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Significant Learning Goals that Lead to Deeper Understanding

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In his book, *Creating Significant Learning Experiences* (Josse-Bass, 2003), L. Dee Fink asks an important question worthy of contemplation by all teachers: "How can I design a course that will provide a significant learning experience for students?" Professor Fink comes to this question in response to two widespread problems he notes in higher education. The first concerns adoption of the most rudimentary learning objectives in course design, i.e., "understand-and-remember," to the relative exclusion of other goals that actively involve students in critical thinking, problem solving, and decision making. A second problem involves professors' use of lecturing and leading of discussion as typical modes of instruction. The results of these approaches to teaching, as Fink suggests, are that students are "lacking in basic knowledge construction, failing to develop higher-level cognitive skills, and unable to retain knowledge for later application (p. 4)." As a first step in correcting these problems, Fink proposes that there be a clear articulation of learning goals in course design and in the learning expectations conveyed in the course syllabus.

Embracing a "learning activity follows learning goal" approach, Fink (2003, pp. 35-55) proposes a taxonomy of significant learning goals to be used in course design. Juxtaposed with Entwistle's (2000) surface- and deep-levels of learning, these goals also suggest ways to promote student engagement and deeper understanding. For example, Fink suggests that the most basic kind of learning is the attainment of foundational knowledge, and involves the understanding of key concepts associated with the topic that allows explanation and prediction. This goal, often by necessity, encompasses the traditional lecture-discussion routines, where with regard to engaged learning, students may be "taking it in or tuning it out". A second goal Fink identifies is for students to apply what has been learned. At this deeper level of learning, students may become involved in analyzing and critiquing issues and situations, developing problem-solving and decision making skills, discovering new perspectives via creative thinking, and coordinating the execution of multiple tasks in a single project. This group of learning goals seeks to aid students in developing key cognitive and topic-related performance skills as they work to complete assigned activities, papers, or projects. At an even deeper level, a third kind of goal involves integrating learning across disciplines and perspectives, with other cultures, and in other areas of life. Activities that are collaborative, simulate experiences, and lead to exploration of contrasts and similarities between different perspectives support this integration in knowledge construction. Even deeper levels of learning involve the development of empathic understanding, ethical reasoning, and a voice of advocacy. Thus Fink's fourth kind of goal draws into focus ways of

“connecting learning to life” and includes learning about self and others via collaborative projects, application of ethical principles, becoming culturally competent, and making positive contribution to society. Activities that embrace this kind of deep-learning include problem-focused learning, where students collaborate in identifying and finding solutions to real-world problems, as well as internships and service learning experiences where students become involved with individuals from the broader community. This kind of engagement in learning often leads to new insights and understandings about self as well as life, reflecting processes of personal development and transformation. Recognizing that at all levels of instruction there is an emphasis on students’ personal growth, a fifth kind of learning goal proposed by Fink involves caring, where the aim is to foster students’ development of personal interests in topics as well as recognition of various values and problem-solutions that they find important and personally relevant. A related sixth goal involves learning how to learn, and encompasses knowing how to become a better student, how to inquire and construct knowledge, and ultimately how to become a self-directed learner.

These significant learning goals proposed by Fink are not novel—many are reflected in Bloom’s *Taxonomy of Educational Objectives* (Bloom, 1956). Of special note, however, is that Fink’s taxonomy extends beyond the development of just cognitive skills, and includes inter- and intra-personal aspects of learning.

“How can I design a course that will provide a significant learning experience for students?”
—VonDras

Combined they are instructive and merit our consideration in creating teaching activities to help students develop a deeper understanding. Indeed, in reflecting upon our teaching we may begin to find an answer to the question, “How can I design a course that will provide a significant learning experience for students?” In the articles that follow in this edition of the Newsletter, there is implicit recognition of this question and an offering of solutions.

