

Presentation Abstracts
12th Georgia Conference on College & University Teaching
February 11-12, 2005

Abstracts are arranged alphabetically by title within each of the following categories: Assessment, Diversity/Culture, Innovative Pedagogy, Interdisciplinary Teaching and Learning, Mentoring, Teaching with Technology,

Assessment

Addressing the NCATE Standard for Assessment and Unit Evaluation

Donna Kelly & Robin Bynum, Troy University

The revised NCATE standards require evidence of "an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. This conversation hour provided an opportunity for representatives of teacher education programs embarking on the NCATE review to get a fresh perspective on the assessment system adopted by Troy University's College of Education, which recently received notification of its continuation of accreditation. Attendees were able to ask questions and hear/see an overview of the development and implementation of the assessment system process that successfully addresses the demands of Standard 2: Assessment System and Unit Evaluation.

Assessing an Interdisciplinary Core Curriculum: The LaGrange College Experience

Brenda Thomas, Tracy Lightcap & Lydia Rosencrants, LaGrange College

In 2000, LaGrange College initiated a new interdisciplinary core curriculum based on a set of four objectives for undergraduate education. Part of the implementation of that

curriculum was an assessment and evaluation component. Our paper describes the LaGrange College core program and the system presently being implemented to assess it. The process of formulating curriculum goals and the strategies for evaluating progress towards them were at the center of our discussion. We also describe some of the difficulties in obtaining institutional consensus favoring the assessment methods chosen and the strengths and weaknesses of the assessment plan at the eve of its implementation. We hope our experience will be helpful to other institutions attempting such a task.

Differentiating Assignments, Assessments and Evaluations

Don Livingston, LaGrange College

Using the handouts, the participants formed permanent groups where they decided who will complete each intra-group assignment and who will join the intra-groups. The participants also discussed what differentiated instruction and assessment methods they have chosen to express their understanding of the concepts and content.

Measures of Student Outcomes: A Review of Critical Concepts In Assessment

Kingsley O. Harbor, Jacksonville State University

This study reviews some critical concepts used in student outcomes assessment. It defines and distinguishes among terms such

as assessment methods, techniques, and measures; describes, with concrete examples, the difference between direct and indirect measures, as well as mission statements, goals, and objectives. The purpose is to contribute to the enhancement of the quality of literature on learning-outcomes assessment.

Portfolio-Based Assessment: New Rules that Require Documentation of Learning

Leslie S. Jones, Valdosta State University

Since many students come to college for a diploma rather than an education and will spend more energy figuring out how to pass rather than the best way to actually learn, the trick is to create course requirements that beat them at their own game. Portfolios can be designed to ensure that students do much more than just memorize enough information to pass tests. Good grades are linked completion of a collection of documentation that demonstrates engagement in and understanding of course material. Grading rubrics are one way to articulate requirements and remove some of the inherent subjectivity in the grading process. The greatest challenge can be convincing students that their efforts are part of the learning process and not merely “busywork” devised by a cruel professor who does not realize that they have better things to do than spend time on their coursework.

Rubrics: Assessments of Products, Processes, & Performances in Language Arts Methods in ECE

Tonja Root, Valdosta State University

A variety of analytic rubrics developed as assessments of students' assignments in a language arts methods course in early childhood education were given. These rubrics included assessments of journal and narrative writing instructional strategies, oral and written personal narratives, analysis

of oral and written personal narratives, and oral presentation of an instructional strategy.

The Reality of Departmental Assessment: A Descriptive Case Study of the Assessment Plan

Kingsley O. Harbor, Jacksonville State University

This study provides a handy document capable of assisting those people—unit administrators or anyone else—charged with the responsibility of directing an assessment team, in developing an effective assessment plan. It provides a detailed model of how to develop a comprehensive assessment plan from the mission statement to the application of results in closing the loop.

Diversity/Culture

Diversity Education: Examining Identity and Responses to Multicultural Curriculum

Wendy Reynolds-Dobbs, Matthew S. Harrison, & Kecia M. Thomas, The University of Georgia

This workshop addressed a main topic among higher education today, as well as reinforcing the mutual relationship that diversity curriculum and individual racial identity share. In addition, this session was designed to help educators understand the process of racial identity development, which can ultimately help them prepare and work through students' resistant attitudes. Furthermore, the session offered implications for the classroom which will help both professors and students achieve a positive educational experience. The session addressed how diversity curriculum can not only enhance one's knowledge, but can also challenge one's initial views regarding diversity.

