

Symposia, Workshop, and Formal Paper Presentation Abstracts

13th Georgia Conference on College & University Teaching

March 24-25, 2006

Abstracts are arranged alphabetically by title within each of the following categories: Diversity/Culture, Innovative Pedagogy, Interdisciplinary Teaching and Learning, Mentoring, and Teaching with Technology. Poster presentation titles (without abstracts) are also listed.

Diversity/Culture

Papers/Symposia/Workshops

Incorporating Ethnic and Cross-Cultural Diversity in University Teaching

Dan Krejci & William Lester, Jacksonville State University

This presentation focuses on the incorporation of ethnic and cross-cultural diversity in college and university courses. The presentation has a twofold purpose. First, we posit a theory that we call the theory of confrontation. The theory of confrontation presents categories of behavior that affect the way we react to confrontation. Second, after using a meta-analysis approach, we combined our theory of confrontation with previous studies in order to develop an educational delivery system that takes into account the various types of behavior that affect our students' willingness to learn. This system uses a three point educational delivery method involving case studies, role-playing, and civic engagement (community-based experiences) as a way of augmenting our lectures and to promote ethnic and cross-cultural diversity discourse. In addition, we posit that the lecture can be used as a means to not only set the stage for the other three methods, it can also be used as a way to debrief the students at the end of the semester.

Internationalizing Faculty Via An International Spring Tour

Donald Vest, Clark Atlanta University

In today's interdependent global economy, the internationalization of faculty is a dire necessity. As the intellectual and driving force of academic institutions, a cadre of faculty, or indeed the entire faculty, must participate in the internationalization paradigm shift. A well-designed International Spring Tour provides first-hand, experiential learning to faculty and student participants and represents an ingenious way to internationalize the college, curriculum, faculty, and students. Unlike traditional exchange programs, the International Spring Tour lasts two weeks and takes place during spring break. This, in turn, causes little disruption in the responsibilities and lifestyles of faculty participants, while helping to promote internationalization induced by the college, corporations, and accrediting bodies.

James Baldwin in My Classroom: Texts for Celebrating Diversity

Rosa Bobia, Flora Devine, Teresa Joyce, Kathy Matthews, Valerie Whittlesey, Linda Johnston, Sarah Robbins, Nicole Phillips, Oral Moses, & Army Lester, Kennesaw State University

An interdisciplinary faculty will describe a campus focus called the "Bringing Back Baldwin" initiative (a 2-year focus of activities and programming, on James Baldwin), which focuses on teaching the life and works of one of the most important and

celebrated African American writers in the United States and the world. Using interactive pedagogical strategies, the group will model the use of this canonical literature to infuse African Diaspora content and materials in the classroom and especially to facilitate difficult dialogues on issues of culture, race, race relations, sexual orientation, and global learning.

Leaving Your Comfort Zone to Examine Your Cultural Identity

Marquita Jackson-Minot, Agnes Scott College

The purpose of this creative interactive symposium is two-fold. First it is to share techniques used by an African American teacher at work with primarily White students in a small predominately White female liberal arts college to examine issues of diversity through the exploration of *self as learner*. Second is to challenge participants to examine their own assumptions of diversity through the development of a culture quilt.

Struggling Students? Frustrated Faculty? Teaching to College-Level Divergent Learners

Doris G. Layton & Charles R. Lee, Columbia College

This presentation will include a brief definition/description of divergent learners: those persons who are average to exceptionally bright individuals but frequently struggle in traditional school settings and respond poorly to traditional teaching methodology. The presenters will demonstrate nontraditional teaching strategies applicable across disciplines. Conference attendees will participate in strategies such as Fish Bowl Presentations/Exams, Cultural Diversity Hiring Game, and History Dots. Time will be allowed for group discussion.

Think You Are An Unbiased Teacher? Think Again!

Dionne Poulton, Spelman College

This highly interactive and thought-provoking workshop will help participants uncover any biases, stereotypes and preconceived notions they may have about urban classrooms and the students within them. In this workshop, the facilitator will first present real-life classroom scenarios. Then in groups, the participants will be required to guess the gender and race of the subjects in the scenarios. The intended outcome of this workshop is to assist the participants to become more effective, understanding and fair-minded teachers in urban schools.