Note:

Learn more about Professor L. Dee Fink’s work

and ways of engaging students at <http://www.significantlearning.org>

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**Rethinking Critical Thinking**

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I rarely admit this publicly, but since it is necessary to explain my shift in pedagogy, I will confess to being an engineer. Numbers are my comfort zone. My sister calls me the human calculator. No one would be surprised to find out that I thrive at teaching quantitative classes. Writing an equation on the board and applying it gives me that warm feeling.

On the other hand, a class sans equations makes me nervous. Thus, it was easy for me to believe the dogma that U.S. students are behind their international peers in science and critical thinking skills. Everything reported in the media for the last decade confirmed the dire need to cram equations down students’ throats at every opportunity. And since most examples of critical thinking involve students’ abilities to apply scientific principles, I thought I had the correct approach.

Nevertheless, after ten years, teaching had become stale. The day I looked at the clock and said to myself, “Oh ‘crumbs,’ I have to go teach, I don’t have time for that,” was a moment of revelation. When the call for the Teaching Scholars II program arrived, I signed up, hoping

to revitalize my enthusiasm.

**I am addressing general education goals of the university and, most importantly, the students are engaged and thinking independently and critically. —Terry**

Rather than stay in my quantitative comfort zone, I decided to focus my Teaching Scholars experience on a lower division, science issues course, Energy and Society, that I had recently taught with little enthusiasm. My previous methodology for the class consisted of teaching the students the fundamentals of current and alternative energy technologies, quantifying as much as possible. To make sure I was not contributing to the lack of scientific knowledge of which U.S. students are guilty, I taught so many energy equations that I almost forgot the 'and Society' focus of the course and succeeded in losing the interest and engagement of most students by about week two.

To retool the course, I did something that I had avoided for over ten years.....I read the university's general education goals and identified those that would apply to this course. That was so enlightening, I spent some time contemplating what I really wanted students to gain from this course and what activities would facilitate this. What resulted was almost a complete change to the approach and content of the course.

I cannot continue to discuss my mid-career revelation without crediting my colleagues. I spent almost all of my education in chemical engineering classes with like peers, limiting, but what most of us experienced in obtaining degrees in specific fields. As a part of the NAS department and the ES&P graduate program, I have benefited from a broad spectrum of backgrounds and perspectives.

I have come to realize that in Energy and Society, I have the opportunity to influence future decision makers on U.S. energy policy and use and its effect on international politics. We learn about current and emerging technologies and the social, economic, political, and environmental implications of each. Instead of sending the students home with math problems, I had them practice critical thinking by activities such as writing an essay comparing and contrasting nuclear to wind power and

defending which they would prefer and holding a class debate on whether or not the U.S. congress should approve drilling for oil in the Arctic National Wildlife Refuge.

With apologies to those who think critical thinking, rigor, and mathematics are synonymous, I think I created a better general education class. The course is challenging to teach, but I am motivated for the selfish reason that I have the opportunity to change how students view energy use and how they live, vote, and make future decisions. Once students were comfortable that their grades depended not on parroting my liberal, tree-hugger opinion, but on how well they defended their own, many stimulating discussions from many different perspectives followed.

Without quantification of the success of my change in course content, I claim the Stephen Colbert "truthiness" that I know the course is better. I still have rigor, just of different content, and more opportunities to practice critical thinking. I am addressing general education goals of the university and, most importantly, the students are engaged and thinking independently and critically.

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Do I Still Want to Teach?

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Education 361, *The Art and Science of Teaching*, is one of the first courses Education students take after being formally admitted to the Education Program. The course is a combination of lectures, D2L postings, pod-casts, and most importantly, field experience. Its intent is to expose students to *all* aspects of a school community.

For the majority of the semester, students are placed in classrooms for approximately six hours a week. Students seeking elementary certification are placed in elementary schools and students seeking middle and high school certification are placed in middle or high schools. Students seeking certification in such areas as art, music, or foreign language, are placed in those types of classrooms.

Throughout the semester, the education students are asked to examine a myriad of topics and interview a host of people in their particular school. Each week, students post to, and discuss on D2L, whatever the subject is for that week.

