according to Madelyn Burly-Allen's book, *The Forgotten Skill*, people communicate forty (40) percent of the time by *listening*, thirty-five (35) percent through *talking*, sixteen (16) percent by *reading* and only nine (9) percent by *writing*. William Glasser states that people learn ten (10) percent of what they *read*, twenty (20) percent of what they *hear*, thirty (30) percent of what they *see*, fifty (50) percent of what they both *see and hear*, seventy (70) percent of what is *discussed* with others, eighty (80) percent of what they *experience* and ninety-five (95) percent of what they *teach* to some one else. Thus research and experience shows that if one combines the strategies or finds ways of making lectures as inviting as television or other forms of media, students will be more attentive and learn information as well.

For years, the author struggled to find ways to make the history and philosophy portion of her Introduction to Education class less boring. Students often peered back at the professor with glassy eyes, skipped class when this section of the course was being taught. In the first place, they could not understand "why we need to know about the history of education." Furthermore, they wondered "who needs to know what Socrates, Rousseau or Dewey contributed to the field of education?"

After a couple of years of seemingly lost lectures or disinterested students and poor test scores, the author decided on a different approach. Let students do the work! Use student presentations to provide some variety and such a strategy also makes the student an "expert" on the contributions of at least one educator/philosopher. Secondly, students would likely remember "something" about other educators/philosophers if their peers made an interesting presentation. Thus, the assignment evolved as follows:

1. Students are assigned one educator/philosopher each.
2. Students research the educator/philosopher.
3. Presentations (usually 10 minutes each) must be creative (not read from a copy from the encyclopedia, book, a biography or the Internet).
4. Presentations must be informative (leave out birth, death, number of children and other trivialities; include contributions to students understanding of education as it has evolved over the years).

How did it go? Slow at first, of course. Even though students were bored with the professor's lectures and demonstrations, they complained about having to do research and "get up before the class." However, once it became clear that the assignment remained, some got busy researching and coming up with ideas on how to present creatively. These were the ones who usually volunteered to present first. Others who had not been as industrious or didn't have a "creative bone in their bodies" were motivated and stimulated by the first presenters. A few "unchallenged" students simply read from the encyclopedia.

Was it successful? A resounding *yes!* The author has been more than pleased. Students have been very creative (and resourceful) over the years. They have made presentations in the form of interviews, eulogies, memorial services, talk shows, demonstrations, mini-skits, video tapes, games and the like. Each quarter, the type of presentation has grown. Thus the title, *Bring Back the Dead* seemed so appropriate. Students were required to and successfully made these people come alive through their presentations. Their classmates often participated and even when they did not, they appeared to be interested in what was going on. Some tried to "out do" others. There was a lot of competition to produce the better skit or demonstration.

Students were not only successful in making interesting and informative presentations, they seemed to do better on the test than the professor remembered students who listened to lectures in earlier years. To test this hypothesis, students were given a study sheet with a list of educators and their contributions to education. The author briefly reviewed the material with them, then administered a fifty item matching test. Needless to say, they did not do very well. The pretest mean was 23.36 with a raw score range of four to fifty-two. Twenty-five of the original fifty items were given for the posttest. The class mean was 69.44 with a raw score range of 4 to 100.

Some might be tempted to say familiarity with the test was the reason for the significant improvement. While that is certainly a possibility, one might change his mind when it is revealed that seven (7) students took the *posttest only* and their mean was similar (61.71) to the posttest means of those who had taken the pre and posttests.

It appears that this approach to teaching is an effective alternative to the lecture. It not only created interest and improved attendance, it improved achievement! It seems William Glasser was right on target! *

ARE WE DOING ANYTHING INTERESTING IN CLASS TODAY? INNOVATIVE TECHNIQUES TO SPARK STUDENTS' INTEREST

TAMARA SHUE, ASSISTANT PROFESSOR OF ENGLISH, DEKALB COLLEGE

During each quarter, classes can fall into a repetitious pattern. To keep classes fresh and to engage the students' interest, I incorporate into my courses several innovative techniques that are alternatives to lecturing and that change the pace.

One activity that my students complete throughout the entire quarter is journals. The main objective of journals is to help students feel more comfortable with writing because many students feel that they cannot satisfactorily complete a writing assignment. By requiring students to write one full page on a variety of topics, they gain self-confidence in their writing abilities, so when they write an in-class essay or an exit essay exam, they know that they have something to say, no matter what the topics are. Also, since I do not grade the grammar and organization of the journal entries, the students feel better about trying some of the more uncommon organizational methods and lesser-used punctuation. Once students grow comfortable with these elements, some of these "new" writing and grammatical strategies appear in their essays.

Students receive a set of five journal topics every two weeks and complete a total of four sets of journals during the quarter. Each journal entry is worth five points, so each set of journal topics equals twenty-five points; therefore, with four sets of journals, the total assignment is worth one hundred points. The journals count five percent of the students' final grade.

Also, throughout the quarter I ask the students to assemble cut-up essays. I type an essay and take away the paragraphing and the transitions. I cut the essay into seven or eight parts (often where the specific details of the body paragraph begin), ask students to get into pairs, and assemble the essay into the proper order. Then, I put a copy of the essay in its proper order on the overhead, and as a class we discuss the contextual clues which led the students to assemble the essay in the order they did.

Assembling essays helps students to think about the flow and unity of a composition. Also, this activity can lead to good discussions about the transitions and specific details found in well-written essays.

To further encourage students to consider thoughtfully what they include in their essays, the students act out a "trial" based on a script that I provide. This trial is for a woman accused of murdering her husband. There are seven speaking parts, and I ask for students to volunteer for these roles while the rest of the students serve on the jury. I give the students with speaking parts a copy of the script that, as the students read it and act out the trial, presents evi-

dence against the defendant that seems overwhelming, including only the defendant's fingerprints found on the gun, the defendant and her husband recently got \$250,000 life insurance policies, and the next-door neighbor places the defendant at the scene of the crime at the time of the murder. The only defense offered is that the defendant claims she was at the dentist's office at the time of the murder. When the actors reach the end of the script, the trial is turned over to the jury members who reach a verdict. They jury presents its verdict of guilty (the script is written in such a way that the students definitely reach this decision), but then I tell the class that the defendant is actually innocent. As a class we discuss ways to prove her innocence.

This exercise reminds the students not to assume that the reader knows exactly what they are trying to communicate; they need to write in such a way as to make their points very clear to their reader.

The final, and most attention-grabbing activity, involves making peanut butter and jelly sandwiches. To set up this activity, I tell students the following scenario: It's 3:00 a.m., and you are asleep. All of a sudden a bright light shines through your window and wakes you up. When you go into the backyard, you find an alien spacecraft and an alien who speaks English because he has monitored the earth's airwaves. The alien asks to spend the night, and you say yes. The next morning you have to go to class, and since you do not want the alien to go hungry, you leave the ingredients for and instructions on how to make a peanut butter and jelly sandwich.

I then ask the students to write the instructions on how to make a peanut butter and jelly sandwich. After ten minutes I collect their instructions and ask a student to volunteer to read the papers as I act them out. I take the instructions very literally, and the results are often hilarious as I stab through the lids of the peanut butter and jelly jars and rip open the bag of bread.

This activity clearly demonstrates to students the need for details and not to assume that the reader knows exactly what the writer is trying to communicate.

