



CIDLink:

Faculty Instructional Development Notes
from an AAHE/CASTL Cluster Institution

Clayton College
& State University

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Adventures in Active Learning: Student Success Grant Recipients' Reports

Before They Write: Active Learning Strategies in an English Com- position Course Debra Durden School of Arts & Sciences

My research project was developed for use in English 1101. My goals are: (1) to activate the background knowledge of my students before they read for, research for, and write each major essay in the course; (2) to engage student interest in the required readings and research and help them to read and think critically; and (3) to improve grammar and usage skills so that students can communicate their ideas clearly and effectively. I hope to achieve these goals through the use of active learning strategies that will motivate students to take part in discussions of reading materials and that will improve critical reading and thinking. When students have something of interest to write about and when they have explored evidence with their peers, they write better papers. Some of the active learning strategies I am using are discussion-based, such as anticipation guides, the jigsaw activity, and the fishbowl discussion. Other strategies are short writings such as jot charts, journaling, and graphic organizers. I am also using PC

Responsive Lecture: Using Pre-Class Writing to Enhance Active Learning in the Classroom Richard Clendenning School of Technology

This project explores the idea of requiring students to read assigned material before coming to class, so that class time is spent exploring concepts in more depth rather than exposing students to the material for the first time. Students must read assigned material and write question and answer



Grant recipients from left: Richard Clendenning, Jon Preston, Louis Jourdan, Erica Gannon, and Debra Durden

NoteTaker so that students may capture ideas during group discussion that may then be transferred to notebook computers for storage, organization of ideas, editing, or sharing through e-mail. So far this semester, students seem to be more engaged in class discussion and eager to share ideas with one another; grades on essays are also improving, a trend that I hope will continue.

pairs that they post on the class electronic bulletin board. In class, the responsive lecture begins by asking students the very questions that they posted and discussing their answers. Lecture is also punctuated by activities that engage students in the material and encourage interaction.

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Summer CID Workshops

Beginning FrontPage
Tuesday, May 25, 1 - 3 p.m.
Wednesday, May 26, 1 - 3 p.m.

**Cleaning Your Electronic
House**
Wednesday, July 21, 10:30 -
12:30 p.m.

**Creating Forms with MS
FrontPage**
Thursday, June 17, 10:30 -
12:30 p.m.

eInstruction
Monday, July 26, 10:30 - 12:30
p.m.
Tuesday, July 27, 10:30 - 12:30
p.m.

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CIDLink

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CID Director

Martha Wicker

Instructional Support Specialist

Barbara Thompson

Multimedia Developer

Christopher White

Administrative Assistant

Alisa Kirk

Faculty Mentor

Lou Brackett

CIDLink Editor

Susan Copeland Henry

Student Teaching Assistants

*Ramon Yarde
Ken Cowart*

Writing to Learn: Paired Online Discussion of Writing Assignments in an Upper-level Psychology Course

Erica Gannon
School of Arts & Sciences

There has been a great deal of research into writing as active learning. Often, the writing activities are short in-class exercises, or they are personal, journal-style writings. This research does suggest that writing assignments can be beneficial to students' retention of material and their ability to apply material to everyday life. Because I found little research on somewhat longer, more structured writings as active learning, I decided that this strategy would be an interesting one to explore in my own research. Each week, students in my hybrid (half in-class, half online) Therapeutic Interventions course will be asked to write one and one-

half to two pages on one or two questions/topics related to analyzing or synthesizing the material being covered in class. They will also be asked to participate in online class discussion about their writing assignment and the general course material for that week. They will be compared to another section of Therapeutic Interventions (an on-campus course) in which students are not completing this type of weekly writing assignment; comparisons between average test scores in both classes will be made, as well as qualitative comparisons about their writing and analytical thinking ability as demonstrated on their final research papers.

Summer Workshops

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Respondus

Wednesday, July 7, 10:30 - 12:30 p.m.

Thursday, July 8, 10:30 - 12:30 p.m.

SofTV

Monday, June 21, 1 - 3 p.m.

Turnitin.com Plagiarism Detection

Monday, June 28, 10:30 - 12:30 p.m.

Vista Training

Option 1: Six 2-hour Workshops:

Vista I

Monday, May 26, 10:30 - 12:30 .m.

Tuesday, June 15, 1 - 3 p.m.