At the end of the semester, a final paper, *Do I Still Want to Teach?* is required. To answer that question, students must base their decision upon their own personal experiences using the D2L postings for support.

Following is the paper from Carl Black. I think you will agree that Carl answered the question. I also believe that the structure of this particular course demonstrates how a course can not only lead to learning content, but can lead to interpretation, analysis, and internalization of the content. And by reflecting on the experience and knowledge gained, students are able to demonstrate what they have learned using higher-level thinking skills.

Do I Still Want To Teach?

At some point along this path to the “higher mind,” I can recall seeing a quote that read “Experience is the best teacher, but the tuition is costly.” There is, more than likely, not one student in this program who would disagree with the fact that our tuition is costly. However, having said that, what about the “best teacher” part? Could we obtain the skills and knowledge without the opportunity to march in the fields of literacy, mathematics, science, and so forth? Would we benefit more from continuous lectures in which others can only tell us of their experiences, or, despite the cost, are the experiences with the children and the teachers themselves truly the greatest value to our understanding of not only being a teacher, but actually still wanting to?

I wish that when I take into consideration all that I have witnessed and experienced in Mrs. G’s fifth grade classroom, I could sum up the value of the time spent there in a simple and uncomplicated, “Yes, I still want to teach.” But, I cannot. My answer seems as though it should be as complicated yet as clear, as the very profession of educating is itself.

Each day, in each class that I visit, I witness the challenges and obstacles that each one of these teachers seems to endure. Challenge is not an infection or affliction affecting only some

educators and leaving the rest to stroll down easy street. Rather, challenge and adversity in education seem to be aspects of teaching shared by the profession as a whole. Each and every teacher faces hurdles and speed bumps in their classrooms. From different ability levels, social and/or socioeconomic issues, language barriers, learning disabilities, poor parenting, and even hunger, teachers and future teachers alike do and will face these challenges that will make them ask themselves if they still want to teach.

...by reflecting on the experience and knowledge gained, students are able to demonstrate what they have learned using higher-level thinking skills. —Kimball

The monetary rewards of education may be less when compared to those of other professions. The understanding I believe teachers have in regard to such rewards is that they only appear to be small. You cannot measure in dollars when a child in your class actually “gets it” for the first time, or when a teacher looks up at her class from reading a Bradbury tale to find her students engulfed in her words and voice, or when a child reads his or her first book completely or graduates to a chapter book, or maybe when a student utilizes the strategies given him or her to pronounce new words or solve a problem, and quite probably even when an educator’s pupils simply meet or exceed the benchmarks set for them, then the rewards truly outweigh the monetary ones.

I cannot simply answer whether or not I still want to teach based on my experiences in Mrs. G’s classroom. I will, however, answer with an overwhelming and recently stoked and rekindled desire, “Yes, I *absolutely* still want to be a teacher.” In fact, I now want to teach more than ever. When I face the challenges that a teacher will face, I will overcome them and still want to teach. As time does not permit me to complete a lesson or finish grading work, I will still want to teach. Students will bring problems from home and turn to me for guidance, and although this will be heart-wrenching, I will still want to teach. Watching a child fall behind or lack the confidence or skill to move on will be frustrating, but I will still want to teach. Of course, I will have times when a child will enthusiastically engage in his or her education, and I will still want to teach. I will need to call upon my

colleagues for advice and help, change the way I do things, live with the smiles, the tears, and the frowns. I will still want to teach. And, when I am old and weathered and can no longer keep up with the kids, the community, and the curriculum, and have to leave the profession of educating young minds.....I will still want to teach!

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...challenge and adversity in education seem to be aspects of teaching shared by the profession as a whole.  
—Black

## Wikis and Blogs: On Incorporating New Technology into Coursework

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This past spring semester, under the auspices of an Intercampus Community of Practice (ICoP) Curricular Redesign Grant, I incorporated two new web technologies into two of my courses as alternative course assignments. The two new technologies were wikis and blogs.