Using these techniques in the classroom has proven to draw the students into the exercise and get across basic writing skills in such a way that students remember and implement these skills. *

GETTING DEVELOPMENTAL STUDENTS TO TAKE AN ACTIVE PART IN LEARNING

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As a Development Studies instructor, I find that getting students to respond in class is extremely challenging. Because they are “Developmental Studies students,” they do not see themselves as college students with something to say about the curriculum, about the classroom environment, about anything. In an effort to ameliorate this situation, I have students write a sentence or a paragraph in which they describe a single (personal) problem with which they are struggling. Students are told to print their responses and not to identify themselves in any way. After “problems” are collected, I randomly choose several for open discussion. Because they are real problems, representing real people, student responses are overwhelming. I am then able to relate subsequent learning assignments in a number of “case specific” ways.

Depending upon the size of the class, I have students divide into groups of five. I give each group a different problem. As a group they must select a spokesperson who will lead them into discussion and provide the summation at the end of the allotted time (usually 15 minutes). While students are in discussion, I walk around and take notes, preparing a lesson strategy for vocabulary development or reading comprehension. I complete my “script” while spokespersons are giving their “summations.” A typical vocabulary lesson to accompany their workbook lesson may look like the following (vocabulary lesson words are underlined in the sample lesson):

Sample Problem—(As the student wrote it; no effort to correct spelling, grammar, or punctuation is made. Students responding to each problem do not get to see the written “entry.” They are told of the situation orally.)

The thing that's really getting to me is that some people look down on me because I have two boys one is four one is six months I know that I had them pretty early but the thing is I did not let that stop me I wouldn't call it grief but I'm a person to and I'm getting something out of life. And I'm a person.

Sample Vocabulary Lesson—Incorporating vocabulary lesson words and students' response to the above:

One of the most natural things in the world is to bear children. Childbirth is certainly not an example of *aberrant* behavior? Stop *admonishing* yourself for having your sons at an early age. That you aspire to get a college education is most *laudable*. Your degree will make you more *marketable*, and, of course, you will need a more *lucrative* job in order to earn enough money to send your two

sons to college. There are a number of programs that perform *benevolent* actions like providing childcare or volunteering a big brother.

We know how difficult it must be for you to stay in school. We realize that you may sometimes *succumb* to the temptation to sleep late. However, we encourage you to find a friend who will help you discover that getting a good, quality education is *indispensable*, without it, you are destined to a *mediocre* life. Finally, we want you to stop feeling extremely vulnerable. Do not be afraid to carry on with your life. Use no *euphemisms* to describe your motherhood. You are a teen mother, and that is okay—not ideal—just okay.

Students “situations” are used imaginatively to enhance writing skills, reading comprehension, vocabulary development, as well as to provide a forum for dealing with insurmountable (in some cases) personal difficulties or just to “feel better.” Of course, one of the most significant advantages is that students maintain their anonymity. *

THE SIX ELEMENTS OF EXEMPLARY TEACHING IN COLLEGE AND UNIVERSITY CLASSROOMS

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Like many professionals in the field of education, I have not only worked to fulfill my teaching and administrative responsibilities, but have continuously worked to evaluate, better understand, and improve my teaching methods. Through my combined experiences in the School Improvement Division of the Cobb County School District and the Mathematics Department at Kennesaw State University, I have had a unique opportunity to study and understand a variety of pedagogical theories and experience, first hand, their effects on students at the university, high school, and middle grades levels. I have continuously worked to develop, adjust, and refine, my teaching methods to optimize the learning experiences of my students. The success of my teaching methods are substantiated by the learning that takes place in my classes and the satisfaction proclaimed by my students through the end of course evaluations or customer surveys.

Through the years I have come to know that the quality of teaching is not measured by how well or how much I cover the material, or by how tough my standards are as evidenced by percentages of students who drop or fail my courses. Instead, the quality of teaching can only be measured in terms of how much my students learn, how much they understand, and how much knowledge they retain for future applications in learning and life. While many professors and teachers feel good about the formulas and theories they communicate and portray on the board, some believe that their responsibility and accountability ends there. Few educators take it upon themselves to frequently monitor their students' understanding and the effectiveness of their instruction. But frequent monitoring of student progress and adjustments in instruction are a small part of the exemplary teaching process. The purpose of this article is to clearly describe what I call the six elements of exemplary teaching, the same elements that I use in my classes. The six elements of exemplary teaching are as follows.

The Personal Touch

Whenever possible, I try to get to know my students and show an interest in the everyday challenges they face and their experiences outside of class. The very first day of class, I challenge myself to go around the class and learn the first names of all my students. While the process takes only about fifteen minutes, the positive effects of the experience last beyond the duration of the course. Many of my students tell me that I am the only instructor that they

have had who takes time to learn their name. Once I learn my students' names, I take time to discuss the greater importance of learning over the importance of grades. I also convince my students that, with my leadership, my teaching methods, my support, and their participation, commitment, and persistence, they will be successful. Together, my students and I are a team. Together, we will succeed in the learning and teaching process.

The Paired Learner Model

Shortly after learning the names of my students the first night of class, I assign all my students to learning pairs. The purpose of learning pairs is simple. Being in a college class, where new and challenging concepts are taught almost everyday, can be a stressful experience for students. Students can especially experience difficulty if they have to learn alone with minimal support from the teacher. So how can a caring teacher provide comforting support to thirty or more students on a regular basis? The Paired Learner Model enables teachers to design learning activities that encourage students to work in pairs so they can support each other in the learning process. I use the paired learner model during homework check, practice problems that accompany my lectures, and P3CR activities. Through the end of course evaluations, many of my students express appreciation and praise for the opportunity to learn with a partner.

P3CR Activities

The acronym P3CR stands for Problem solving, Communication, Collaboration, Connections, and Reasoning. In addition to developing knowledge and skills, most college and university instructors want their students to learn to think critically. P3CR activities are paired learner, critical thinking activities that engage students in problem-solving, communication, collaboration, connections, and reasoning. The P3CR activities are administered in class once each week. Paired learners have approximately thirty minutes to complete the critical thinking activity. Since the activities include one or two problems, they can easily be graded the same night in class. The students record their grades on a P3CR record sheet. At the end of the course, the students average their P3CR grades and turn their activity sheets and score sheets in to me. The average P3CR grade carries the weight of one major test grade. Since the P3CR activities are graded with an

emphasis on participation, the critical thinking engagements are seen as fun, challenging, and rewarding by the students. The P3CR activities serve as an excellent means through which I can frequently monitor my students' progress and the effectiveness of my instruction. Through the end of course customer surveys, I have learned that the P3CR activities play a major role in forming positive learning attitudes on behalf of my students.

Empowering Students Through Success

I once heard that in order for students to learn, they must experience success at least seventy percent of the time. I believe that student learning is greatly enhanced by student success. Therefore, my goal early in the course is to engage students in learning experiences that yield high returns in the form of student successes. As students begin to experience success, they also begin to build self-confidence and an interest in learning. On that foundation I begin to construct an instructional program that challenges students through rigorous concepts, challenging P3CR activities, and student achievement that breaks the boundaries of traditional expectations. In the end of course evaluations, virtually all my students express great joy in their new found confidence and understanding of learned knowledge and concepts.

The Right Assessment Package

College and university professors use a variety of assessment packages. Some professors give grades for homework, some quiz on a regular basis, some give up to four exams during a course, and some determine students' grades using one final exam and take no other grades in the course. To qualify as an element of exemplary teaching, I believe that an assessment package must be one that keeps students in the game. In my classes, I generally give two exams during the semester (mid-course and end of course) and a cumulative final exam. Together, the course exams, final exam, and P3CR grade can generate a total of 400 points. If the final exam grade is greater than the lowest course exam grade, the final exam grade will replace that course exam grade. With this option, a student who starts slowly has hope and incentive to continue in the course. As a result of this policy, and the other elements of exemplary teaching, I have very few students (if any) who ever withdraw from my courses. I have many students who choose to remain in a course and eventually reach their learning goals.