From a Room of Your Own to a World of Our Own: Negotiating Authority and Difference in the College Classroom

Phyllis F. Lawhorn, Clark Atlanta University

This presentation asked teachers to help their students understand their own identity positions of power and difference with respect to ethnicity, gender, race, and class. It briefly identified several strategies teachers might use to help students explore, evaluate, and reflect on their positions of power and difference. It used several popular college essays to demonstrate these ideas for instruction.

Identifying Some of the Possible Stressors of ESL Students

Tlene H. Miller, Savannah Technical College - Liberty Campus

There are more people immigrating to the United States than ever before. The availability of jobs and hopes of a better life for themselves and their families brings them to America (Curre, 2000). For many, the opportunity to attend a university or college is part of their vision of their new life. The purpose of this project is to identify stressors of those nursing students who are non-native English speakers. A focus group was conducted to help identify the stressors that create barriers to the education of students with L2 or ESL (English as a second language).

Integrating Effective Civic Education in Accounting and English Composition Classes at two Historically Black Universities in South Carolina (Adapted from a FIPSE Project – Performance Arts for Effective Civic Education)

Miriam Chitiga, Claflin University & Joseph Onyeocha, South Carolina State University

The presentation took the audience through a series of simulated college classes in which the instructors infuse civic education

into Accounting and English Composition classes. Realizing the importance of active and engaged citizenship for African Americans students in South Carolina, the instructors engage students in stimulating research, discussions, and performance on key civic and political issues relevant to their respective disciplines. The presenters aimed to increase other instructors' awareness and possible interests and subsequent involvement in innovative incorporation of civic education into their curricula

Mentoring and Retaining Black Male Faculty

Randy Lattimore, The University of North Carolina at Wilmington & Vincent Snipes, Winston-Salem State University

This paper addresses issues that are critical to the personal and professional success of Black male junior faculty members, and particularly those in predominately White institutions. Additionally, the authors added to current discussions and literature that address questions about mentoring that might facilitate success in predominately White institutions.

User-Friendly Classrooms Require User-Friendly Faculty Creating Diversity within Ivory Towers

Randy Lattimore, The University of North Carolina at Wilmington & Vincent Snipes, Winston-Salem State University

This paper focused on how departments can implement proactive strategies that can help facilitate the professional and personal growth of black male faculty. In particular, the discussion focused on some of the implications for teaching and practice in mathematics.

Innovative Pedagogy

A Masterstroke of Diplomacy: Using Simulations in the History Classroom

Laura Cruz & Nathan Best, Western Carolina University

This presentation discussed a project, called Masterstroke, created to promote the use of role-play simulations in teaching diplomatic and military history. The project uses interactive databases to keep track of information used in these simulations. Discussion focused on the limitations and benefits of using historical simulations, the lessons learned from the creation of the computer program, and the possibilities of linking simulations across different campuses.

Action Research as a "JIT" Strategy to School Improvement Problems in Cobb County Schools.

Ikechukwu Ukeje, Kennesaw State University, Jennifer Ely, Stephanie Coon, Rebecca Smith, Paula Dumbacher, & Tara Schaefer, Cobb County School System

The Professional Educational Teacher Unit (PTEU) at Kennesaw State University has as its conceptual framework, "Collaborative Development of Expertise in Teaching and Learning". Within this framework, graduate students are perceived as instructional leaders whose objective is to develop initiatives aimed at finding solutions to identified school improvement issues. Through a process of Action Research, working collaboratively with a research professor using a performance based teaching strategy graduate students develop effective research skills. Further collaboration with county research and teacher development unit, these student teachers identify classroom problem and apply the principles of research to identifying possible solutions to immediate classroom problems. This process

empowers and encourages practicing teachers to actively become problem solvers rather than observers of problems. This presentation illustrated several studies that demonstrate the success of this process.