The first of these, wiki, is an online resource that allows multiple people to edit a single web page. Wikipedia is the best-known example of a wiki.<sup>1</sup> In addition to Wikipedia, however, there are several other wiki sites available with which users may develop their own wiki resources. One such site is pbwiki, “peanut butter wiki”,<sup>2</sup> a free wiki developed primarily for business and educational use. Wiki technology has great potential for academic coursework as it enables collaborative projects using new technologies, to which current research suggests so-called “millennial” students are attracted.<sup>3</sup> For two of my courses, one lower-level and one upper-level, I decided to replace traditional papers with group wiki projects using the pbwiki. Each group selected one historical figure (such as Leonardo da Vinci, Benjamin Franklin, Sojourner Truth, or Pablo Picasso for the lower-level course) or topic (such as artificial intelligence, eugenics, nanotechnology, or virtual reality for the upper-level course) to research. One person, the administrator, was selected to actually create the wiki page and then invite the other members of the group to join the wiki.

Once everyone had been invited, each member of the group had access to and could edit the wiki page. Groups were given specific assignments to accomplish – such as creating the wiki page, determining which group member would research which aspect of the topic, and adding and editing content - by specific dates to keep them on track with their projects.<sup>4</sup> The final projects were due approximately twelve weeks into the semester.

Considering that this was the first time this project had been assigned, it produced fairly successful results, as the groups were able to develop their own wiki pages dedicated to their project topics.<sup>5</sup> However, there were some difficulties. One of the advantages of using a wiki for a group project is that the wiki records all of the edits made to the page. This makes it rather easy to review which student made which contributions and edits to the page. However, students need to note who is making the edit when the edit is being made (there is a space in which the editor’s name can be typed), but occasionally students did not note who was making a particular edit. A second problem was that some students did not participate in the project, no doubt a common problem with group projects. These difficulties emphasize the necessity for detailed project assignments. Although I thought I had a detailed assignment in the first place, I believe that instructors wishing to incorporate wiki project need to provide their students with very specific instructions regarding creating the wiki page, joining the wiki, editing the wiki, and noting that students must note their names when making page edits or credit will be lost. This last point not only will make the project easier to grade, but it will emphasize to students the need to participate. Furthermore, it is important to indicate what kinds of sources are acceptable when preparing a wiki project; several students made the logical assumption, since this was an online project, that online sources were acceptable, often without evaluating those online sources critically. Instructors should therefore specifically indicate what kinds of sources are acceptable or spend some time discussing with students how to properly evaluate sources. Finally, providing some examples of good wiki projects is useful for the students.

The second new technology I introduced to my upper-level course was a blog (from web log), a website allowing a user to post entries, usually

listed in reverse chronological order. Although some blogs function as news services or commentaries on specific topics such as computers, movies, or food, one of the most common uses is to maintain a personal diary.

**Wiki technology has great potential for academic coursework as it enables collaborative projects using new technologies...**

—Ganyard

Several blog services are available for public use, including BlogSpot and LiveJournal.<sup>6</sup> In addition, blog “communities” can be set up, allowing multiple users to post to one blog. Again, this technology was introduced in place of a more traditional assignment, in this case, brief weekly responses to assigned reading. Instead of writing a one-page response paper to assigned reading every week, students were required to post their own “reviews” of assigned readings to the course blog and occasionally to comment on posts made by other students.<sup>7</sup> This assignment was very successful in an intellectual sense, as students often seemed quite motivated to post their opinions about various assignments, often with much more depth and passion than in traditional papers, and on several occasions, students posted insightful comments to other students’ posts.<sup>8</sup> Furthermore, since I could read the blogs before coming to class, I often had a focus for class discussion. The only difficulty encountered was that several students had difficulty logging on to BlogSpot from on campus, apparently because the campus firewalls and pop-up blockers play havoc with BlogSpot’s log-on function. Instructors, therefore, should check to make sure that whatever technology they consider incorporating into their classrooms is easily accessible to their students.