Instructor Accountability

My expectations for my students are anything but normal. I expect all my students to learn, understand, and retain

the information and concepts I teach. When it is time to assess the learning that has taken place, I expect my classes to post more A's than B's, more B's than C's, and no D's or F's. More often than not, my students and I meet my expectations. On the few occasions when we don't, I communicate with my class and analyze the instruction and student participation that led to the unacceptable assessment results. Our goal is to make whatever adjustments are necessary to get back on the successful learning track.

Summary

The learning process can be affected by many variables, many which we cannot control. The six elements of exemplary teaching are representative of high impact variables that can be controlled by the teacher and can virtually neutralize the negative variables and ensure successful learning. Teachers will deliver an instruction program that motivates students and causes quality learning, understanding, and learning retention to take place if they

- take a personal interest in their students
- encourage students to support each other in the learning process
- engage students in critical thinking through in-class activities
- empower students through success, administer an assessment process that keeps students in the game
- hold themselves accountable for student success

Upon implementing the six elements of exemplary teaching, don't be surprised if your students regard your class as one of the best they ever had. *

HELPING STUDENTS UNDERSTAND AND AVOID PLAGIARISM

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When I first began teaching freshman English years ago as a graduate student at the University of Florida, I made one naive assumption about my students' understanding of plagiarism. I assumed that if I simply told them not to plagiarize that they would not.

During my first term teaching, I was given a class of 25 at-risk freshmen. I assigned a brief research paper, showed the class the sources they were to use, and told them not to plagiarize. At the end of the term, I decided to grade their papers in the reference section of the library in front of the sources they were to use (not out of malice—I shared an office with 30 other teaching assistants and found the library a better place to work). To my complete dismay, 25 out of 25 students were guilty of blatant plagiarism. No, I did not fail every student in my class—though I did feel that I had failed in my instruction. I learned a valuable lesson: if I wanted students to understand and avoid plagiarism, I would have to explain the concept completely.

Over the years, I have had to refine my approach. Years of teaching the nonliterary research paper showed me that even many of my better students did not have an accurate understanding of the topic. However, using the following approach, I was able to decrease the percentage of plagiarized papers I received from about 75% to less than 10%.

Define plagiarism. Many students (and some instructors) have inaccurate or incomplete understandings of what constitutes plagiarism. While most students understand that repeating someone else's words verbatim without the use of quotation marks is plagiarism, many do not understand the less blatant forms. According to the MLA Handbook, these forms include using apt phrase without appropriate acknowledgment, paraphrasing another person's argument as your own [without citing your source], and presenting another's line of thinking as though it were your own. (Gibaldi 22-23)

Plagiarism also includes using statistics from another source without acknowledgment of the source and citing sources incorrectly (faulty documentation). Most typically this includes waiting until the end of a paragraph to acknowledge a source and wrongly believing that

if a source is acknowledged in one paragraph it need not be acknowledged in the next paragraph.

Show students real examples of plagiarism. When students see and hear real examples of plagiarism, they have a better understanding of what to avoid in their own papers.

Explain how plagiarism is detected. Some students fail to give the instructor any credit, not realizing that over the course of a semester the instructor gets to know a student's writing style rather well.

Explain the consequences of plagiarism. Explain the consequences in general (failing papers, failing courses, being kicked out of school, having degrees taken away) and your policy in particular.

Give students practice in adequate paraphrasing and in accurate documentation. This does not have to be as boring as it may sound. Choose interesting or humorous passages for them to paraphrase and document. Some of my former classes have had fun paraphrasing and documenting articles such as "Psychotherapy of the Dead" by Samuel Senahem and "The Etiology and Treatment of Childhood" by Jordan Smoller).

Require students to submit their sources with their rough draft and completed drafts. This is perhaps the easiest way to reduce plagiarism but does not eliminate it completely. And the cost of photocopying a few papers (many of which were printed from the Internet) is not prohibitive.

Look for plagiarism in rough or final drafts. I realize that this may sound intentionally mean. However, I examine all rough drafts for plagiarism (yes, even those papers written by A students). I give my students forewarning; then, I follow through. I do not fail students when I find parts of their rough drafts to be plagiarized; I use the situation as a teaching opportunity and give these students a chance to do it right. Now, very rarely do I have a student plagiarize on the final draft (and those who do fail the course). While this practice is time consuming, most of my students do have a better appreciation for the art of writing a documented paper, and it is better that they learn this in freshman English at the start of their academic careers.

Keep a plagiarism file. If you do find plagiarism in a student's paper, make a copy of the plagiarized essay and a copy of the source to keep on file. Should a student later question a failing grade (though none of mine to this date ever have), you will have the proof readily available.

Help students generalize. Though this should be unnecessary, it is important that we help our students understand that the rules governing documentation and plagia-

rism apply to all papers they write in college, not simply those written for English classes.

Over the years, a number of students (including many I have not taught) have come to me for help with their research papers in sociology, psychology, and environmental science. It is disheartening to see these papers laden with plagiarized passages. While I do point out the problem to these students, all instructors should work together to help students master paraphrasing and documentation to eliminate a problem that may not be intentional but is sadly common in student research. I have found the preceding approach to work quite well, and I seldom find plagiarism now even in rough drafts. *

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EXPERIENTIAL LEARNING 2020

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Experiential Learning 2020 — perfect vision in review and assessment or forward thinking into the year 2020? Either direction, the importance of experiential learning activities is most evident in the performance ability and understanding level of our graduates on the job. Those graduates who were able to experience such activities have a better understanding of the "school-to-work" philosophy and demonstrate more effective critical thinking and problem-solving skills. A "perfect vision (20-20)" is the best description that applies to experiential learners as our workforce enters the 21st century. Students with experiential learning experience are in a better position to learn and develop those skills and characteristics that will be needed early in their careers. Today's experiential learners become tomorrow's work force.

Characteristics to search for in experiential learners include: ability to accept responsibility, honesty, integrity, sincerity, eagerness, enthusiasm, initiative, intelligence, oral communication and other verbal skills, problem-solving and critical thinking skills, self-esteem, confidence, creativity, listening and reasoning skills, attentiveness, and leadership skills. Having some or all of these characteristics moves the experiential learner into an operational mode that can be more productive to all parties involved. Certain management skills will surface over time that allow the experiential learner to further accept increasing responsibility.

Regardless of one's job title or position of responsibility, mastering such skills as time management, project planning, and personnel management is critical. Any manager has always exercised "perfect vision" as an assessment tool and determined that each needs to be more effective. We all need to be able

to get the job done, within a budget and according to quality standards. Effective managers know how to follow rules and policy guidelines as team players, to plan effectively and appropriate economically, and to manage their plan from orientation to completion. All managers are actually experiential learners as new challenges are identified and addressed. With this knowledge, managers can better communicate with the newer experiential learners.

Many available paths promise success. But, which format do you choose? This decision can only be answered after careful analysis of the subject case study. To improve management skills and results, implementing and following some basic objectives in time, project and human resource planning are necessary. The initial four strategies listed below address the establishment of a plan, and the latter involve the management of the plan.

1. *Always establish a clear goal.* The clearer you are about the end result of the project, the more effectively you can plan how to get there. Also realize that each employee and experiential learner involved in the chain of action must be clear about the goal. Setting a clear goal is a lot harder than what it sounds. It takes a concrete effort to make sure the goal is measurable and clearly understood.