Arousing Curiosity and Stimulating Imagination: Applying Enchantment Theory to Teaching

David Carefoot, Lane College

It is widely recognized that the attitude of disenchantment is fundamental to the modern period. But disenchantment is more than an attitude, it is a world-view. One could argue that the goal of education under modernity has been to instill a disenchanted world view. With this project much was gained, but much was lost. The author presented a brief theory of the relationship of disenchantment and enchantment to knowledge, arguing for the re-enchantment of the classroom and the learning process. Participants were encouraged to share views of enchantment and learning.

Assessment of Academic Posters in a 2000 Level Course

Sabine Smith, Kennesaw State University

FL 2209 "World Languages and Cultures" includes two poster exhibits (in conjunction with oral presentations by the students). One poster exhibit documents students' community interviews with representatives from diverse cultural backgrounds; the second set of posters delineates students' professional prospects in an anticipated "Career Path" and the extent to which they will benefit from linguistic and cultural proficiency. In this presentation the author shared assignments, assessment tools, and sample student work.

Bud, Branch & Bridge: Top Ten Strategies to Increase Cognitive Connections

Zafrullah Khan, Belmont University

In recent years, since the development of new brain imaging techniques in neurology and research in cognitive psychology, we have a substantial basis for learning theory. This presentation highlighted that brain research-based learning theory gives support to inquiry-based learning, alternative assessment, creative and critical thinking, education reform and habits of mind. Participants left with an understanding that brain-based teaching strategies give positive hope for all students, substantiate broad as well as specific aims, and give reasons to forge connections between and among prior and new learning. Much of what goes on in higher education not only fails to be brain-compatible, but is actually brain antagonistic. The brain functions best with adequate time, the absence of threat, immediate feedback, dynamic interaction, with global contexts as well as delineation of parts, and in a state of relaxed alertness. This presentation guided participants' inquiry through ten strategies to improving the art and science of teaching and learning, having them consider: brain compatibility and learning styles, idea extension techniques, teaching for understanding and transfer, using questioning and graphic organizers, inquiry and essential questions, teaching for creativity and fostering authentic learning moments, encouraging reflective practice, and using integrated patterning and discovering meaningful connections.

Can Peer Reviewing Work? Collaboration Techniques for Oral and Under Prepared Communities

Elizabeth Cranford, Georgia Perimeter College

The pros and cons of using "peer reviewing" in composition classrooms have often frustrated instructors due to the students' lack of confidence and analytical skills. Moreover, students who come from primarily oral cultures, as well as those who are under-prepared, are intimidated by the responsibility of peer review sessions which force them to interact solely with the written word. The techniques described in this presentation help to resolve these concerns and lead to more fruitful peer review sessions.

Connections: Building Learning Communities Through Reading Groups

Ann Cunningham, Jean Crocket, & Mary Evelyn Lynn, Cleveland State Community College

This session provided a brief overview of the Cleveland State Community College Pages Reading Groups. This carefully structured initiative has promoted for the students, faculty and staff participants a connectedness to the campus and an appreciation of discussion of ideas garnered from reading. The conference session included group activities to model and simulate the Pages concept.

Dynamic Student Presentations

Stephanie C. Smith & Juan Santandreu, Lander University

This presentation offered a process through which students' presentation skills and knowledge can be developed and enhanced to prepare them for future classes and for their careers. Beginning with the definition of the purpose, analysis of the audience, and an overall plan, the process takes the students through creating and preparing the

presentation using advanced techniques. Rehearsal with coaching and videotaping helps to bring the presentation to a professional level. Videotaping the presentations allows the students to assess other presentations but especially to conduct realistic written assessments of their own skills and presentation content.

Early Childhood Education: Looking to the Future

Feland Meadows, Raynice Jean-Sigur, & Emily Schmidt, Kennesaw State University

A triboard used during the recent Kennesaw State University NCATE Showcase had the department's professional organizations and affiliations, the faculty, and photos of teacher candidates at work. An updated version presented at the conference included additional information about the future directions in the Department of Early Childhood Education such as the proposed laboratory school and the Birth to Five Certification. In addition, a new interactive approach to classroom readings, utilized by our faculty with teacher candidates, called "Videatives" was demonstrated on a laptop.