Posters

A Survey of Literacy and Cultural Reference Works

Jason Mosser, Gainesville State College

Exploring White Privileges in Ethnic Minority Psychology Class

Ginny Q. Zhan, Kennesaw State University

We Aren't in Kansas Anymore: Assisting Nursing Students Identify Cultural Differences in an Immersion Experience

Elaine Hummel & Ann D. Sumners, North Georgia College & State University

Innovative Pedagogy

Papers/Symposia/Workshops

Acting the Part: Student Learning Through the Making of Amateur Films

William T. Scott, Gregory J. Jarvie & Lori Simmons, Georgia College & State University

In the psychology department here at GC&SU we have developed a unique

teaching approach. We have involved students, faculty and alums in the making of amateur films. The films range from 10 minutes to an hour in duration and take a multidisciplinary approach to topics. Students are given study guides which cover the film setting in both cultural historical context as well as the perspectives of each character they are to portray. Students have enjoyed these endeavors and speak highly of their experience. Two recent films will be outlined briefly and segments will be shown to the conference audience.

Assembly Line or Workshop: Teachers As Workers, Students as Products

Arden Jensen, Lee University

“Teaching paradigm” is an overused term, yet the concept is essential if one wants to understand effective teaching and learning. My two decades of teaching in two Florida community colleges taught me about the assembly-line approach to offering students bargain education that prepares them to move on in life. My current experience at Lee University, a Christian liberal arts institution, is teaching me how to meet the needs and desires of individual students as they prepare themselves for their life and career callings. Thus, I have worked on the assembly line cranking out students to pass the Florida College-Level Academic Skills Test and in the custom workshop where I am expected to labor intimately with each student to bring him or her to the fullest potential. The extended metaphor of the assembly line and workshop is a way to understand these two instructional models. Both paradigms are in place at various institutions for good reasons. This presentation explores the paradigms and suggests how institutions as well as individuals can learn from both.

Different Learning Approaches for Different Folks

Catherine B. Emanuel, Tennessee Wesleyan College

This paper will give some background into the teach type of learning model but will also add some illustrations of the use of these techniques in courses as diverse as anatomy to geometry to western civilization.

Increasing the Value and Interest in College Core Courses: Integrating the Student's Future Career

Kelly M. Kilcrease, Franklin Pierce College

Generally, students who have already decided on a career track view college core courses in a negative manner as they see little or no association of these courses towards their major and career objective. Although learning in disciplines other than ones area of interest is vital to the student gaining a well rounded liberal arts background, this does not negate the fact that many students struggle with core courses because they have little interest in the subject area. Consequently, in-class career applications is an excellent starting point in bridging a student's major to another discipline and thereby increasing the level of interest. The key component when applying this method is communication among faculty members. Specifically the faculty teaching in the core courses must communicate freely with one another about elements of career applications that apply to their specific disciplines.

Integrative Learning in Teacher Education

Bonita Friend-Williams, Paula Kuforiji, & Rita Mitchell, Columbus State University and Doyin Coker-Kolo, Georgia Southwestern State University

The purpose of this study was to take a preliminary snapshot of education degree

candidates' self-reporting of integrated learning in their programs of study. Forty-one students enrolled in education courses during Fall 2004 semester were asked to respond to the following prompt: "What have you learned this semester that has prepared you to be a good teacher? Consider formal (course content) and informal (experience-based) learning that occurred within this course as well as others in which you are enrolled." Responses were analyzed using a rubric, the Academic Infusion Model (AIM), which was originally designed to analyze the incorporation of multicultural experiences into the mainstream curriculum on college campuses as well as P-12 settings. The assessment instrument that evolved from AIM delineated six components: diversity, introspection, reflection, empowerment, collaboration, and technology (DIRECT). In general, this pilot study revealed a somewhat inconsistent pattern of what learning pre-service and in-service teachers reported that they integrated into their field-based programs.

Leveraging Internships: Integrating Theory with Experience

*Claudel B. McKenzie & Linda N. Nelms,
University of North Carolina – Asheville*

Internships are a long-standing and worthwhile part of the education experience, but there is an opportunity to enhance the students' understanding by encouraging the interns to relate their work to the objectives of their curriculum as they are participating in the internship. By meeting regularly with interns (individually, in a group, or by means of distance learning) and asking them to provide thoughtful responses to questions, the educator can encourage the students to reflect on their experience. Students can use journals to show their understanding and create brief papers and presentations to summarize.