2. *Always determine the objectives.* Establish objectives for each employee and experiential learner on the project. This approach allows each to better understand the responsibility and importance of his/her role. You must keep the overall goal in front of people and reward their successful efforts.

3. *Always establish checkpoints and time estimates.* Establish intervals throughout the process for progress checks and review to keep the common goal in alignment. Pay strict attention to detail to be sure of including all necessary components for completion. Determine the priority of and relationship between the segments.

4. *Communicate the project in a picture format.* Use charts or chalkboards to indicate the project identity and time intervals involved. The employee and experiential learner can better understand this schematic approach.

5. *Always work to understand people.* The most basic and fundamental rule about successfully managing projects is: you can't do it alone. Your strategies for managing a project depend upon your understanding of people. To be a success-

ful manager, you have to put yourself in the other person's shoes and be sensitive to why people do what they do.

6. *Always reinforce commitment.* Make every effort to maintain the employee's and experiential learner's commitment to the project. This is a team approach, not a dictatorial strategy. Efforts may be rewarded by visible awards, monies or verbal recognition. However, extend every effort to minimize project and personal jealousies.

7. *Always keep employees and experiential learners informed.* The key to improving communication problems is to get ideas across from the perspective of the team and to continuously give and receive feedback.

8. *Always build agreements.* People become concerned with things they care about. As discussions take place and conflict arises, rechannel these energies toward job and goal completion. Practice brainstorming sessions in route to improve results.

9. *Always recognize authority and delegate to responsible people.* Remember, employees and experiential learners look for honest, competent leaders who empower them through providing direction and delegating responsibility and tasks.

10. *Always encourage risk taking and creativity.* Make goals and deadlines clear, but allow for errors without intimidating or inhibiting people who try new approaches. Remember, an error doesn't become a mistake until you refuse to correct it.

Remember, develop with dependable people a sound plan that is flexible enough to handle the inevitable, unexpected problems. And be reminded that management can be defined as "getting things done through other people." Experiential learners are learning "on the job" through activities that are challenging and offer a degree of satisfaction upon completion. The experiential learner brings a keener eyesight to the workplace through past experiences — a 2020 vision. *

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SERVICE LEARNING: AN INNOVATIVE STRATEGY FOR EXCEPTIONAL LEARNING

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Service learning provides a method to combine teaching, learning, service, and research while addressing community needs. It provides a means for the faculty member to impart to the student values that go beyond the curriculum. These values include, but are not limited to, global and multicultural perspectives, effective communication and interpersonal skills, leadership development, social responsibility, and lifelong learning. Preliminary research findings on the benefits of service participation indicate that community-based learning can provide a powerful vehicle for colleges and universities to enhance their commitment to prepare students for responsible citizenship. Three such projects, funded by a grant from Atlanta University Center Service Learning Collaborative, involve students who will be awarded credit while simultaneously providing faculty scholarship and addressing critical needs in the community.

One of the projects is conducted at Girls Incorporated, which offers a variety of after-school, summer, and community outreach programs to girls of ages 6 to 18 primarily from low-income homes and ethnic minorities. Student nurses implement health-teaching programs and mentor the girls in the center over a period of 20 weeks. The programs planned by the students involve such activities as weekly meetings, health and nutrition teaching, implementing established programs, and gathering data for evaluative research. Some students are also involved in the Girls Incorporated sponsored Preventing Adolescent Pregnancy program that has been approved by the Cobb County School Board for implementation in the elementary, middle and high schools. They complete 16 hours of training for presenting the information and meet weekly to present the program to children in the schools. Course credit is awarded based on reflection through journals and group discussion as well as preparation for teaching programs implemented. The educational benefits from the unique opportunities in this program are limitless. Students participate in research, teaching, and care of community individuals, and simultaneously develop sensitivity to community needs and a sense of obligation and commitment to community concerns.

Another service learning project conducted in the nursing discipline engages nursing students in a blood pressure screening program at a volunteer-run, community based, not-for-profit medical clinic that serves the working poor and homeless. The clinic delivers free medical care to approximately 280 persons a month. Many suffer from chronic illnesses such as heart disease, lung disease, diabetes, and high

blood pressure that require long term medical care and follow-up. However the clinic is unable to provide these follow-up services. The students address the need for follow-up care for hypertensive patients through the screening program. Using the American Heart Association Screening Program, students screen patients at the clinic for hypertension and submit data for follow-up care. In a population that has no other source of healthcare, detection and treatment is imperative. The result will be that working poor and homeless will be screened for hypertension and receive follow-up care. Additionally, students meet course objectives by applying psychomotor and communication skills in a real world setting.

The third project was a collaborative endeavor between Kennesaw State University students in the HPS 385- Health Promotion and Program Planning course and the Northwest Home Healthcare Agency located in Jasper, Georgia. A team of students from the course designed, implemented, and evaluated a conference on health and aging called "Older and Wiser." One hundred and fifty-five community members attended the daylong conference.

The Northwest Home Healthcare Agency (NHHCA) is located in a mountainous community that has little access to medical care. The NHHCA's mission includes improving the overall quality of health and quality of the aging and disabled population of this community. NHHCA had expressed two major concerns: 1) very little health education programming had been delivered to the community due to limited resources and expertise; and 2) the majority of NHHCA volunteers have been older adults thereby reducing the contact between the generations. The project met the needs of the NHHCA and the community members by bringing needed health educational programming to the community, as well as creating intergenerational ties between the students and the older community members. The students gained the advantage of putting academic theory into practical experience through working with a community agency and community members when creating a program such as "Older and Wiser."

Service Learning is a teaching strategy that incorporates real world, practical experience with the academic theory from the classroom. Students and community members both benefit from this unique pedagogy. The three projects discussed here demonstrate several service learning opportunities related to health and wellness issues. Service Learning can be applied to a wide variety of content areas that can benefit students in any course. *

JUSTIFYING THE MARGINS: INCORPORATING ASIAN PHILOSOPHIES/STUDIES INTO THE UNDERGRADUATE CURRICULUM

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The place of Asian Studies, especially Asian philosophies, in the undergraduate curriculum should not be relegated to the margins, nor should its inclusion in the curriculum need any justification whatsoever; for example, why would teaching Confucian Philosophy, which is rooted in the longest continuous civilization on the planet, not be considered a viable, necessary, and integral component in the undergraduate curriculum? Because our universities developed a curriculum almost exclusively around the western canon, the inclusion of ways of thinking of nonwestern peoples is minimal at best in our colleges and universities today.¹ Even as undergraduates in the politically open and aware early 1970's, we petitioned our Philosophy Department for a course in "Oriental Philosophy"; with the assistance of a sympathetic professor we ultimately prevailed. This professor agreed to teach the course, but was always just "one chapter ahead." Unfortunately for him (and us too), he lacked any formal training in nonwestern philosophy and was destined to learn along with us. The age of multiculturalism, which grew out of a need to recognize large groups of nonwhite Americans, opened the door for courses in Asian Studies, and for the study of Asian philosophies. The nature of the changing world also opened this door because some Asian countries became economic and political forces that were in need of reckoning. We experience the rush at serious institutions today to learn more about Chinese thought and culture, as if the Chinese just now appeared. Who are they, how do they think, and what will they do with Hong Kong, and will they buy our products we ask. Those of us who had some training in an area of Asian Studies began to think that perhaps there would be a return on our investments of trying to penetrate completely different ways of thinking, and what appeared to us then as exotic worldviews. Change occurred, however.