Effective Teaching of Intermediate Accounting I--A Source Documents Approach

Joseph Onyeocha, South Carolina State University

This presentation demonstrated and highlighted the use of Business Source Documents and other stimuli in the effective teaching of Intermediate Accounting. We discovered that many students who complete the Intermediate Accounting Series were not very familiar with the role and importance of source documents in the Integrated Accounting System of a business enterprise. This gap of knowledge may be expensive to the students and those who hire them. Therefore, source documents are integrated in the course and highlighted throughout the

semester through the use of a targeted textual materials and assigned projects.

Engaging Plagiarism?

Deanna Womack, Kennesaw State University

Should we believe students have never been taught that "cutting and pasting" words or sentences from an article are wrong? How can we encourage students to "own" the responsibility for creating real paraphrases? This paraphrase exercise takes less than 15 min, engages students' interest, and helps students realize that they must substitute their own words for an author's, not just shorten the author's sentences.

Enlivening the Lecture -- A Constructivist Approach

Judy Lehr, The Citadel

Over 95% of college professors use the lecture method as their primary mode of instruction. Effective teaching is more than providing content. In a learner-centered classroom, students are actively involved in learning and constructing the meaning of content. The presenter shared research on the assets and liabilities of the "typical" lecture and provided practical ways to enliven lectures through involvement of the learner.

Focusing the Experience of Nature Through the Lens of the Naturalist's Journal

Steven McCullagh & Joseph M. Dirnberger, Kennesaw State University

The field journal was an essential tool for nineteenth century naturalists such as Bartram, Darwin, and Wallace or explorers such as Lewis and Clark. The sketches and reflective thoughts that they recorded in their journals often gave rise to significant syntheses in the biological and environmental sciences. Now, in an age when most of us live and work in highly

artificial environments, reviving the art of writing and sketching in field journals can be an effective strategy to engage learners with the environment. In addition, when the direct experience of nature is absent, as it may be with prepackaged science-modules, some of the most exciting aspects of scientific inquiry may be lost. Through this presentation we encourage using the Naturalist's Journal as an effective strategy for 1) developing a deeper awareness of the natural environment and 2) providing a more authentic experience of the excitement of scientific inquiry.

"If Teachers Would Only...": Helping Students Navigate College Successfully

William F. Mugleston, Floyd College

For the last 18 months I have asked classes to complete this sentence in a short, written statement: "My college life would be easier and more productive if teachers would only...." This presentation is based on some 130 replies received thus far.

Reaching Outside the Classroom: Service-Learning and Community Awareness Projects

Michelle Emerson, Kennesaw State University

The presenter discussed the details, outcomes, and suggestions for improving service learning projects and community awareness initiatives to advance learning beyond the classroom. The focus was on undergraduate students in a Victimology course, but can be applied to other courses, as well. She focused on the students' experiences based on write-ups by students regarding these methods of learning and her own evaluation of using these methods.

Teaching Abroad--Teaching in Georgia

Howard Shealy, Kennesaw State University

This presentation summarized the results of a survey of returned study abroad faculty,

and explored such questions as effort vs. rewards for faculty (faculty find teaching abroad more rewarding than teaching on their home campus, but they also find that teaching abroad more demanding.), effects of teaching abroad on classroom teaching upon their return, mentoring opportunities, and student learning.

Teaching First Impressions First: Choosing Atmosphere over Method and Management

Aaron Levy, Kennesaw State University

This presentation suggested a different spin on classroom management, beginning with the first day of school. Instead of filling students up with the rules of the syllabus, let the first impression be one of passion for the content area, leaving students with the idea that they will be learning something interesting taught in an interesting manner every day. There will be time enough for rules and syllabi. The presentation invited and suggested many ideas for different content areas, as well as the logistics and performance of presentation. If we believe that teaching is more an art than a science, then we must pay special attention to our first impressions.

