

Abstracts of Presentations

10th Annual Georgia Conference on College & University Teaching

KEYNOTE ADDRESS

What Really Matters About Effective Teachers and Effective Teaching

William Buskist, Distinguished Professor in the Teaching of Psychology, Alumni Professor, Auburn University
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What makes an effective teacher? What constitutes effective teaching? At some point in their academic careers all serious teachers will pose these questions to themselves. Genuine attempts to answer these questions often lead us to examine the literature on master teaching, discuss effective teaching with like-minded colleagues, attend teaching conferences, and perhaps tinker with different techniques of teaching. An additional, albeit more formal, approach to answering these questions involves research—actually collecting data on effective teaching practices. In this presentation, I blend answers from all four approaches to develop a comprehensive model of effective teachers and effective teaching.

Assessment

The Assessment CyberGuide: An Online Interactive Resource for Developing Effective Program Assessment

Bill Hill, Kennesaw State University
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This presentation introduced the Assessment CyberGuide, a new online resource for developing effective assessment programs. Elements of the Cyber Guide include a review and evaluation of different assessment techniques and strategies for enhancing student and faculty involvement in assessment efforts. The CyberGuide is available at <http://www.apa.org/ed/guidehomepage.html>

Collaborative Learning/Group Work

Collaborative and Cooperative Learning in the Classroom

Rebecca Rutherford, Southern Polytechnic State University
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This workshop covered several aspects of Collaborative/Cooperative Learning in the Computer Science classroom. It will include 1) learning assumptions, 2) goals for education, 3) collaborative learning approaches, 4) from traditional to cooperative learning groups, 5) how to implement collaborative/cooperative learning in the classroom, and 6) commonly used cooperative learning techniques. Participants will create at least two collaborative exercises for their classes.

Seeing Others, Seeing Ourselves: Promoting Community Through Peer Grading

Tamara Shue & Valerie Crawford, Georgia Perimeter College
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The building of community in the classroom in an increasingly disfranchised academic environment presents quite a challenge. To allow students to know each other and learn more about themselves, our suggestions for community peer editing and rating of essays will promote the growth of writing abilities as well as foster open communication among the students.

Peer-Assessed Group Work: Lessons Learned (Poster)

Fiona Chrystall, Lees-McRae College
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How do you manage group projects so that individual students feel they get a “fair deal” when assessed? A class of students taking a

General Education science course worked in groups to produce posters on chosen environmental issues. Individual students assessed the effort and participation of each member of their group and each group peer-assessed each poster. The process of creating the assessment and grading criteria and the lessons learned by both the students and the instructor from this project were presented.

Critical Thinking

What's the Score? Training Students to Apply Critical Thinking Skills Across Disciplines)

Betty Oliver Seabolt, Southern Polytechnic State University
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A 4-step method of critical thinking was used to transfer knowledge of the familiar to the unfamiliar. Participants evaluated the game of baseball and then transferred the evaluation process to the less familiar areas of music, art, and poetry in a demonstration of critical thinking across disciplines.

Diversity/Culture

Improving Learning Opportunities for Hispanic Students

Jorge Gaytan, State University of West Georgia

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The presenter discussed the Hispanic growth in the United States, including the State of Georgia; reviewed the reasons for the underachievement of Hispanics in the American school system, proposed the development of a State-funded program to alleviate this problem, and provide instructional strategies for teaching Hispanic students.

Gender Bias in Doctoral Programs in Economics: An Update

Marsha R. Shelburn & Sanela Porca, University of South Carolina Aiken
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Using a scientific survey of doctorates in Economics, the authors tested whether doctoral student experiences have improved over the last two decades. The authors also used survey responses to identify areas with potential to further improve doctoral student success. In particular, the study investigates gender-based differences in success rates and whether certain measures help one gender more than the other.

Concrete Strategies for Faculty Incorporation of Diversity Into Courses

Valerie Whittlesey, Kennesaw State University
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This interactive session presented four strategies for incorporation of diversity into courses: 1) creating a classroom environment that is welcoming and supportive of diversity, 2) using course textbooks and readings that are inclusive and represent diverse perspectives, 3) using a variety of teaching methods that address multiple learning styles, and 4) enriching classroom experiences with on-campus and community presentations and guest speakers. A variety of activities, instruments, and readings were shared during this session.