Because of the assault against multiculturalism today, tighter budgets, the assault on affirmative action, and a management style of administering our higher educational institutions, we find ourselves in positions of having to justify the inclusion of Asian Studies in the undergraduate curriculum, especially in the core curriculum. What follows is an attempt to justify, in general and theoretical terms, what should not really need any justification at all, that is, the place of Asian Philosophies and Asian Studies in the undergraduate curriculum. This justification attempts to suggest reasons why necessary skills acquisition is more realizable, and may even have a higher success rate,

in Asian Philosophies/Studies courses than in more Western oriented core courses.² Although the focus of this paper is directed to the inclusion of a general survey course in Asian philosophies in the undergraduate curriculum, I think the arguments offered apply to other Asian Studies courses or even more specific courses in Asian philosophy. Also, similar arguments apply, I believe, to the justification of other non-western courses in the undergraduate curriculum such as courses in Latin America, African Studies, and perhaps even area studies such as Women Studies.

Unlike many disciplines that have emerged or evolved from philosophy, philosophy itself is particularly well suited to various forms of pedagogical approaches that not only pass on information to students, but also sharpen student skills in problem solving, working with and through concepts, and communication. In "On the Ethics of Teaching and Ideals of Learning,"³ Robert Audi addresses five approaches to teaching: historical, problem solving, comparative, process, and the dialectical. The historical approach enhances a student's ability to locate the great ideas of the world in their appropriate chronological context and shows students how such ideas develop within respective traditions. The problem solving approach introduces students to the field's major problems and some selected methods of resolving those problems. Through a comparative approach, students can engage themselves in comparisons and contrasts with other worldviews. A process approach forces students to do the work in question: writing, experimenting, and producing (philosophical) arguments. Finally, the dialectical approach uses discussion. Sometimes this discussion will take a Socratic form. Audi further states that "any good teacher has some command of these approaches; the best teachers can combine them and shift from one to another." (Audi, 33).

Each of these approaches to teaching is employed easily in disciplines like philosophy and provides an even greater opportunity for success in a survey core course on Asian philosophies. Because of "curricular restraints," most philosophy departments cannot offer specific courses in Indian Philosophy, Chinese Philosophy, or Japanese Philosophy. Offering even more specific courses such as Daoism, Buddhist Ethics, Samkhya Metaphysics, and so forth is totally out of the question unless the department and/or institution has a serious commitment to educate its students beyond the confines of the Western tradition. This situation of curricular restraints is most unfortunate because many

ideas found within Asian cultures are uniquely different from their Western counterparts. These uniquely different ideas often offer the western student a meaningful means of understanding his or her own worldview and the values that emerge from this background. By introducing general Asian philosophies/studies courses into the core curriculum, the results and goals inherent in Audi's five approaches are achievable and realizable.

The Historical Approach

Explaining the historical development of ideas is accomplished more easily within the context of a given particular tradition. If a professor, for example, traces the development of India's Materialist schools from their Brahmanism roots to Jainism's synthesis of ascetic (*Parsvanatha*) and natural (the *Ajivikas*) strands, students become sensitized immediately to the dynamic process of historical development. They also learn about particular aspects of Indian historical development. What is more important, the foundation for the Buddha's reaction (and subsequent influence on the world) is understood more easily. What is most important, however, when students investigate the historical development of ideas in a tradition other than their own, something significant is likely to occur because there is a diminished tendency to identify with the presented material. When students minimize their personal identification with the presented material, they are less inclined to project their own views and values, which often impede the learning process and real understanding. Although some identification with the presented material is crucial for learning to take place, too much identification only validates and reinforces unexamined prejudices and presuppositions.⁴

Further, students are less inclined to project their ideas about the nature of values, beauty, and reality on to the "other" tradition. If students do project their own tradition onto an unrelated one, then the apparentness of this projection is more easily pointed out to them, and ultimately seen by them; for example, if students project their contemporary Christian Post-Platonic perspective when trying to understand the pre-Socratic penchant for ascertaining the *archê* (beginning principle or primal origin) of all things, it will be more difficult for the professor to correct this teleological tendency. Facing the "other" is a means of understanding oneself.

By teaching from a historical approach, the necessity to situate ideas in their cultural and historical context is crucial. Students learn that ideas do not exist in vacuums and that ideas change our conception of self and reality more than the occurrence of mere events. Why would Descartes, for example, ever postulate the *cogito* at the relative expense of the material world? By understanding

Descartes' moment in history (directly after the shift from the geocentric view of the universe to a heliocentric one) students can understand why this devout Catholic rescues human beings from the periphery of the universe through his *cogito ergo sum* and places them, again, at its center. Often, this point is lost on beginning students because they are too extended in their own religious investments or moored in their sense of self to apply this Cartesian move to their own lives. However, when students momentarily immerse themselves in another tradition, without the operative foundation of their own, they are more likely to see that their senses of value, beauty, and reality are not necessarily exempt from the same type of cultural and historical influences.

Problems Approach

In an Asian philosophies course, professors can easily design assignments to sharpen students' problem solving and communications skills. Students can select a philosophical issue from a menu of typical western problems, for example, whether the moral life is equivalent to the good life, and then investigate the nature of the problem from the perspective of each tradition studied in a typical Asian philosophies survey course. We usually teach the traditions of India, China, and Japan in the typical survey Asian philosophies course, although other cultural traditions might be chosen as well. In such courses, students learn that problems, and their solutions, are contextualized within certain time frames in particular traditions; the problem solving approach resonates with the historical approach. Students also learn that any attempt at resolutions vary according to the intellectual, social, political, and cultural needs of each tradition. Again, when students do not have a culturally vested (self)interest in the outcome of a problem, like survival after death or the existence of God, they become more inclined (and do so more quickly) to develop critical thinking skills that are requisite for being a good student, but even more crucially, to become ultimately a good global citizen. The Problems Approach is easily applied to disciplines other than philosophy.

A helpful analogy to apply here is the study of Latin or Ancient Greek. Learning Latin (or Greek), which is unfortunately out of vogue nowadays, is really a more effective and efficient way of learning the structure of English; it is more efficient and effective than studying English itself because, as Heidegger once informed us, we live in our language. Reflecting on our own language is a difficult and burdensome task because of the closeness between the way we think and our native language. Similarly, our own problems of value and meaning are too closely connected to our worldviews for any objective and comprehensive understanding. By being engaged in a problem solving approach

in an Asian philosophies course (or courses of a similar nature), students learn more efficiently how to apply the learned skills to their own problems, and the problems of their own cultural context.

Comparative Approach

Naturally, the study of an Asian tradition or culture lends itself to the engagement of comparisons and contrasts. Carrying out the comparative approach is more natural in an Asian philosophies/studies course that surveys several traditions than trying to teach comparative skills in a western oriented introductory class. This approach blends nicely with the problems approach by guiding students to select an issue from a menu of typical western problems and map how the nature of a selected problem changes from the perspective of each tradition. Students need not confine themselves to western problems or issues. If an Asian philosophies/studies survey course began with the Indian tradition, the issue of suffering (*dukkha*) is of central significance. Within that particular tradition, students can investigate the differences of the pre-Buddhist responses to the elimination of *dukkha* and then compare their findings with the early Buddhist rejoinder. A professor can build upon this assignment by having students compare their conclusions to the Chinese and Japanese traditions where Buddhism is later introduced, but where suffering is not given the same emphasis as in the Indian tradition. Again, students learn a lesson about the different cultural influences that contribute to ideas and the problems encountered in any particular context. Also, through the comparative process, students are compelled to encounter their own beliefs, values, and presuppositions in a more reflective manner by constantly engaging the “other.”