Teaching Techniques that Influence College Student Motivation

Christy Price, Dalton State College, & Lynn Boettler, Kennesaw State University

What factors influence students' desire to show up for classes and engage in the process of truly learning? Obviously, there are some influences beyond the professor's control, but research in educational psychology suggests that there are things professors can do to increase students' willingness to attend class, their ability to maintain interest, and their desire to learn. As college professors, we are all experts in our content area; however, we may not be aware of the body of research within

educational psychology that provides insights into motivating our students. During this interdisciplinary participatory session the presenters briefly reviewed the literature regarding student motivation and shared the findings of their own research on this topic. Throughout the presentation, participants engaged in activities that required them to reflect on their own teaching techniques. Open-ended questionnaires, check-lists, and digitized video clips of student interviews were utilized in order to facilitate discussion regarding practical steps faculty can take to increase student interest and desire to learn in the courses they teach.

Using Lesson Planning Activities to Study Prospective Teachers' Subject Matter Knowledge

Clarence "C.E." Davis, The University of North Carolina at Greensboro

The Lesson Plan Study (LPS) research method was based on the idea of Japanese lesson study and looked at ways prospective teachers (PST) developed an introductory lesson on chosen topics. LPS allows educators opportunities to investigate areas of the PST subject matter knowledge that are of concern. The LPS contained four distinct stages. The first stage was an individual interview in which a researcher tried to get an understanding of what the PST knew about the topic. The protocol for the individual interview consisted of three major components: pre-interview, lesson planning, and post-interview. During the second stage was a group interview, the PST was grouped with four other individuals and asked to discuss their ideas and construct a group presentation on the topic. The third stage was the presentation of the group lesson to their methods class. In the last stage of the LPS, the PST produced a reconstructed view of their individual lesson plan (Berenson, 2002).

Interdisciplinary Teaching and Learning

Integrating Biology, Chemistry, and Mathematics to Evaluate Global Water Problems

Erica Kosal, Rodney Austin, & Carol Lawrence, North Carolina Wesleyan College

To help foster an understanding of the importance of evaluating environmental problems from an integrative approach, a course focused on global water issues was introduced into the curriculum at North Carolina Wesleyan College. Another course goal was to provide a venue for our students to get assistance with and practice applying math and chemistry, two of their weakest areas. A third goal was to foster student critical thinking skills by having students evaluate complex environmental water issues in light of scientific knowledge and civic responsibility. Students were placed into one of four groups: mathematics, chemistry, biology, or mapping in which they conducted a semester-long project of their design. Together, the students chose to study six sites along the Tar River in Rocky Mount, North Carolina for analysis and mapping. Student progress was evaluated using the instrument Student Assessment of Learning Gains (SALG) (www.wcer.wisc.edu/salgaines). This assessment tool was utilized at both the beginning and the end of the semester to collect information on the students' abilities and attitudes. Results on student attitudinal change and success of integration were discussed in this paper.

Integrative Approaches: Reading, Writing and Mathematics--All Together

Mary Nielsen & Lydia Postell, Dalton State College

This symposium focused on strategies that are being used by English and reading

faculty members to integrate the teaching of Learning Support Reading, Learning Support English, and Learning Support Mathematics as a part of Dalton State College's Learning Communities Initiative.

One Good Novel Enfolds and Unfolds Many Disciplines: Interdisciplinary Uses of Literature

Marian J. Parker, Troy University

As partial fulfillment of their requirements for Literacy IV: Reading in the Content Areas, all secondary and P-12 candidates at Troy University, regardless of academic discipline, read a young adult novel and develop strategies for team-teaching it across the subject areas in grades 6-12. Titles selected reflect the interests of a diverse student population and characters who face conflicts that are engaging and meaningful to the students our candidates will teach. Units generated from this assignment include group reading strategies; vocabulary enhancing exercises; comprehension-building activities; art projects; and an assessment that includes factual, empirical, productive, and evaluative questions. In addition, the candidate must identify course of study objectives addressed by the book in three different content areas. Workshop attendees received four complete unit plans and had the opportunity to relate the content area objectives to their own state courses of study.

Processes and Paradigms: Models for Engaging Interdisciplinary Scholarship

Nathanael Pollard, Jr., Johnson C. Smith University

The primary purpose of this paper is to illustrate how intradisciplinary models in mathematics can engage interdisciplinary discussion. Two critical concepts of scholarship always preface interdisciplinary

engagement: interpretation of meaning and integration of knowledge.