Reading and Writing Assignments across the Curriculum

*Sandra Rucker, Albert N. Thompson Jr., &
Ronald E. Mickens, Clark Atlanta University*

One of the areas of interest to the scholarship of teaching and learning is what possible mechanisms can be employed to enhance the learning and comprehension of specific subject matter by students. Such methods/techniques should also be readily transportable to all academic disciplines. These issues are of particular importance to the sciences because success depends on having basic foundational knowledge and good skills in reading, writing, and oral communication. In this symposium we will share, review, analyze, and discuss activities related to enhancing the abilities of students in the areas of reading and writing. While the presenters are from science/mathematics disciplines, their approaches and methodologies can be adapted to the specific needs of all disciplines. Strategies to be presented include the assignment of readings from the original literature; writing short papers on specific course related concepts and/or their oral presentation; the writing of field specific (student) autobiographies; and the inclusion of works related to the contributions of minorities and women to the course subject matter. Our goal is to demonstrate that the use of such methods form the basis for a creative teaching environment and an increase in student interest in the various issues related to the course subject.

Student Oriented Comprehensive Knowledge Enhancement Technique: A Teaching/Learning Model

*Norma H.E. Miller, South Carolina State
University*

The presenter will describe an instructional strategy that introduces a systematic approach to the advancement of active learning and to the development of

innovative teaching skills. This approach obliges all concerned with improving educational outcomes to re-evaluate how information is communicated and how support for the teaching/learning process may be enhanced. One of the major strengths of this strategy is its wide applicability across disciplines and instructional media. The rationale for this instructional strategy, the strategy itself, its philosophical framework, and core elements of the instructional design will be presented.

The Rules of Engagement

*Christy Price, Dalton State College and
Lynn Boettler & Laura Davis, Kennesaw
State University*

In attending this session, the participant will: 1) Become familiar with research findings regarding student engagement. 2) Reflect on his/her own teaching techniques as they apply the findings of the research on student engagement to teaching within their individual discipline.

Posters

Changes in Exchange Rates can Open Closed Doors and Can Close Opened Doors

Della Sampson, Dalton State College

Generative Rhetoric of a Sentence and Paragraph to Improve Writing

Wes Davis, Dalton State College

Increasing Student Familiarity with the Psychology Faculty

Jeffrey L. Helms, Kennesaw State University

Perfectionism and Dispositions

*Gloria Diane Richardson & Gene E. May,
The University of West Alabama*

Student and Faculty Perceptions of Quality Teaching and Quality Students

Jason Andrus, Charlotte Christy, Verna Diver, Rich Giner, Nicole Judge, Bruce Saul, David Saunders, Suzanne Simoneau, Dianne Snyder, Christine Terry, Cathy Tugmon, Emil Urban, Donna Wear, & William Wellnitz, Augusta State College

Teachers as Learners . . . Learners as Teachers

Cherry O. Steffen, Luke Beno, Mark Warner, Michelle Kozak, & Beth Mittelman, Kennesaw State University

To Reach 'em, Keep 'em in Stitches

Peggy Ellington & Lacey Pitts, Georgia Southwestern College

Why Do So Many Math Teachers Hate To Teach Statistics?

Richard Stephens, Tennessee Wesleyan College

Interdisciplinary Teaching and Learning

Papers/Symposia/Workshops

Reaching Across Disciplines: The Benefits of Collaborative Teaching

Leigh Ann Spell & Richard Veale, Columbia College

The purpose of this project was to develop and implement an effective, collaborative, interdisciplinary course component for a speech-language pathology (SLP) and a vocal performance course at Columbia College. Benefits for students and faculty will be described. Both faculty members plan on continuing the collaborative, interdisciplinary course component in the future.

Posters

A Themed, Interdisciplinary Learning Community

David Nikkel, William Collier, & Anita Guyann, University of North Carolina at Pembroke

Mentoring

Papers/Symposia/Workshops

Academic Discipleship: A Model Mentoring Program

Dale S. Crandall, Dana Nichols, Garry K. Merritt, Carrie A. Wills, & Maria K. Wold, Gainesville State College

The goal of this symposium is to share our unusual mentoring philosophy with colleagues from multiple disciplines and institutions. Presenters include the originator of this mentoring program, two first-generation mentees, and two current mentees, at different places in their academic and professional careers. After outlining the genesis and history of the mentoring program, panelists will discuss the characteristics of successful mentees and mentors, offer specific techniques whereby mentees can earn classroom and conference experience, and allow two current mentees to provide first-person accounts of their participation in the program. Finally, we will discuss not only our successes, but also our failures so that those in attendance will gain a comprehensive understanding of the mentoring program as it has evolved over time.