Through comparisons and contrasts of other worldviews, students understand more easily the development of their own values, beliefs, and presuppositions. Further, students can appreciate the views and values that at face value appear alien to theirs and learn that certain values transcend both cultural and historical differences. It surprises many students that the moral principle of honoring and respecting one’s parents, most closely associated with the Semitic tradition, has a parallel, and an even more prominent role, in Confucian filial piety (*hsiao/xiao*). Moreover, *xiao* is an integral part of a complex system of values that may (or may not) resonant with western values.

Process Approach

The process approach focuses on the actual doing of a discipline. The process approach is best combined with the problem solving and comparative approach, but might be combined with others. Combining the process approach with

the comparative and problem solving approaches is accomplished easily because students are already generating (philosophical) arguments or synthesizing ideas from several traditions. The Asian philosophies/studies course provides a genuine and natural opportunity for the process approach. When engaged in writing and arguing from the parameters of another culture or tradition, students are forced to be more imaginative than when tethered to their own tradition. They are also encouraged to make connections where they normally might be unable because they do not have the burden of any foundational basis for immediate appeal. Students will seek to develop their own intellectual hooks to hang material as they render some order to the strange new chaos they have encountered. To make their course experience more intelligible, in either academic or personal terms, the Asian philosophies/studies student often is more inclined to engage in the “doing” of the course.

The process approach, especially when combined with others, creates an in-class climate that can be more interactive than other types of classes. It is a widely held view that students learn better through process than by being passive learners. We have discovered, for example, that teaching composition in process and allowing for a series of rewrites improves student performance. Emphasizing the process of learning in our classes makes our classes more interesting for students and enhances their ability to learn and master some techniques of the discipline. Further, we can incorporate writing in process for strengthening critical thinking skills.

Dialectical Approach

Robert Audi suggests that the dialectical approach “enhances both intellectual and speaking skills.” (Audi, 33). The Asian philosophies/studies survey offers only one advantage over other (philosophy) courses with respect to the dialectical approach. The dialectical approach where “discussion is used, often Socratically, to unfold ideas, problems, and texts” (Audi, 33) is as easily employed in the Asian philosophies/studies survey class as it is in most other (philosophy) courses. However, there might be a slight advantage for the Asian philosophies/studies course, or other nonwestern courses, when it comes to the interpretation of texts, especially if the professor is familiar with the language of the text. Most of the texts used in an Asian philosophies/studies survey will be written in an ancient language, which creates added problems of translation because of the significant differences between Asian languages and English. For example, asking a student to compare the professor’s translation of the first verse of the *Laozi*, “*Dao* that can be spoken is not the constant *Dao*,” with the translator’s, “The *Dao* that can be told is not the eternal

Dao,” will make her consider: 1. how to speak what she has been told in both translations is unspeakable (the content of the verse) and 2. how she will articulate the significant difference in meaning that occurs in the subtle changes between the translations (the interpretation of the verse). Although we learn such lessons from the texts of Plato, for example, the meanings of those lessons are more transparent because of the linguistic relationship between Attic Greek (or other western language texts) and English; there are many underlying assumptions about substance present in western languages that seduce students (and all of us) to think in particular kinds of ways. There is, of course, no relationship, linguistic or conceptually, between Chinese and English.

Conclusion

An Asian philosophies/studies survey course not only provides students with a general survey of the development and evolution of aspects of the varieties of Asian thought, but it also provides a unique understanding of their own western worldview. Students will learn to reflect about themselves through a continuous comparison and contrast of nonwestern ways of thinking. Students will more closely reflect on western ways of social organization by investigating totally different arrangements. They will reflect on their own relationship to the natural environment by discovering radically different ways of interacting and defining themselves with the natural world. In an Asian philosophies/studies survey course, students learn to develop a more global perspective, and a greater appreciation for the differences of Asian groups.

Philosophy as a discipline is especially suited to the infusion of Asian Studies into the undergraduate curriculum because it concerns itself as a discipline, perhaps uniquely so, with the bigger picture. Philosophers have always concerned themselves with the ideas, ideals, aspirations, attitudes regarding issues of life and death, and how we collectively arrange ourselves in search of the good life. Although less dramatic and ideal, but every bit as crucial, students acquire critical thinking skills more easily, which promote and enhance more successful lives. Philosophy, both East and West, has always sought such a comprehensive understanding.

In a world of the “bottom line,” curricular “dumbing down,” and “reasonable graduation rates,” genuine and comprehensive understanding is crucial. Incorporating Asian Studies, especially Asian Philosophies, into the undergraduate curriculum is not only timely given the nature of our current world, it provides an opportunity to sharpen students’ skills in achieving a more comprehensive under-

standing, which is in scarce supply today, but will be in high demand tomorrow. *

- ¹ Asian Studies was, of course, not the only exclusion.
- ² The goal of this paper is not to offer empirical support for such a conclusion, but is to suggest an academic justification and a framework for an empirical investigation, with respect to the acquisition of certain thinking skills.
- ³ See *Academe*, Vol. 80, #5 by Robert Audi. Audi’s article is the main source for the ensuing discussion.
- ⁴ This detrimental aspect of identification often occurs with Americans when they learn about U.S. History. Americans identify themselves as bearers of rights, but often have difficulty understanding that the notion of private property is just an extension of an atomically defined self who finds himself or herself in a society, which is defined as a mere collection of other selves, each having equal rights. This identification obfuscates the whole issue of private property and obscures the question of human and animal rights. We can also recall the project of Socrates, who has become our model of the teacher *par excellence*, and the goal of his method: first to question his students and second make them question themselves concerning their inherited values and presuppositions.

HAVE YOU JOINED A CIRCLE?

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A teaching circle, or group of faculty meeting regularly to discuss teaching, is an excellent opportunity for faculty development. As a member of two circles, I have learned a valuable lesson, "We work with teachers." There is so much to learn from our colleagues. For example, are you three-hole-punching all of your handouts, so your students will keep up with them? How about copying your syllabi on colored paper?

Most teaching circles consist of no more than 15 faculty members, who meet for 1 or 2 hours in a round-table discussion. These meetings include the general sharing of personal experiences, but can also incorporate classroom visits, demonstrations, guest speakers, book clubs, conference reports and student guests. From my experience, the personalities of the members tend to determine the dynamics of the group. Innovative teachers often prefer to visit classes and share demonstrations, while traditional scholars appreciate topical discussions.

I was privileged to participate in a faculty development program designed by Georgia Southern's first Board of Regents Distinguished Professor of Teaching and Learning, John Daily. He had three groups of ten faculty members meet weekly for two quarters to discuss a variety of topics. We used Wilbert McKeachie's *Teaching Tips* as a guide. During the second quarter Daily realized that there is a name for what we were doing...a teaching circle. We had discovered a valuable resource that university faculty around the country were already utilizing. Attendance at the meetings was high, and the discussions always filled the allotted time. My group enjoyed the discussions so much that we continue to meet quarterly.

During the following summer, the chemistry department at Georgia Southern University was going through a major revision in the way we were to be evaluated. As we discussed the evaluation of teaching, we realized that none of the methods we suggested encouraged faculty development. For example, student evaluations, peer evaluations and teaching portfolios require faculty members to boast about successes, while ignoring failures. We admitted that we should learn from each others achievements, as well as mistakes.

Using what I learned from John Daily's program, I established a teaching circle within my department. The meetings are held weekly, and we have been loosely following Daily's outline and McKeachie's text. We have learned that informal meetings are a great forum to share ideas, complaints and strategies.