Despite a few difficulties encountered in implementing wiki and blog assignments into my courses, I am convinced that these technologies have great potential for opening alternative assignments that students will find more engaging than traditional assignments. Properly implemented, I believe that these technologies may also increase students’ interactions with one another and with the instructor. I struggled somewhat with having to use services from off-campus providers (Pbwiki, BlogSpot), but now, partially in response to the ICoP projects conducted by myself and my colleagues

Jason Nice and David Voelker, the Computing & Information Technology (CIT) department is currently working to implement both wiki and blog servers for UWGB.<sup>9</sup> Once these services are online, using wikis and blogs for a variety of coursework assignments should become easier. Both faculty and students may benefit from the proliferation of new web technologies becoming available.

#### Notes:

<sup>1</sup>[http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page).

Although Wikipedia has been criticized for the quality and accuracy of its articles – see, for example, Brock Read, “Can Wikipedia Ever Make the Grade?” and “Middlebury College History Department Limits Students’ Use of Wikipedia”, *Chronicle of Higher Education*, 10/27/2006 and 2/16/2007 respectively – used with caution, it may still be a useful reference. On how a wiki develops, see Jon Udell’s video discussion of Heavy Metal Umlaut: <http://weblog.infoworld.com/udell/gems/umlaut.html> (22 January 2005; 8:29 minutes; current Heavy Metal Umlaut page: [http://en.wikipedia.org/wiki/Heavy\\_metal\\_umlaut](http://en.wikipedia.org/wiki/Heavy_metal_umlaut).)

<sup>2</sup><http://pbwiki.com/>.

<sup>3</sup>Diana Oblinger, “Boomers, Gen-Xers, and Millennials: Understanding the ‘New Students,’” *EDUCAUSE Review*, vol. 38, no. 4 (July/August 2003), pp. 37–47, [http://www.educause.edu/apps/er/erm03/erm03\\_4.asp](http://www.educause.edu/apps/er/erm03/erm03_4.asp). Chris Dede, “Planning for Neomillennial Learning Styles: Implications for Investments in Technology and Faculty”, *Educause*, 15 June 2006. <http://www.educause.edu/PlanningforNeomillennialLearningStyles%3AImplicationsforInvestmentsinTechnologyandFaculty/6069>.

<sup>4</sup>The full assignments may be viewed at <http://www.uwgb.edu/ganyardc/WikiBlogAssignment.htm>.

<sup>5</sup>One example of a final project for the lower-level course, “Benjamin Franklin”, may be viewed at <http://benjaminfranklin.pbwiki.com/FrontPage?lo=463a6ea4>. One example of a final project for the upper-level course, “Ghost in the Machine: Artificial Intelligence”, may be viewed at <http://ghostinthemachine.pbwiki.com/FrontPage?lo=46391cb4>.

<sup>6</sup><https://www.blogger.com/start> and <http://www.livejournal.com/>.

<sup>7</sup>The full assignment may be viewed at <http://www.uwgb.edu/ganyardc/WikiBlogAssignment.htm>.

<sup>8</sup>The course blog may be viewed at <http://cyborgculture.blogspot.com/>.

<sup>9</sup>CIT maintains a web site <<http://www.uwgb.edu/compserv/>> listing a variety of available services and technologies. The wiki server should be operational sometime during the fall semester 2007.

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Emerging Technologies, Games, Learning

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Within the past few months I've had the good fortune to attend two outstanding conferences: the Educause Learning Initiative (ELI) in January and the Games + Learning + Society 3.0 Conference (GLS) in July. I've discussed some presentations with a few faculty, but I'd like to take the opportunity to share some small observations with a larger audience. With that in mind, please allow me to present a selection.

(Gamers) work through difficult situations, do their own research, read, and come up with creative solutions. They don't take multiple choice tests.

—Speth

Gaming is Fascinating (GLS): Consider just a few points.

- Students will go without rest and sustenance (except Mountain Dew) for a weekend just to reach the next level of some online game, but they will not take an hour out to read that assignment for their Monday morning class.
- One of the motivations often given by students for gaming is to avoid doing homework.
- The best games are difficult. In fact, games that are easily mastered are never successful.