Creating a Comfortable Campus Environment for Underrepresented Students

Valerie Whittlesey, Martha Myers, & Teresa Joyce, Kennesaw State University
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This session presented two strategies that create a comfortable campus environment for underrepresented students. 1) The establishment of a Gay, Lesbian, Bisexual, Transgender Advisory Board at Kennesaw State University (KSU) and planned educational activities to sustain a gay

friendly campus community were discussed.
2) The Outfitting Women for Leadership in the Sciences (OWLS) program at KSU was also discussed.

Interdisciplinary Teaching and Learning

Developing and Teaching a Linked Course Within a Learning Community

Laura Musselwhite & Carla Patterson, Floyd College

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Two professors - one history and one literature - discussed their experience instituting a linked course at their institution. The discussion centered on the basic building blocks necessary to create an interdisciplinary set of courses, such as logistics, materials, grading and evaluation.

Development of an Interdisciplinary Course Around a Set of Technical Skills

Terry D. Schwaner & Anne R. Gaillard, North Georgia College & State University

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The ability to understand and apply bioinformatics training is now essential to any biologist, and it must begin to be taught at the undergraduate level. However, the interdisciplinary nature of the subject makes it difficult for any one instructor to teach, and the scarcity of bioinformatics in this rapidly growing area makes hiring a qualified person difficult or financially prohibitive. One possible solution is to pool the expertise of existing faculty to offer an interdisciplinary course.

A Team-Taught Interdisciplinary Honors Seminar That Links Mathematics, Philosophy and Spanish

Judy Holzman, Dewi Wilson & Mary Garner, Kennesaw State University

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Jorge Luis Borges is the author who has had the most significant influence on Latin American literature in the last thirty years.

His dense but extremely rewarding works give off sparks in many directions, including mathematics and philosophy. In the Spring of 2002, Kennesaw State University offered an interdisciplinary honors seminar centered around the works of Borges. The course was designed to study the interplay of literature, mathematics, and philosophy in Borges' writings. Three instructors led the course, one with expertise in Spanish literature and in Borges' writings in particular, another in Mathematics, and a third in Philosophy. In this session, they shared course routines, materials, and students' impressions of the course and examples of their work.

Motivating Students

Humor for Motivating Students Learning in the Classroom (Poster)

Peter Hesketh, Georgia Institute of Technology

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Cartoons, humorous assignments and games were used as motivational tools in an undergraduate class Fall 2002. Although these techniques were applied to an Introduction to Heat Transfer, they are generally applicable to other subjects to increase student learning. There were 49 student enrolled in the class. On the teaching evaluations, students' comments included: "The only laid back class I took this semester and was able to learn a lot" and "I particularly enjoyed the games." The student learning was reflected in the overall grades, with a class average of 60% and one student obtained a grade of 100% on the final exam.

Online Teaching/e-Learning/Technology-Enhanced Learning

Journey from Traditional to Online Classes: One Trios Saga

*Mary Dwyer Wolfe, Barry Monk & Steve Davis, Macon State College
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In this session the presenters discussed their personal journey from e-Learning non-believers, to actively developing and using Web assisted instruction, to teaching and developing online courses. Along that journey, they discovered many tools that already existing available for the taking, and also developed materials of our including an interactive video based tutorials. They demonstrated those tools found and developed, and also shared lessons learned during their journey.

From Silent to Rousing: Using WebCT-VISTA Tools to Improve Learning

*David Strickland, Matthew Eberhart & Kimberly Wrightson, East Georgia College
email: dstrick@ega.peachnet.edu*

This workshop was designed for faculty who wish to know how they can use Web-based technology to improve teaching and learning in their courses. The presentation described specific WebCT-VISTA tools with particular attention given to pedagogical issues. Participants left with a list of proven teaching strategies designed to increase interaction, discussion, and critical thinking in both online and hybrid courses.