The content of the discussions is set at the beginning of each quarter, although some meetings move to more pressing issues. The first year of topics included the following: the syllabus, expectations of our students, professional culture, how students learn, the lecture, managing class discussion, teach-

ing activities, in-class writing, technology in the classroom, the laboratory, term projects, designing and administering tests, assessing student work, counseling, evaluation of instruction, the classroom, academic dishonesty, values and undergraduate research.

Circles within a department and those across a campus have certain advantages and disadvantages. While some topics are irrelevant and there is never enough time to share everything, interdisciplinary circles offer more about departmental cultures and teaching failures. Members learn more about teaching, in general. With a professional hierarchy always present within a department, members in intradisciplinary circles are less likely to admit mistakes. Also, departmental activities can disrupt the meetings. On the other hand, departmental circles can include discussions on area specific topics and are easier to schedule. In general, members receive more practical advice.

What have we learned? Here are a few ideas that were shared in my circles:

- It's time to add the statement, "Computer failure is not a legitimate excuse for late papers," to our syllabi.
- Our students' SAT scores aren't nearly as high as we think.
- Departmental cultures vary widely by dress codes, grading policies and teaching techniques.
- The size of the class and material covered determine the appropriate type of lecture. Most lectures require at least one two-minute pause for students to catch up and reflect.
- Perhaps the faculty member shouldn't be doing all of the talking in class.
- Guest lectures and Jeopardy-type reviews are excellent examples of teaching activities which revive student interest.
- To encourage our students to write in any discipline, we might require study journals or student poster presentations of new topics.
- From laser pointers to digital cameras to web-based lectures, one important rule should be remembered when dealing with technology: Always have a back-up! We should plan for failures, because they can happen at any time.
- Unannounced exams are a way to have perfect attendance and well-prepared students, but would our students ever forgive us?
- When it comes to personal problems of our students, the best response is to refer the students to the school's counseling center. We should avoid giving advice, if at all possible.
- Many of us spend too little time assessing student work.

Exams are certainly important enough to spend an entire hour discussing the correct answers. So, have you joined a circle? If not, please try one. And if you don't have a circle to join, consider starting one. You will be surprised at how much you can learn from your colleagues. *

FACULTY DEVELOPMENT OPPORTUNITIES RESULTING FROM SEMESTER CONVERSION

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Faculty development is a critical concern of most institutions of higher education. Institutions of higher education in the state of Georgia have given particular attention to the twin issues of cultivating and nurturing junior faculty and strengthening the skills and scholarship opportunities of senior faculty. The College of Education at Augusta State University has identified faculty development as a critical area of concern. The College of Education has the task of not only training future (and current) educators, but also the additional task of establishing and nurturing a relationship with the public school system. Consequently, the need for faculty development becomes a critical link in the success of both the College of Education and the public school system which it serves.

In the College of Education's preparation to convert from quarter to semester hours the Intellectual Vitality Committee (IVC) was assigned the task of assessing the collective needs (and concerns) in the area of faculty development opportunities. Additionally, the IVC was asked to put together an "implementation plan" that would specify in some detail how particular opportunities for faculty development would emerge. The implementation plan resulted in nine distinctive areas that would be addressed differentially as the College of Education moved to semester conversion. The nine areas consisted of 1) Faculty Role Model 2) Support for Conferences/Presentations 3) Brown Bag/Framework Seminars 4) Teaching and Learning Summit 5) Faculty Biographies 6) Action Research 7) Co-teaching 8) Student Forums/Perspectives and 9) Graduate Student Organization. Some areas took priority over others. It was understood that some areas could be completed with little difficulty while others would not only be more difficult, but would be on-going. This was a unique opportunity to assess those critical areas of needs and concerns and to help establish the criteria for the constitution of an effective faculty role model.

Implementation Plan—The implementation plan was essentially the guide for directing the efforts of the IVC. The initial charge was the full implementation of the faculty role model. Consequently, a decision had to be made about what constitutes faculty development. The IVC argued that faculty development is "a structure that provides opportunities for faculty to enhance and develop competencies in teaching, curriculum design, scholarship, leadership, student advising, and collaborative enterprises."

These were considered critical if faculty were to be effective and remain at the College or University level.

The faculty role model was both a concept and an instrument for measuring faculty productivity. The instrument was circulated throughout the University and was intended as an objective instrument for measuring the output and effectiveness of faculty. It provided for a detailed description of faculty responsibilities and established a range of percentage of the total responsibility for each faculty. The aggregate percentage for each faculty should total 100. Interestingly, each faculty member was afforded the opportunity to determine how their faculty responsibilities would be apportioned (with the range established by the model). For example, teaching would constitute 45 - 70 per cent of each faculty's primary responsibility. Service to the University would constitute 10 - 30 per cent. In each instance the faculty could determine their per cent of effort regarding responsibility in each area.

Increasing Support for Conferences Presentations—Support to attend and participate in professional conferences and seminars typically generate concern on most college and university campuses. The culprit tends to be the method in how state colleges and universities are funded. There never appears to be adequate financial resources for such endeavors. However, given the fact that faculty is expected to generate scholarship in the form of research, journal articles, books, and conference presentations it is reasonable to assume that funding will be available (at least in part for) for these endeavors. Particular attention was given to conference presentations and/or conference attendance because financial support typically comes from sources internal to the institution. The argument presented by the IVC was that the administrations in the Departments, Schools, and Colleges of Education across the state should exercise greater effort in assisting faculty to attend conferences, especially those that represent areas of expertise or associated with "learned societies." Two suggestions were submitted regarding the limited resources for conference attendance. The first proposed that faculty be allowed to attend conferences on a rotating basis. Every other year faculty would be pretty much guaranteed funds for attending a conference of their preference. The second proposed that the Departments, Colleges, and Universities seek external funding. In-state and regional conferences were also suggested as ways to mitigate the tremendous cost sometimes associated with conference attendance. In other

words, additional consideration might be given to in-state and regional conferences rather than national and international conferences. This idea appears contradictory, given that greater prestige and recognition is associated with national and international conferences.

Brown Bag/Framework Seminars—The Brown Bag/Framework Seminars is an outgrowth of the preceding area of concern (i.e., Support for Conferences/Presentations). This represents opportunities that Departments, Colleges, and Universities of Education can generate for themselves in terms of presentations and seminars. The Brown Bag/Framework Seminars afford faculty the opportunity to present current research efforts, discuss recent publications, share information about how to pursue grants, or provide strategies for team-teaching. The first Brown Bag/Framework Seminars was successful in bringing together the Departments of Clinical and Professional Studies and Teacher Development to share ideas on Innovative Practices in Reflecting the Conceptual Framework in the College of Education. The first Monday of each month at 12:00 noon was tentatively established as the meeting time for the Brown Bag/Framework Seminars. The tentative dates provides faculty with timelines in which to adequately prepare for possible presentations.

Teaching and Learning Summit—The fourth area of concern was an extension of areas two and three. The long range goal of providing additional opportunities for faculty development in the area of conference presentations and seminars culminated in the decision by the College of Education to sponsor its own conference. The focus of the proposed conference would revolve around teaching strategies. The call for papers would not only be directed at college and university faculty across the state, but would also target public school teachers, graduate students in teacher preparation programs, and interested community representatives (e.g., civic organizations). The Teaching and Learning Summit ideally would lead to greater collaboration among teacher preparation institutions across the state, but more importantly for the greater Augusta area, an improved working relation with the public schools.