Empowering Students Through Analysis of Their Own Educational Experiences

David Blackmore, New Jersey City University

My work uses the analysis of personal educational experience as a central strategy

in the large project of empowering both underprepared university students and the public school children who will some day be these students' students. In my presentation I will discuss how I do this within the context of English courses but will also engage audience participants in a discussion about they might adapt this strategy within their own disciplines.

Renewing the Passion to Teach

Tom Kolenko, Kennesaw State University

Have you been teaching for decades or just years? Has the flame gone out or dimmed in your passion for teaching? Renewal strategies for the classroom will be shared and discussed. Paths feeding intellectual, emotional, and spiritual congruence will be explored following Parker Palmer's proposition that "we teach who we are".

Teaching with Technology

Papers/Symposia/Workshops

Combining E-Learning and On-line Learning in a Living Laboratory

Emily M. Crawford, Savannah State University

The purpose of this paper is to introduce teaching strategies that combine E-Learning with Service Learning in a living laboratory. The living laboratory (The Entrepreneurial Center) is located in City of Savannah, Georgia. The E-Learning (WEBCT) is a Hybrid course. Together these two strategies expose the student to real life experience in a controlled environment.

Combining Traditional Teaching Methods with Technology

Jennie Conn, Southern Polytechnic State University

Professionally prepared PowerPoint presentations that accompany all texts are an

example of modern technology that provides assistance to students and instructor in constructing a cohesive framework of the subject matter. However, as the novelty of the colorful pictures and concise presentation has become the norm, students have become less involved with classroom dynamics. It has long been the accepted proposition that teachers should “hold forth” less than 50% of the contact hours. The remainder needs to be interactive. After the technological presentation, reverting back to old methods of teaching, including having students come to the board, works to involve and engage students on an individual level, where learning actually takes place. This paper will discuss the modern learning tools used in post secondary education today, and how the old methods can be used to not only augment technology, but actually leverage learning potential.

Course Lectures for Online Courses

Steve Davis, Barry J. Monk, & Mary Dwyer Wolfe, Macon State College

There are many who already subscribe to the notion that online courses require more than a textbook, an electronic version of course notes, and the occasional quiz. Whereas, traditional face to face classes are rich in explanation and in the demonstration of processes, these are precisely the activities that are the most challenging to incorporate into an online course. The presenters utilize the philosophy that for every component in the traditional classroom there should be an analogous component in the online environment that is at least as good. Although there are a number of multimedia supplements that are available from textbook publishers that are useful in designing an online course lecture, it is often the case that these do not completely fit the course content and are difficult to customize. We will show some examples of the better pre-made multimedia resources

that we have found to be helpful in putting together an online lecture.

I Didn't Know You Could Do That with PowerPoint!! Some Secrets That Can Enhance Presentations and Engage Students

Bill Hill, Kennesaw State University

Did you know that PowerPoint can be much more than a simple slide show? There are many “hidden” options that users are commonly unaware of included in PowerPoint that can make your presentation more interactive and engaging in the classroom. In addition, this presentation will also demonstrate how PowerPoint can be combined with Student Response System technology in creative ways.

Journey to the Center of the Core: Computers and the Internet in the Core Curriculum

Jorge Perez, Kevin Hurysz, Meg Murray, & Leonard Witt, Kennesaw State University

Computers, digitalization and the Internet have transformed modern society. Commerce, education, communication and socialization will never be the same. Surprisingly, many universities do not require a computing course in the core curriculum. Critical information technology (IT) competencies are often taken for granted, to the detriment of students who lack computing and Internet skills. This symposium describes an initiative undertaken by the Computer Science and Information Systems Department at Kennesaw State University to assess and remediate IT skills needed by all students, regardless of major. The project is evolving along several dimensions: identification of discipline-independent IT competencies, assessment of IT skills among current and incoming students, and curriculum development.

Learning and Assessment in a Wireless Environment: Using Handheld Devices

Lynda R. Daughenbaugh, Richard L. Daughenbaugh, Edward L. Shaw Jr., Susan Santoli, & Paige Baggett, University of South Alabama

The Infrared response system for pre, in-class, and post-class instructional assessment and the Wireless input Schoolpad for instructor mobility allows the instructor to increase student preparedness for class, grade quizzes, summarize results of a class poll, and exams with immediate feedback. The wireless input Schoolpad provides instructor mobility in the classroom, and additionally, recording the instructor's screen information and voice for student and instructor review. By having students use the Schoolpad, information can be added to the lesson. These technologies allow professors to model stimulating lessons for student motivation, high achievement, and provide training for students in using emerging technologies.

