



CIDLink:

Center for Instructional Development Notes
from an AAHE/CASTL Cluster Institution

Clayton College
& State University

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Expansions in Active Learning: Student Success Grant Recipients Lead Focus Groups

By Susan Copeland Henry

Last year Student Success Grant Recipients, under the guidance of CID Director Martha Wicker, developed an Active Learning Database and conducted classroom research projects on the use of the strategies delineated in the database. After the Student Success Grant Recipients' research presentations on September 7th, faculty members from each school/college joined



focus groups to expand the use of active learning strategies on campus. The groups will utilize the current database, which is searchable by discipline, function, group size, and ease of use. It is located at http://ctl.clayton.edu/cid/active_learning/search.asp.

Each focus group member implements at least one active learning strategy from the database during the Fall Semester, and each group meets monthly so that a designated

member can share his/her implementation experience. Group members then reflect upon that experience and discuss potential applications of the given strategy within their own disciplines. Group members also read and discuss one active learning article per month, maintain monthly integration logs, and submit at least one journal reflection during the semester. During Spring Semester, focus group members will expand their implementation of active learning strategies and participate in peer review.

Focus groups include: Erica Gannon (leader), Sandy Harrison, Adam Tate, Jere Boudell, and Donna McCarty from Arts & Sciences; Debra Durden (leader), Caroline Clower, Susan Henry, and Chris Ward from Arts & Sciences; Lou Jourdan (leader), Gary May, Nikki Finley, Margaret Thompson, Greg Kordecki, and David Furman from the School of Business; Susan Sanner (leader), Astrid Wilson, Sharon Croft, Deborah Gritzmacher, Karen Weaver, Katrina Barnes, Lois Manning, Sue Odom, Betty Glenn, and Lillian Parker from the School of Health Sciences (pictured left); Richard Clendenning (leader), John Burningham, Carol Hallisey, Ian Toppin, and Joan Bass from the School of Technology; Jon Preston (leader), Cathy Aust, Larry Booth, and Bobby Marcus from the College of Informational and Mathematical Sciences.

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11/ 5/2004 10:00 AM-12:00 PM

Introduction to Crystal Reports
11/ 8/2004 9:30 AM-11:30 AM

Managing Your Email
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Beginning PhotoShop
11/11/2004 10:00 AM-12:00 PM

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Dr. Barbara Millis Leads Cooperative Learning Workshop

By Susan Copeland Henry

Dr. Barbara Millis, the Director of the Excellence in Teaching Program at the University of Nevada, led Clayton State faculty members in a workshop on cooperative learning during Faculty Development Day, September 7th, 2004. Participants engaged in a variety of collaborative learning activities designed to teach faculty members how to form, manage, and assess successful learning

groups in both small and large classroom settings. Dr. Millis also provided a research basis for cooperative learning, documenting the benefits for using groups to enhance knowledge retention through deep learning.



Dr. Barbara Millis

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CIDLinkVol. 1, No. 2
Fall 2004**CID Director**
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Christopher White**Administrative Assistant**
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Lou Brackett**CIDLink Editor**
Susan Copeland Henry**Student Teaching Assistants**
Ramon Yarde
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Cooperative Learning Grant Recipients Announced By Martha Wicker

The Student Success Faculty Development Grant Recipients for 2004-05 are Jere Boudell (Arts & Sciences), Aprillya Lanz (Information & Mathematical Sciences), Gary May (Business), Jean Medastin (Information & Mathematical Sciences), and Melanie Poudevigne (Health Sciences). During Fall Semester, the grant recipients are meeting bi-weekly to explore cooperative learning strategies and to discuss forming and assessing groups, structuring group assignments, and facilitating student collaboration. The group has selected *Collaborative Learning Techniques: A Handbook for College Faculty* by

Elizabeth F. Barkley, K. Patricia Cross, and Claire Howell Major as their study and discussion guide. During the cooperative learning faculty development, the grant recipients will plan a classroom research project, which they will conduct during Spring Semester. In addition to conducting a research project, each grant recipient will submit cooperative learning methods to the Student Success Learning Strategy Database and observe their peers using cooperative learning strategies in their classes. Detailed descriptions of the faculty research projects will be printed in the next issue of *CIDLink*.

Dr. Barbara Millis Leads Workshop

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Dr. Millis identified three principles for cooperative learning: "1) Prior Knowledge – students construct new knowledge based on what they already know; 2) Deep Foundational Knowledge – Students need a conceptual framework for acquiring deep learning; and 3) Metacognition – Students must identify learning goals and monitor their

progress toward them." (Handout). Copies of her handout are still available in the Faculty Resource Center in CID.

Dr. Millis co-authored *Cooperative Learning for Higher Education Faculty* (1998), and a second book is forthcoming. She is widely published in the field of cooperative and collaborative learning strategies.