Faculty Biographies—The Fifth area of concern was how to potentially generate more interaction and productivity among colleagues across the University in general, and within the College of Education in particular. One step was to collect Faculty Biographies from each faculty member. The intention was not merely to assemble a collection of curriculum vitae to be stored in some obscure out of the way place, but to circulate to faculty for their perusal. The biographies were to include areas of research interest, recent publication, and presentations. In addition, the lists are being organized to be placed on to the College of Education webpage. This will afford anyone who has similar interests to communicate and potentially expand opportuni-

ties for collaborative research and publication efforts. Such information would be accessible across the entire state.

Action Research—Action Research represents area six of the implementation plan. It is directly tied to area five (Faculty Biographies). With serious attention given to faculty collaboration, Action Research is believed to be a logical outcome of such efforts. Such research would be directed at solving problems experienced by local educators. Engaging in such research would help create stronger bonds between the University and the public schools.

Co-Teaching—Faculty in the College of Education have actively been investigating the possibility of multiple faculty members co-teaching a course together. Once again, the move to semester hours afforded the middle grade specialists the opportunity to restructure how instruction was to occur at that level. The most serious threat to such an enterprise has been the inability to balance the Full Time Equivalent (FTE) faculty load through the computer. The current soft-ware was not designed to accommodate multiple faculty teaching the same course. Who should receive credit for a course taught by more than one faculty? The solution, at least in part, was to offer more than one section. If the course was taught by two faculty members, then two sections would be offered giving credit to each faculty for his/her own section thus, allowing for teaming to occur. This is especially critical for the middle grades courses, where team teaching should not only be emphasized, but should be modeled.

Student Forums/Perspective & Graduate Student Organization—The last two components of the implementation plan dealt with student involvement. Both involve participation from graduate students and would be on-going activities. Given, that most graduate students are educational practitioners it appeared reasonable to the members of the IVC that they should be included in much of the programming carried out by the College of Education. The strategy was to involve them in the Brown Bag/Framework Seminars. This would afford public school teachers and opportunity to interact with the College of Education faculty and would ostensibly put them in the role educating university faculty. Inverting roles would serve to help each appreciate the other. Additionally, there would be opportunities for university faculty to collaborate on research (particularly action research), conduct surveys of student interest, interact with graduate student organizations, and serve as student advisors.

Summary—The statewide initiative among institutions of higher education to convert from quarter hours to semester hours has afforded the College of Education at Augusta State University the opportunity to access its goals for nurturing junior faculty and enhancing the skills of its senior faculty. Faculty development emerged as one

of the more critical concerns of the faculty. The Intellectual Vitality Committee was given the responsibility for creating a plan (implementation plan) to address the issues of faculty development. Nine areas emerged, some building on the foundation of others. What eventuated was a new way of viewing faculty responsibility, not only in relation to collegiality, but in terms of teacher preparation and the kinds of relationships that should be carried with the public schools. The faculty role model has been placed at center of faculty responsibility and serves to be the yardstick for measuring faculty effectiveness. *

AT KSU . . .

MASTER TEACHING PROGRAM RECIPIENTS OF 1998-1999 AWARDS

The Master Teaching Program encourages, recognizes, and rewards faculty who demonstrate effective and innovative teaching and have the leadership qualities necessary to develop solutions to complex issues facing KSU in the area of teaching and to guide others in the implementation of those solutions.

Master Teaching Awards are selected based upon demonstrated excellence in teaching, demonstrated leadership, and the design of a project that addresses institution-wide concerns. The program focuses on the development of innovative teaching methods addressing widespread issues such as the effective use of technology in teaching, successful strategies for teaching large classes, alternative teaching strategies, and the development of applied experiences. The projects selected must have an impact beyond the individual course, classroom or department.

World Literature Database, Barbara Stevenson, Associate Professor English—Under semester conversion I will teach a newly-developed course for the revised English Major entitled “World Literature Before 1800.” For this new course I wish to attempt a unique approach to world literature based upon the ideas of Gerald Graff advanced in *Teaching the Conflicts* and to incorporate an innovative approach to student research assignments and classroom technology modeled after George Landow’s Intermedia Project at Brown University. The major purpose of and product from this proposed master teaching project will be a world literature database created by the class and published on the web. Such a database could be a useful research source for students and faculty interested in world literature. Moreover, other professors could follow my course model and have their students’ work placed on the database also. The success of this database—as with any website—can be measured by the number of visits and links established to the site. In the past I have done workshops on campus and presentations at profes-

sional meetings off campus to share innovative class assignments, particularly those involving technology, and I propose to do the same with this project.

Establishing and Maintaining Academic Liaisons with Industry, Kathleen Fleiszar, Professor Biological and Physical Sciences—The ultimate purpose of this project is to establish long-term collaboration between scientific industries and the Department of Biological and Physical Sciences. The major objectives of this project are: 1) to establish and sustain internship opportunities for both students and faculty; 2) to develop and promote service learning opportunities for students; 3) to create a Web site and faculty handbook highlighting these opportunities; and, 4) to obtain National Science Foundation (NSF) funding for the faculty internships. This project is of the utmost importance to our biology majors who seek immediate employment after graduation. The internships will give them a competitive edge in the science job market, while the service learning experiences will involve them with the community, teach them to solve community problems and foster in them a sense of social responsibility. Practical “hands-on” internships and service learning projects will complement their academic knowledge. This project will also impact faculty by providing and promoting scholarship activities in the form of industry internships. Finally, the project will serve as a prototype for the other departments within the university. Members of the Biology Advisory Board will be contacted by phone and in person to determine their interest in becoming a site for faculty and student internships and for student service learning projects. Evaluation will be based on the number and kinds of internships and service learning sites established; the successful completion of a Web site and faculty handbook; and, the successful funding of an NSF grant. Dissemination of information from this project will be accomplished through email, a publication in *Reaching Through Teaching*, a university-wide workshop, and the publication and distribution of the faculty handbook.

Interactive Biodiversity, A Teaching Tool for Introductory Biology William Ensign, Assistant Professor Jerald Hendrix, Professor Heather Sutton, Assistant Professor Biological and Physical Science—Traditionally, complex and integrative material in the area of biological diversity has been taught to introductory biology classes by lecture and laboratory “Survey of the Biological Kingdoms.” Problems with this method include limited time for in-depth coverage of the material, the necessity for a broad knowledge of biological diversity across kingdoms on the part of the instructor, and the inability of students to progress at their own pace. The primary goal of our project is to develop a self-paced, learner-centered alter-

native to this traditional method. This project will enhance students’ understanding of biological diversity by: collecting and compiling material biological diversity across all kingdoms, developing integrative links both within and across levels of biological organization that highlight commonalities and differences in how organisms deal with the challenges facing them, compiling these materials into an interactive Internet web site, and developing interactive testing materials that allow students to assess their own understanding of the concepts presented. To evaluate this project, we will monitor the performance of students before and after implementation of the web site. In addition, we will compare the performance of students with high use of the web site to students with low use of the web site. If the project is successful, the software would be made available to other biology departments within the University System of Georgia for incorporation into their introductory sequences. The results of this project will be disseminated at regional or national meetings of science teachers.

History of West Africa: A Textbook and a Web Site, Akanmu Adebayo, Professor History and Philosophy—This proposal seeks funds under the Master Teaching Program (MTP) to support my research project on the history of West Africa. The project has two phases. In Phase I (spring/summer 1998), I would conduct research in West Africa; in Phase II (1998-99 academic year), I would use the materials and information collected to accomplish three interrelated goals. The benefits of this project are enormous. They enhance curriculum offerings here at KSU and beyond. For one thing, the textbook, when it is completed and published, would be used for West African history and other courses in African studies at this and other institutions. In addition, the web site would make available to students, teachers, and researchers a mine of authentic and up-to-date information on West African societies. *



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