Team Teaching "Dimensions of Prejudice: Race, Class, Sexual Orientation, and Gender"

Teresa Rust Smith & Rebecca C. Dunn, Salem College

This conversation hour focused on interdisciplinary teaching of a college level course designed to introduce students to the concepts of prejudice and discrimination along the lines of race, class, sexual orientation and gender. The presenters approached these topics from the two disciplines of biology and sociology. They encouraged faculty from a wide variety of disciplines to undertake the teaching of these difficult concepts, which may not be comfortable either to study or teach. Many faculty may be reluctant to teach these subjects because they feel they lack expertise in some or all of these areas. This is where the interdisciplinary component is of the greatest value. The collaboration of two or more individuals, in addition to the obvious complementing of disciplines, permits interactions in the classroom that enrich both students and faculty learning and personal growth. In this conversation hour they discussed insights that they have gained from co-teaching this course and asked others to share similar experiences.

Team-Teaching Politics and Literature: Interdisciplinary Approaches to Spanish-American Society

Susan M. Linker, High Point University

This presentation discussed the design and delivery of an interdisciplinary course entitled "Spanish American Society, Politics and Literature in the Twentieth Century" (IDS 363), taught at High Point University. It is a team-taught course (one instructor in Spanish and one in history) that integrates a study of modern and current social and

political issues in selected areas of Spanish America with the analysis of works of modern literature (in English translation) for the same areas, works that reflect and comment upon those socio-political issues. Films and videos that support and expand on the issues are also viewed and discussed during the course. The areas of Spanish American examined include Mexico, parts of Central America, Colombia, Chile and Argentina, with literary works by Mariano Azuela, Miguel Angel Asturias, Gabriel Garcia Marquez, Luisa Valenzuela, Roque Dalton, Pablo Neruda and others.

The Immersion Seminar: Unexpected Discoveries

Joseph Trimmer, Director, Virginia B. Ball Center for Creative Inquiry, Ball State University & Carol Harrell, Associate Professor of English and English Education, Kennesaw State University

What happens when professors experiment in a new pedagogical dimension? Do the educators grow professionally? Do their students experience the academy in exciting ways? Or do pedagogical experiments simply repackage the status quo? This workshop explored the creative processes of interdisciplinary instruction and implementation.

Mentoring

Cluster Internship Partnership Program Promotes Self-Efficacy

Michael E. Bush, Auburn University

This session presented the structure of the Cluster Internship Partnership Program and the benefits for pre-service teachers, in-service teachers, university educators and elementary students. It also reported the findings of the change in self-efficacy of pre-service teachers as a result of being a part of the CIPP.

Mentoring Students and Faculty, an Interdisciplinary Conversation Among Equals: Is What's Good for Business Good for the Academy?

Deborah Bailey & Linette P. Fox, Johnson C. Smith University

Having a successful mentoring experience will help to ensure a positive educational experience for the faculty and student. The overall purpose of this conference session was to have an interdisciplinary conversation about the potential of formal programs of student and faculty mentoring as a strategy for the recruitment and retention of teachers in public schools. The first part of the session was devoted to a brief discussion of the extent that formal student and faculty mentoring programs exist among the institutions represented by the session participants.

Orienting and Developing Support Faculty - Little Things Mean A lot

Nancy Prochaska & Kathy Wilcox, Kennesaw State University

This presentation shared the programs and policies used by all departments in the Coles College of Business at Kennesaw State University when new support faculty are hired. The reviewed the orientation materials, and discussed the outcomes they have discovered from this new initiative. They also noted the special efforts the Department of Management and Entrepreneurship use to motivate and retain their Supporting Faculty.

The Freshman Experience: Instilling a Sense of Community

Larry Bouldin & Adolf King, Roane State Community College

The presenters outlined the process involved in making the Freshman Experience happen (from who to involve and how to finance it, to how to get the students and faculty to cooperate) as well as pitfalls and what did

not work. Examples of team-building activities were given with audience participation involved. Some preliminary data from surveys taken were supplied and anecdotal accounts of results and reactions were shared.