CID's New High-Tech Facilities By Martha Wicker

The Center for Instructional Development relocated to the University Center in August 2004. The new facility includes a Faculty Lab, Training Room, Sound Recording Studio, Conference Room, Faculty Resource Center, and Student Multimedia Lab. The Faculty Lab has PC computers, iMacs, an Apple G4, B/W and color network laser printers, a poster printer, scanners, CD and DVD burners, video capturing/editing workstations, a plasma screen, and a multimedia podium containing an Elmo and DVD/VHS player. This lab is used for faculty drop-in support and houses the Student Technology Assistants who provide instructional technology support. Used for workshops, the Training Room is equipped to accommodate 24 notebook computers. The Sound Recording Studio is equipped with a sound booth

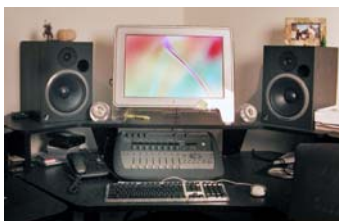
containing a computer and microphones for recording Mimio, SofTV, and audio narration. The studio also contains professional photography lights and a Chroma-Key screen for photographs and videotaping. The Conference Room seats eight and provides web conferencing and DVD/VHS playback on a 42" plasma screen. This room is also used for focus groups and for staff and UDI meetings. The Faculty Resource Center contains over 150 books and magazines for checkout on a wide range of topics. The Student Multimedia Lab contains 16 PC computers, three iMacs, an Apple G5, scanners, a network printer, a plasma screen, and a multimedia podium containing an Elmo and DVD/VHS player. Teacher Education and CMS professors use this lab for classes. To use CID facilities, please contact Alisa Kirk.



Faculty Lab



Conference Room

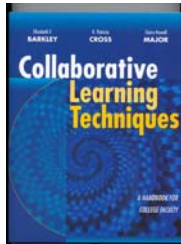


Sound Recording Equipment

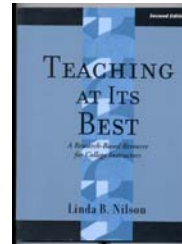


CID Resource Center Book Recommendations By Martha Wicker

Collaborative Learning Techniques: A Handbook for College Faculty by Elizabeth F. Barkley, K. Patricia Cross, and Claire Howell Major (San Francisco: Jossey-Bass, 2005) provides research-supported answers to the *Why, How, and What* questions about collaborative learning.



Teaching at Its Best: A Research-Based Resource for College Instructors by Linda B. Nilson (Bolton, MA: Anker Publishing Company, Inc., 2003) provides practical strategies for course design, appropriate teaching methods, and assessments.



Faculty Resource Center

Faculty Feature: Using Financial Reporting Forecasting Models By Greg Kordecki

The uniform CCSU ITP student computer requirement has driven greater applications in standard spreadsheet software like Excel. Students with Excel continue to function the old-fashioned way, but now in an enhanced mode with the laptop initiative for classroom interactive use, since the user is able to download *actual historical* data from U.S. and foreign companies, as well as from regulators' websites.

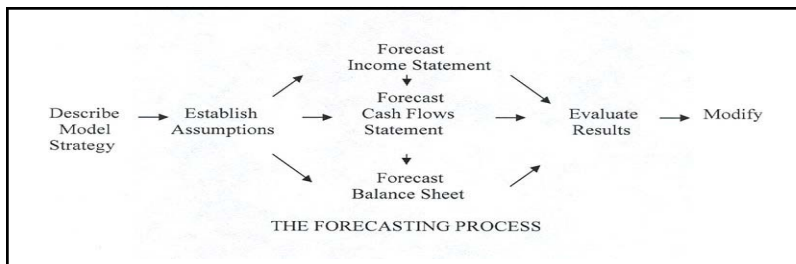
Time-based amounts then simulate actions/decisions in which managers actively engage. Accordingly, the use of interactive Excel models is an important learning application in School of Business courses as

varied as Accounting Information Systems and the capstone BBA course, Strategic Management.

Students quickly encounter a critical component of what business managers and entrepreneurs deal with on a regular basis: using historical information combined with current, relevant sets of changing assumptions regarding inflation, interest rates, real returns, and other economic variables. A plausible forecast is generated by changed assumptions. With this flexible, dynamic tool—a click of the mouse—student learning is reinforced about both business operations and strategy.



Cooperative Grant Recipients from left: Jere Boudell, Jean Medastin, Martha Wicker, Aprylla Lanz, Melanie Poudevigne, and Gary May



Established assumptions are modified as many times as believed necessary by the modeler/template user. Specific Excel spreadsheet techniques are provided in Bogert et al. at <http://business.clayton.edu/jbogert/MGMT%204750/Bogert-Bagwell-Kordecki-afee%20Final%20rev.doc>. Other proven active learning strategy model applications include:

- financial ratio indicators
- benchmarking

- balanced scorecards
- market price evaluations

Further potential benefits of this model directly linking classroom theory to business practice could be realized through capital budgeting overall resources, evaluating segment performance/reward allocations, and nurturing qualitative leadership and decision-making features. Interactive strategy is best learned through practice, and the CCSU model classrooms provide the best environment for this learning.