An Effective Classroom Strategy for Integrating Small Group Learning using WebCT Discussion Forums

*Marko Horn & Gary Roberts, Kennesaw State University
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The process of creating small discussion groups and managing those groups was discussed, along with lessons learned and suggestions for future classes. The assessment process was also described and

specific examples of community formation were presented. It was their contention that the appropriate use of these e-Forums allows significant leverage and results in increased interest and learning on the part of participants.

Creating and Grading WebCT Questions

*Karen Watson, Fort Valley State University
email: kwatson9@juno.com*

This workshop/tutorial session demonstrated how to create a question database in WebCT and how to grade short answer and paragraph questions. Participants began to create a question database for a course they are teaching or planning to teach using WebCT.

Teaching Social Science Research Skills with WebCT Labs

*Sandy Harrison, Clayton College & State University
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Online learning labs can reduce student passivity and dependency on instructors and librarians, help students located and interpret both primary and secondary source material, and build research skills useful in variety of disciplines and vocations. This workshop offered participants an opportunity to work through several social science research exercises formatted in WebCT. Afterward, they reviewed the procedures for developing library and Web-based research exercises and discussed the value of using them to supplement course lectures.

Using Electronic Technology to Enhance Teaching and Learning in Mathematics

*Karen Watson, Fort Valley State University
email: kwatson9@juno.com*

The use of electronic technology has made many changes over the years. This presentation discussed the pros and cons of using electronic technology to enhance the teaching and learning of mathematics. In particular, the presenter discussed video lectures, calculator and computer use in the

classroom setting and as additional help for the students.

Teaching Physics Online Using Mimio

*John Stanford, Georgia Perimeter College
email: jstanfor@gpc.peachnet.edu*

The presenter described his current experiences teaching calculus-based physics using the Mimio software package in a hybrid lecture/online course and discussed the results of a survey of student opinions regarding its usefulness. Several Mimio-derived Web pages were presented and the author demonstrated the creation of a Web page using Mimio.

Integration of Technology into the Foreign Language Classroom

Marianna Pomphile, North Georgia College & State University

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This workshop provided participants with ideas on the integration of technology into the FL environment. First, there was a short discussion of common problems of technology integration and then participants were presented with different examples of integration of video activities in the FL classroom.

Humanizing Online Instruction: The Final Frontier

Ulf Kirchdorfer & Alan Zhang, Darton College

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This workshop addressed the issue of humanizing online instruction. The presenters shared useful strategies and practices to increase faculty presence in and "out of" the class, and to shorten the distance between the instructor and the students inherent in a cyber classroom. Participants were asked to engage in activities to obtain firsthand experience of the scenarios where the discussed pedagogical strategies are applicable.

A Journey From Synchronous to Asynchronous Distance Learning

Marguerite J. Murphy & Kwanghee Davis, Medical College of Georgia

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This presentation described the transition of a two-course pathophysiology/pharmacology sequence from a synchronous delivery, using Georgia Statewide Academic & Medical System (GSAMS), to an asynchronous delivery, using online instruction. The presentation focused on the online course development and included discussion of the results of a pilot study and lessons learned over the two-year transition period. The pilot study outline, samples of learning activities, student surveys, online tests and course policies/expectations were distributed.

A Hybrid Course in Therapeutic Interventions: Development and Evaluation (Poster)

Erica Gannon & Antoinette Miller, Clayton College & State University

email: ericagannon@mail.clayton.edu

This poster session presented the development of a hybrid class (both online and in-class components) in Introduction to Therapeutic Interventions. Examples of both Web-based presentations and various in-class demonstrations were offered. Preliminary findings regarding students' evaluations of such hybrid format classes were presented.

Part-Time Faculty Training

A Unified Force: Part-timers and Full-timers Working Toward a Common Goal

Maryann S. Errico, Kathy Allen & Ann Hardy, Georgia Perimeter College

email: merrico@gpc.edu

The presenters provided background information regarding the presence of part-timers in the college department. Results of an informal survey regarding the practices used in hiring part-timers were discussed.

The presenters also outlined ways in which full-timers and department chairs may successfully integrate part-timers into the daily workings of the department without compromising consistency of instruction.