Online Exams and Traditional Test Taking Ethics

Jennie Conn & Chastity Moore, Southern Polytechnic State University

Online exams are now being used whether the instruction is an online class or conducted in the traditional classroom setting. Both presenters use online testing; one teaches in the traditional classroom, the other teaches solely online. The traditional instructor/presenter uses a combination of open and closed book online exams that are always timed. The online instructor/presenter believes only open book no time limit exams are feasible with online testing. This presentation will debate the validity of open book online testing, where and how ethics fit, what constitutes cheating during an online test, and the weight that should be given in the syllabus to an exam when online tests (whether open or closed

book) are used as opposed to traditional proctored in class exams.

Student Engagement Despite Class Size: Multimedia Strategies

Susan Copeland Henry, Debra Durden, & Antoinette Miller, Clayton State College

Attendees will participate in multimedia activities that illustrate student engagement in critical thinking, interpretation, synthesis, and study; participate in discussions on the applicability of demonstrated methods in courses across the curriculum; and be directed to the database of other pedagogical methods and resources available from or through Clayton State University.

Using PCP in the Classroom (Podcasting, Camtasia, and PRS)

Charles W. Johnson & Luck Watford, South Georgia College

No matter what the discipline, this presentation will show how you can put all of your class content on the Internet with audio and video with a minimum of time, effort, and cost. In this presentation, we will demonstrate how to facilitate class discussion using a Personal Response System (PRS); novel uses of streaming classroom and laboratory content over the Internet; how a mimio bar, in conjunction with Camtasia, can be used to capture what is written on a white board along with the associated audio; how to stream the video using Macromedia's Flash; and how to record lectures, convert audio files, and create podcast lectures in a minimal amount of time. We will demonstrate. Participants will take part in a sample lab and will be led through the process of creating and streaming the video.

Using Technology to Enhance Communication and Increase Student Learning

Mary Nielsen, Lydia Postell, Sharon Hixon, & Christy Shannon, Dalton State College

This symposium will focus on the strategies, best practices, and problems associated with using technology inside and outside the classroom to enhance communication and increase student learning. We will also address faculty and student perceptions about the use of technology, as well as ways of improving perceptions for the benefit of students and faculty. Though our primary focus will be on the use of technology in reading and composition classes, the strategies and best practices can easily be adapted to a variety of disciplines, and conference participants from English and reading disciplines will be given a means of accessing a number of free online programs for use with their students.

Using Vista to Enhance Classroom Teaching and Learning

Mary Dwyer Wolfe, Macon State College

This symposium will describe how the various Vista tools can and are being used to enhance regular face to face sections of courses. Examples from the presenter's own

sections will be demonstrated as well as discussion on how other faculty members are using Vista to enhance their instruction. Much of what will be demonstrated in Vista is also possible using other course management systems.

Posters

Comparison of the Learning Styles of Traditional and Online Students

Chris Lowery & N. A. Beadles II, Georgia College & State University

The Dynamic Syllabus Online: Deconstructing the Paper Syllabus

Kathleen DeMarco, Georgia Perimeter College

The Rewards and Challenges of Teaching an Online Course Through the University System's eCore Program

Katherine Kipp, Patti J. Davis, & Rachel Harnishfeger, University of Georgia

Undergraduate Students' Perception of an Online Course in Music Appreciation

Herschel V. Beazley, Georgia Southwestern State University

Conference Coordinating Committee:

Bill Hill, Professor of Psychology and Director, KSU Center for Excellence in Teaching & Learning

Todd Shinholster, Director of Conferences, KSU Division of Continuing Education

Linda Noble, Professor of Psychology and Associate Director KSU Center for Excellence in Teaching & Learning

Thomas Kolenko, Associate Professor of Management and CETL Fellow for Reflective Practice of Teaching

Lewis VanBrackle, Professor of Mathematics and CETL Fellow for the Scholarship of Teaching & Learning

Dede Yow, CETL Fellow for Diversity Across the Curriculum

Lynn Lamanac, Administrative Coordinator, KSU Center for Excellence in Teaching & Learning

Lori Buechling, Administrative Coordinator, KSU Center for Excellence in Teaching & Learning