Teaching with Technology

Distance Education and The Adult Learner

Ingrid Thompson-Sellers, Georgia Perimeter College

This project examined adult learners in distance education programs from the practitioners' perspective with supporting theoretical evidence. Based on Malcolm Knowles' theory of andragogy, adult learners need to be informed of the objectives of the material being taught, and then treated as self-directed learners who take equal or full responsibility for their learning experience. The study included data collected from interviews of adult learners taking distance education classes and review of the current literature on the subject. The results showed that we make invalid assumptions about adult learners; however, there are successful practices that can help adult learners succeed.

Electronic Document Markup with Adobe Acrobat

Andrew J. Brovey, Valdosta State University

The author demonstrated how the commenting features of Adobe Acrobat and a graphics tablet can be used to review and annotate electronic documents. He also shared how he uses this markup method to support the exchange of documents with students in his online courses.

From Shoebox to Computer: The Journey of the Diorama

Rhonda Bowron & Jan Oliver, Troy University

Presenting the electronic diorama (e-diorama) illustrated to higher education instructors an alternative method for displaying concepts within text. This visual display is interactive, has the capacity of crossing the curricula and contains the potential for meeting the needs of diverse learners (including bilingual and special needs students). The e-diorama can be created within a variety of formats allowing the use of both higher level and lower level technology skills (e.g. power point, word, webpage, etc).

How Can the Use of Technology Impact How Students Learn?

David O'Drobinak, Valdosta State University

The author has developed an extensive series of online resources for Human Anatomy and Physiology that student's feel have helped them learn differently. Teaching a service class, anatomy and physiology, poses many problems including level and load of material, student access to instructor and laboratory, and variable student academic background. Additionally, since many of these students are not science majors, continued immersion in the material is very important for their comprehension and retention. To address these problems the author supplemented the traditional materials with extensive online offerings including complete interactive laboratory review units. Student's have made extensive use of the resources and have been extremely positive in their support of the content and effort. And, a funny thing happened; the student's began to learn differently. Student response has indicated that the content and format has allowed them to organize and direct their study time

and effort away from traditional studying methods while maintaining their interest.

I'm a Better Teacher (and Person) Because of Technology

Beverly R. King, University of North Carolina at Pembroke

In this paper, the author presented (within a framework of Positive Psychology) some of the virtues that she has developed or refined through teaching numerous online courses. In explaining how these traits were perfected, she shed some light on how other online instructors and users of technology can learn to anticipate and circumvent problems, handle crises, and create a sense of community in an online course. Attendees also picked up some tips on how to maintain a sense of humor and take things less seriously even when technology (or teaching) is at its most frustrating!

Incorporating a Video Assignment and Online Quizzes into a Hybrid (WebCT) Base Class

Leonard Gaffga, Kennesaw State University

Using a hybrid teaching environment based on WebCT, you can make assignments, have students submit course work online, and allow the system to grade their input thereby dramatically increasing student involvement in your course. The increase in student involvement can be accomplished outside of class at the schedule convenience of the student. Preparing to teach such a course involves more work, however, there is substantially no increase in instructor effort during the semester.

Responder Pads in the Classroom: Pros & Cons

Charlotte Collins & Linda Hightower, Kennesaw State University

Remote controls can grade tests & quizzes, take attendance, tally surveys, provide instant feedback & study guides, and

encourage group discussions. Students love them; faculty either love or hate them. Is it for you? Explore one department's experience with this technology.

The Fizzics & Fizzles of Online Learning: Strategies for Success

Zafrullah Khan, Belmont University

Given the premise that the foundation for any course is based on good instructional design, which begins with the development of explicit learning goals, engaging course content, discerning what students should know or accomplish based on the critical content, and what the student must know in order to function in authentic or real world situations, the presenter shared his practical and tactical experiences about teaching online courses. Participants heard first hand accounts about the "perils" of teaching an online course as well as cutting-edge ideas for making it a successful online collaborative "community" experience for all. Effective online teaching strategies discussed included: building rapport, having clear expectation, preventing e-mail burn-out, and much more.

Two-way Electronic Correspondence to Explore Authentic Newspapers in Language Classes

Jose I. Gonzalez, Clayton College and State University & Leonor Vazquez-Gonzalez, The University of Montevallo

This project took advantage of students' innate cyberspace skills in order to create person-meaningful links to learn a foreign language. The authors assert that such strategy will motivate the students to communicate with other virtual students in a natural and authentic manner. In this activity students introduce themselves through three messages that additionally invite the recipients to participate in diverse cultural activities. Finally, there will be a last message to accept or reject the

invitation. The pedagogical objectives of this activity include reading comprehension, writing and communicative skills.