Philosophy of Teaching

Developing, Implementing & Evaluating Your Philosophy of Teaching

Bill Buskist, Auburn University & Bill Hill, Kennesaw State University

email: buskiwf@auburn.edu

During this interactive workshop, participants began to develop and refine their philosophy of teaching. Particular attention was given to strategies for incorporating and evaluating your philosophy in the classroom.

Reflective Practice of Teaching and Learning

Brownbagging Our Way to Reflection

Peggy Ellington & Elizabeth Kuipers, Georgia Southwestern State University

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In this session, two professors explored how taking time for reflection actually makes time for better teaching, while fostering a community of learning that counterbalances professional burn-out. By sharing their experiences as reflective partners, the presenters stimulated discussion and creative thinking about teaching. Members of the audience were invited to join the partners in further reflective practicing.

Personalizing Instruction and Learning in the Classroom)

David J. Shook, Georgia Institute of Technology

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This session reports on survey results which attempted to describe how instructors in various academic fields relate their own research interests a) to the particular subject

matter of the classes they teach, as well as b) to the particular interests of the students they teach. Through presentation and discussion, the audience will learn new insights into personalizing their own instruction and enhancing the learning experience of their students.

Scholarship of Teaching and Learning

But Wait There's More!: Strategies for Transforming Scholarly Teaching Into the Scholarship of Teaching & Learning

Kim Loomis, Kennesaw State University

email: kloomis@kennesaw.edu

We all want to be good teachers. We all want our students to learn. We all want to produce scholarship. Are these mutually exclusive activities? No! You can enhance learning AND make scholarly contributions to your discipline and to the community of higher education. This workshop will address learning theory, assessment, and the scholarship of teaching and learning.

Student Portfolios

RACCE College Student Portfolio for First-Year Seminar (Poster)

Joan Dominick and Leigh Funk, Kennesaw State University

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RACCE College Student Portfolio Process in the First-Year Seminar is a five-stage process during which first-year seminar students "reflect + assess + collect + connect + express" their learning experiences. Through this process, students come to honor, understand, and connect their learning thereby empowering their college student success. Presenters will be available to share experiences from their innovative work with portfolios as well as to share samples of the Reflective and Best of Show portfolio process, hardcopy and online

resources, and student success stories from the portfolio development.

Using Adobe Acrobat to Create Electronic Portfolios (Poster)

Ellen Wiley and Larry Wiley, Valdosta State University

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This technology demonstration will include examples of portfolios from Masters' level Instructional Technology and Industrial/Organizational Psychology programs. Two approaches to formatting will be presented along with the rationale for each. The presenters will demonstrate the basic process for building a portfolio using Adobe Acrobat.

Student Success and Retention

Functional and Dysfunctional Mentoring of Minority Students

Kecia Thomas & Jimmy Davis, University of Georgia

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This interactive session will focus on the successful mentoring of minority undergraduate and graduate students. The session facilitators will highlight important lessons on mentoring as found in the psychology literature and offer strategies for successful mentoring as well.

Helping Students Discover the Real Reasons for Poor Academic Performance

Dorothy J. Blais, Gainesville College
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The presenter will demonstrate how utilize a creative yet practical assessment instrument ("There's Gotta Be a Reason!") to help faltering students gain insight into the reasons behind their lackluster performance. With its non-threatening, humorous approach to gathering information about study habits and classroom skills, it provides specific, useful feedback for improvement and can be an invaluable aid in student/instructor conferences.

Comprehensive Student Services to Increase Student Success and Enhance Retention

Tina Butcher, Cynthia Benator and Pat Barnes, Columbus State University

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This session will focus on how the College of Education (COE) at Columbus State University is working to provide undergraduate and graduate student needs for comprehensive advising and related services that are designed to support students throughout the academic program and to increase retention of COE students. This model is a collaborative effort among all departments within the college and with certain programs in the College of Arts and Letters. The discussion will outline the procedures and policies involved in the implementation of these services.