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The Impact of Active Learning Strategies on Student Behaviors

Louis Jourdan
School of Business

The purpose of the project was to implement active learning strategies in the classroom and to determine their influence on students' behaviors and opinions. Pre-test and post-test data collection is planned. The pre-test data on students' active learning behaviors and self-regulated learning strategies have already been collected. During the semester, active learning strategies were employed in the classroom to influence students' learning, satisfaction, and their use of active learning and self-regulated learning strategies outside of the

classroom. Prior to the end of the semester, a peer review of one of my classes, where I am using these strategies, is planned. At the end of the semester, students will complete the post-test survey. Surveys will also include students' opinions of the strategies and how they believe the strategies influenced their attitudes, motivation, and behavior. Once all data have been collected and coded, they will be analyzed to determine, what, if any changes, occurred in students' behavior, motivation, and attitudes.

Book Recommendations By Martha Wicker

Promoting Active Learning: Strategies for the College Classroom by Chet Meyers and Thomas B. Jones (San Francisco: Jossey-Bass, 1993) offers practical suggestions for integrating active learning strategies in various disciplines.



Professors are from Mars®. Students are from Snickers® by Ronald A. Berk (Sterling, VA: Stylus, 2003) describes different types of humor and offers ideas for using humor effectively both in the classroom and in professional presentations.



From left in the CID: Jonathan Lindzey, Brenda Johnson, Martha Wicker, and Kim Robinson

These texts can be checked out from the Center for Instructional Development.



The Use of Concept Mapping to Engage Students in the Classroom

Susan Sanner & Rhonda McLain
School of Health Sciences

The purpose of this descriptive study is to evaluate the effectiveness of concept mapping as a teaching/learning strategy. This method is commonly used to facilitate critical thinking and the linkage of concepts. The study is being implemented in HSCI 3201 Pathophysiology. This course is a pre-requisite course for the nursing program. It builds upon previous principles from anatomy and physiology and chemistry and focuses on alterations in biological processes resulting in disease. Traditionally, the course is taught using a lecture format, thereby, meeting the needs of one particular learning style. While many students in the past have been very successful in this course, there is always a group of students who struggle with understanding the material. By implementing concept mapping as a

teaching/learning strategy, the researchers hope to better engage students of different learning styles and, thus improved overall success in the course. By introducing concept mapping in this course, we hope that nursing students will have an additional learning tool to facilitate successful completion of the nursing program. The research questions proposed are: 1) What is the relationship between student learning style and use of concept mapping as a teaching/learning strategy? 2) What is the relationship between ethnicity and use of concept mapping as a teaching/learning strategy? 3) What are student experiences with using concept mapping as a learning strategy? 4) What is the relationship between learning style, study strategies, use of concept mapping, and student success in Pathophysiology?

A Low-Cost, Web-Based Student Feedback System

Jon Preston
College of Information & Mathematical Sciences

It is important to know how well students are learning; it is also important to get feedback from students as to how well the course is going (witness our course and faculty evaluations every term). But often, obtaining such feedback can be difficult; furthermore, students might not be as forthcoming if their answers are not confidential. This research project seeks to create an online, Web-based system wherein faculty can construct surveys, students can take

surveys synchronously and asynchronously, and results can be displayed. The intent is to create a feedback mechanism in which faculty can quickly poll their students with regard to their learning, and students have a "safe" means by which to honestly report how well they are learning and suggest topics that should be remediated in lecture. We plan to pilot the system in the summer and make it available for general faculty use in the fall.

Faculty Feature: Teaching with Mimio Boardcast By Nikki Finlay and Michael Deis

Good teaching, including web-based teaching, should engage different learning styles. However, quantitative courses such as statistics and economics require more dynamic, progressive forms of presentations than most presentation media allow. Mimio Boardcast software meets this dynamic need. The system uses a narrated white-board presentation that is easily uploaded to

the web, where students can see, hear, and take notes. From the online student who wants to make sure he or she knows how to work typical problems to the on-campus student who is an auditory learner, Boardcast is an effective, fairly low-cost medium. Currently in use in our ECON 2105, BUSA 3101, and MGMT 3102 courses, the system has drawn raves from many students.

Learning Link

See teaching resources at <http://www.cte.iastate.edu/resources>.



Foreground from left in the CID: Martha Wicker, and Debra Cody
Background: Susan Henry

Summer Workshops

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Vista II

Wednesday, June 2, 10:30 - 12:30.
Tuesday, June 22, 1 - 3 p.m.

Vista III

Wednesday, June 9, 10:30 - 12:30.
Tuesday, June 29, 1 - 3 p.m.

Vista IV

Wednesday, June 16, 10:30 - 12:30.
Tuesday, July 6, 1 - 3 p.m.

Vista V

Wednesday, June 23, 10:30 - 12:30 p.m.
Tuesday, July 13, 1 - 3 p.m.