Fall Workshops

(continued from page 1)

Introduction to Crystal Reports

11/12/2004 9:30 AM-11:30 AM

Using Streaming Media

11/15/2004 1:30 PM- 3:00 PM

11/16/2004 1:30 PM- 3:00 PM

Vista VI

11/17/2004 10:30 AM-12:00 PM

11/18/2004 10:30 AM-12:00 PM

Turnitin.com - Plagiarism

11/22/2004 1:30 PM- 2:30 PM

11/23/2004 1:30 PM- 2:30 PM

Vista I/II

11/29/2004 1:30 PM- 4:30 PM

Cleaning Your Electronic House

11/30/2004 1:30 PM- 2:30 PM

12/ 1/2004 1:30 PM- 2:30 PM

Vista III/IV

12/ 6/2004 1:30 PM- 4:30 PM

Beginning FrontPage 2000

12/ 7/2004 10:30 AM-12:30 PM

Vista V/VI

12/13/2004 1:30 PM- 4:30 PM

Vista I-III

12/20/2004 9:00 AM- 3:00 PM

Vista IV - VI

12/21/2004 9:00 AM- 3:00 PM

Thoughts on the ISETL Conference By Richard Clendenning

The ISETL conference was valuable because it was an interdisciplinary gathering of professionals with common concerns about teaching using active learning, and presenters actually practiced what they preached. Most presenters involved the group in one or more activities related to the presentation, demonstrating either an active learning strategy or an aspect of the research they had conducted.

ISETL members are very creative, but the exploration of alternative teaching strategies comes not just from creativity but from decades of research on the positive impact of active learning. If teachers are to embark on the often difficult road to incorporating active learning into their teaching, then collaboration with faculty from various institutions who have been walking that road and overcoming the difficulties is essential. The ISETL conference offered that kind of collaboration.

Susan Henry was elected president of ISETL during the conference. She will assume office in 2005.

Upcoming Conferences

Teaching and Learning with Technology Conference 2005 at Purdue University 2/15/05-02/16/05: <http://tlt.purdue.edu>

AAHE Conference on Higher Education in Atlanta, GA 3/17/05-3/20/05: <http://www.aahe.org/National/2005.htm>

The Third Interdisciplinary Conference at Gordon College 3/18/05-3/19/05: http://usg.edu/admin/acadaff/fac_dev/fd_calendar.htm

Lilly Conferences on College & University Teaching in Pomona, CA 3/18/05-3/19/05: <http://www.iats.com>

16th International Conference on College Teaching and Learning at Jacksonville, FL 3/27/05-4/2/05: <http://www.teachlearn.org/final.html>

10th Annual Instructional Technology Conference at Murfreesboro, TN 4/3/05-4/5/05: <http://www.mtsu.edu/~itconf>

ED-MEDIA 2005 in Montreal, Canada 6/27/05-07/02/05: <http://www.aace.org/conf/edmedia/edmedia>

Syllabus 2005 in Los Angeles, CA 7/24/05-7/28/05: <http://www.syllabus.com/summer2005/cfp.asp>

35th Annual Conference of the International Society for Exploring Teaching and Learning at Cocoa Beach, FL 10/13/05-10/15/05: <http://www.isetl.org>

CCSU Addresses Diverse Student Needs with UDI By Barbara Thompson

Barbara Thompson from the Center for Instructional Development and Elaine Manglitz from Disability Services were recently awarded a grant from the Center on Post-secondary Education and Disability at the University of Connecticut to establish a Universal Design for Instruction (UDI) Learning Community at Clayton State. The Learning Community consists of Barbara and Elaine as co-facilitators and six faculty members: Sandy Harrison and Antoinette Miller from the School of Arts & Sciences, Lari Arjomand from the School of Business, Cherie Long from the College of Information and Mathematical Sciences, Susan Sanner from the School of Health Sciences, and Lou Brackett from the School of Technology.

UDI is an approach to teaching that consists of the proactive design and use of inclusive instructional strategies that benefit a broad range of learners including students with disabilities. The nine Principles of UDI provide a framework for college faculty to use when designing instruction to be responsive to diverse student learners and to

minimize the need for "special" accommodations and changes to the learning environment. UDI operates on the premise that the planning and delivery of instruction as well as assessment can incorporate inclusive attributes that embrace diversity in learners without compromising academic standards.

During Fall Semester, the UDI Learning Community will undertake activities to explore the principles of Universal Design, brainstorm and discuss inclusive strategies the group members already use, and investigate and design new strategies to implement. In the spring, each Learning Community member will implement one or more Universal Design strategies in the classroom and assess the impact on student learning, classroom climate, and faculty attitude. Several strategies will also be submitted to the University of Connecticut to be considered for inclusion on the FacultyWare website (<http://facultyware.uconn.edu>). Our website is located at http://ctl.clayton.edu/cid/UDI_Learning_Community.

Tech Tip: Create Interactive Games with StudyMate

CID has recently purchased a site license for StudyMate, a template-driven authoring tool for creating interactive Flash activities and games such as flash cards, challenge ("Jeopardy"), etc. Publisher test banks and MS Word files can be imported into the StudyMate templates and published to your website or WebCT Vista. Contact CID for more information.



Barbara Thompson and Elaine Manglitz discuss UDI modifications