An Exploratory Analysis of Variables Affecting Retention at a Diverse, Technology-Focused, Commuter University

Michael H. Deis and Susan J. Sanner, Clayton College & State University

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The symposium will discuss the impact of several variables affecting student success and retention at a diverse, technology-focused, commuter university. Included will be descriptions of an Enrollment and Retention Variable Matrix, hypothesis felt relevant to retention, a longitudinal study currently being undertaken on student success in courses, and how retention has become an integral component of the Quality Enhancement Plan on the University.

Making the Grade: Achieving Better Student Retention Through Student Engagement

Jyotsna N. Kinnard and Fred Gano, Clayton College & State University

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The workshop takes a fresh look at ways to promote student engagement in learning.

Sources may be as diverse as cultural norms and practices in disciplines other than education.

Students Choose Responsible Retention Through Personal Change: An Alternative Course)

*Michele B. Hill, Nannette Commander and Bonnie Fritz, Georgia State University
email: mbhill@gsu.edu*

The students that enroll for the "Survival Skills for College" course are recruited to participate through academic advisement because they are in academic distress and demonstrate a propensity toward changing their performance. This course is specifically designed to increase awareness, knowledge, and skills in the complex life skills necessary to remain in college. Experiential learning has proven successful and in this presentation we will describe the course set-up, including break out sessions, the curriculum, the individual action plan, and student feedback through weekly journals.

The Wall of Ivy: Creating College Environments Through Multiple Intelligence

*Shane Blasko, Michele B. Hill, Greg Brack and Nannette Commander, Georgia State University
email: mbhill@gsu.edu*

Multiple Intelligence theory may help to ensure that best practices are being used when working with students in academic distress. Unique and creative activities that foster student success and the role that faculty play in promoting potential in students are a challenge. Strong emphasis will be placed on finding support for faculty that choose to create learning environments that offer innovative integrated modes for learning and grading for students with alternative strengths and deficits.

Undergraduate Research Skill Development

An Undergraduate Research Teaching Module: Enhancing Student Success and Retention

*Ardith Peters and Anne Hicks-Coolick, Kennesaw State University
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In this workshop, two professors present a teaching module for undergraduate research in which students develop and implement a telephone survey to evaluate their major course of study. During a one-hour workshop, participants will experience the process of developing the variables, questionnaire, and final report using the research concepts learned by the students. The workshop leaders will provide the written teaching module and a PowerPoint/overhead presentation.

Writing Across Disciplines

Facilitating Successful Group Work in Writing Across Disciplines

*Irene Kokkala & Donna A. Gessell, North Georgia College & State University
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Drawing on four years of experience with peer editing learning communities linking Biology and English students, the two presenters describe techniques to facilitate successful group work. After explaining their process, they discuss the adjustments they have made to optimize group performance through individual students' contributions. Central to group coherence are communication and evaluation, both of which encourage the students themselves to become better group facilitators.

Writing to Learn: Strategies for Constructing and Integrating Writing Assignments Across the Disciplines

Gwendolyn Jones, Georgia Southwestern State University & Amy Berke, Macon State College

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This session will address writing across the curriculum issues. Specifically, the session will look at writing assignments that can be easily constructed, integrated, and assessed in various disciplines for the purpose of enhancing student learning.

Why Dilbert Can't Write: Preparing the IT Workforce

Martha Myers and Jorge Perez, Kennesaw State University

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This tutorial explores the elements of writing that are critical and relevant for IT professionals now and in the future. The tutorial includes an exploration of media and communication channels that are becoming ubiquitous in the IT workplace. In addition, we describe writing exercises useful for graduate students in this discipline.

The Write Stuff: Teaching Students How to Answer Essay Questions

Carole Alexander, Kennesaw State University

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What makes an effective teacher? What constitutes effective teaching? At some point in their academic careers all serious teachers will pose these questions to themselves. Genuine attempts to answer these questions often lead us to examine the literature on master teaching, discuss effective teaching with like-minded colleagues, attend teaching conferences, and perhaps tinker with different techniques of teaching. An additional, albeit more formal, approach to answering these questions involves research—actually collecting data on effective teaching practices. In this presentation, I blend answers from all four approaches to develop a comprehensive

model of effective teachers and effective teaching.

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