Vista VI

Wednesday, June 30, 10:30 - 12:30 p.m.
Tuesday, July 20, 1 - 3 p.m.

Option 2: Three 4-hour Workshops

Vista I - II

Friday, June 25, 8:30 - 12:30.

Vista III - IV

Friday, July 9, 8:30 - 12:30 p.m.

Vista V - VI

Friday, July 23, 8:30 - 12:30 p.m.

Option 3: Two 6-hour Workshops

Vista I - III

Monday, August 2, 9 a.m. - 3 p.m.

Vista IV - VI

Tuesday, August 3, 9 a.m. - 3 p.m.



Teaching Tips

Strategies for Teaching Large Classes

- Hold students' attention with active learning.
- Use visual materials.
- Use formative assessment.
- Become a storyteller.
- Move around the classroom.
- Use yourself sparingly.
- Provide real-world applications.
- Gain students' trust.
- Be available outside the classroom.
- Avoid changing course requirements in midstream.
- Keep it simple, stupid (K.I.S.S.)!

From *Engaging Large Classes* by Christine A. Stanley and M. Erin Porter, eds. (Bolton, MA: Anker, 2002).

Technology Tips

Useful Keyboard Shortcuts

CTRL-P = PRINT CTRL-S = SAVE
 CTRL-C = COPY CTRL-V = PASTE
 CTRL-X = CUT CTRL-A = SELECT ALL
 CTRL-Z = UNDO CTRL-Y = REDO

Upcoming Conferences

"Investing Today for Tomorrow," EDUCAUSE Southeastern Regional Conference in Atlanta, GA, June 7-9, 2004: <http://www.educause.edu/conference/serc/2004/>.

ED-MEDIA 2004 in Lugano, Switzerland June 21-26, 2004: <http://www.aace.org/conf/edmedia/edmed04Poster.pdf>.

!MPACT, Sixth Annual WebCt User Conference in Orlando, FL, July 11-15, 2004: <http://www.webct.com/2004>.

"Technologies to Connect the Campus," Eleventh Annual SYLLABUS Conference in San Francisco, CA, sponsored by the University of California at Berkeley, July 18-22, 2004: <http://www.syllabus.com/conferences/summer2004/>.

Thirty-Fourth Annual Conference of the International Society for Exploring Teaching and Learning (ISETL) in Baltimore, MD, sponsored by John-Hopkins University, October 14-16, 2004: <http://www.isetl.org/conference/index.cfm>.

Twenty-sixth Annual Conference of the Association for Integrative Studies (AIS) in Charlotte, NC, sponsored by Johnson C. Smith University, October 14-17, 2004: <http://mercury.jcsu.edu:8080/freesite/index.php?dmagerais>.

IT from a Higher Vantage Point," EDUCAUSE 2004 Annual Conference, Denver, CO, October 19-22, 2004: <http://www.educause.edu/conference/annual/2004/>.

The Promises and Perils of eInstruction

By Susan Copeland Henry

During Spring Semester 2004, several faculty members in various disciplines at Clayton College & State University tested and evaluated the potential benefits and drawbacks of using eInstruction in their courses. eInstruction is a system that provides automatic feedback from students and appears particularly useful in large classes. The system is composed of pads for individual students, Classroom Performance System (CPS) receivers to collect responses, and television-sized monitors to view the results. Each student has a pad with his or her assigned number, and when a question appears on the monitor, he or she chooses the answer or answers. Questions can be timed and can be true/false, multiple choice, or various other types.

Joyce Swofford, John Campbell, and Antoinette Miller have tried the system in their classes with generally positive results. Dr. Swofford and Dr. Miller used the eInstruc-

tion system to stimulate class discussion, while Dr. Campbell and Dr. Miller used the system to help students review for exams. Dr. Miller comments that the system helped her to identify weak areas that needed further review. However, she found that the chief drawback was the use of a portable receiver that missed whole swaths of students when she swept the classroom with it. She prefers more accurate CPS receivers that are mounted on walls or in ceilings.

Student responses were overwhelmingly positive, with 90.9 % of students surveyed finding the system easy to use. The majority of students noted that the system made them prepare better for class and increased their attention span, their motivation, and their learning. Thus, eInstruction has anecdotal promises and perils here at CCSU, but empirical data regarding its effect on student engagement and success have yet to be collected and analyzed.



An individual response pad for the eInstruction system

Very Satisfied	54	70.1%
Satisfied	18	23.4%
Neutral	4	5.2%
Dissatisfied	1	1.3%
Very Dissatisfied	0	0.0%
Weighted Score	4.62	

Sample survey results from students using eInstruction