Using the Internet to Enhance Classroom Instruction

Marcella "Cindy" Prater, Valdosta State University

This workshop explored various internet sites which may be used in teaching high school Economics or other business courses. Hands-on activities were used, along with accompanying handouts. Attendees explored several of the Federal Reserve web sites including FED 101, a web site designed for educational purposes; calculated currency exchange rates; learned a few fun facts about money; visited interesting corporate web sites such as Coca Cola, McDonalds, and Hershey's; looked up government statistics such as the inflation rate and unemployment rate; found out how much the national debt is by the second using a national debt time clock; explored career sites which include many free resources such as information on resume writing, interviewing, and business etiquette; and previewed StocksQuest, an on-line stock market activity based out of the University of Georgia. A packet of handouts for classroom use with StocksQuest were provided.

Using WebCT and TI-89 in College Algebra classes

Shinemin Lin, Savannah State University

Following the CUPM Curriculum Guide 2004, I integrated TI-89 into College Algebra classes and Adopted WebCT as part of instruction delivery. At the beginning many students could not adjust to the change from instructor-centered to student-centered learning environment. I used publisher's e-pack for WebCT as the major instruction tool, and a well-designed personal website as a backup tool. We met in class two times

a week, and students worked by themselves on WebCT materials or materials from my Website. At the end of the semester, most of them agreed that student-centered learning environment made them have more confidence in themselves. Further, the results on the final departmental test were beyond my expectation.

Virtual Computer Lab - Construction and Implementation

Arvind Shah, Georgia Southwestern State University

In this paper the authors described the experience of design, construction, and implementation of virtual laboratory to support online courses in computer science in the School of Computer and Information Science at Georgia Southwestern State University. Courses in Computer Science/Computer Information Systems often require special software to supplement laboratory experiments, application testing, database access, and so on. Several such online courses forced the authors to develop a virtual lab. Distributed Web Applications, Advanced Database Systems, Decision Support Systems, and other courses require necessary laboratory environment.

WebCT Vista: The Good, the Bad, and the Ugly!

Mary Dwyer Wolfe, Barry Monk, Patt Impink, & Jeff Delaney, Macon State College

While the WebCT Vista system is robust, with many worthwhile features that encouraged the team evaluating various course management systems to adopt it, there are also many features that, as designers and instructors, took us totally by surprise. The presenters shared a summary of Vista features from the perspective of what they found to be good, what they found to be bad and a few things that they found to be down right ugly! They conveyed shared

lessons learned to those who are about to make the same transition to Vista, so that they might be better prepared to begin using Vista than the presenters were.

What Works With 18 Year Olds--Can You Recruit More Science Students With Course Technology?

Suzanne E. Lindley, Limestone College

As a full-time Day and experienced Virtual Program Biology faculty member at Limestone College, I now also have WebCT 4.1 available for use with my regular classes. Our historic science building includes a new state-of-the-art technology classroom as well, so I have been “reverse course engineering”, taking pedagogical approaches highly successful in my virtual classes with primarily adult learners and incorporating them into the same day classes with 18-20 year olds, making them true “hybrid” courses. At the end of my fall Human Biology class, Honors students conducted a survey to get some honest feedback. They assessed changes in student attitudes over the term about using course technology (busting the computer-savvy

teen myth) and the usefulness of different online features to the learning experience. There was a strong correlation between performance, attitudes, and time spent in the online course environment. Interestingly, I have FIVE non-science majors from this group taking second half General Biology this term (also hybrid) as an elective!

When You Have To Spell it All Out: Strategies for Designing and Teaching On-line Courses in Music and Education

Doyin Coker-Kolo & Herschel V. Beazley, Georgia Southwestern State University

Issues with communication in online courses presented in this workshop will cover all areas of the course including, but not limited to: planning, content presentation, assessment, feedback, and reflection. The two presenters are from different disciplines: music and education. They discussed and illustrated the similarities and the differences in online tools of communication in a web-based environment based on the nature of their subject fields and possible differences in their student demographics.

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