Gamers want challenges; they want things to be difficult.

- The gaming industry incorporates some of the very best instructional design principles. Gamers experience challenges, rewards, increasingly more difficult problems and peer recognition. Game designers make learning fun.
- Cheating takes on a whole new meaning with gamers. More on this later.
- Gamers learn a lot! Maybe not what we might consider significant but they work through difficult situations, do their own research, read, and come up with creative solutions. They don't take multiple choice tests.
- One of the ways gamers learn is trial and error. If it fails, they revert back to a previously saved state and try something else. I wonder if this behavior has anything to do with the reported increase in students registering for several classes and trying them for a short while, all with the intention of dropping some.

So, You Want to Design a Game for Learning

(GLS): There are several gaming engines available, some expensive and some freeware, for creating your own electronic game. Briefly, for those of us thinking we can pick up some basic gaming software and create/design our own games, it's probably not going to happen. The gist of it is that there is a huge learning curve up front before you can do anything significant. A better solution? Use off-the-shelf games and make them work for you or set up a simulation. (From several presenters at the GLS Conference)

To Cheat or Not to Cheat (GLS):

This one was really interesting. The first thing everyone in the audience thought was, "how can we harness the energies going into cheating for educational purposes?" The presenters - mostly Mia Consalvo from Ohio University – started with cheating in the realm of gaming but went well beyond that to include cheat codes, the whole quagmire of gaming vs. academic cheating, the distinction between ends and means, social contracts, implied and explicit rules, and lots more. She had many examples of cheating including tic-tac-toe, rock paper scissors, FamousPlagiarist.com, academic cheating, and real-life "cheating," e.g., in economics, etc.

How Wikipedia is Like a Multiplayer Game (GLS):

The more I learn about Wikipedia, the more I like it. There are two aspects: content, which is the usual topic of conversation, and process, which is arguably the more interesting. In this presentation, game developer and author, Elonka Dunin described the hierarchical role structure, the status and recognition that go with the different roles, the recordkeeping that takes place behind the scenes, and the effectiveness of upward mobility as determined by input from the mob. The bottom line is that it's not quite as "wild west" as often portrayed and it works. It might be possible to create an effective peer review process based on this Wikipedia model that could be scaled down to the size of a class.

And Now, Evidence for the Millennial Instructor! (ELI):

Carl F. Berger, Sr. at the University of Michigan presented evidence for a new kind of instructor, or if not "new" at least "recently identified." The defining characteristic seems to be a dual-role status, i.e., a student who also teaches university classes or an instructor who is engaged in formal classes as a student. If I can borrow a line from *Casablanca*, they're just like Millennial students except more so. Ditto the traditional faculty role. It was a very interesting presentation and is available via podcast (see below).

Father Google and Mother IM: Confessions of a Net Gen Learner (ELI):

There have been a lot of presentations on the so-called Millennial or Net Gen students, but this one was particularly good. Carie Windham, who was an undergrad at North Carolina State University and is currently a graduate student at University of Ulster, Northern Ireland, presented this one. She included the usual, e.g., the ubiquitous nature of technology in everyday life and the expanded, virtual social circles of Millennials, but she also included comments less often mentioned, e.g., their technical skills are very broad but also tend to be very shallow. And she popped everyone's bubble when she mentioned that Millennials might feel uncomfortable if their instructors started using all "their" technologies, e.g., IM, FaceBook, etc. She said it gently.

Georgia Tech Library (ELI):

Some of us took a side trip to the Georgia Tech campus to tour their new library. It was very

interesting; they did a very nice job. The main area was very open, with movable walls, furniture, lighting, technologies, etc. Since our tour, the library received the 2007 Excellence in Academic Libraries Award. For more on this, see: <http://www.gatech.edu/news-room/release.php?id=1334>. Oh, and those nice people at the library also gave me that cute little GT yellow jacket that floats above my office door in the LTC.

Ambient Mobile Video (ELI):

ELI had a hands-on workshop in which we had a cell phone with an internal movie camera that transmitted the video feed to a website in near-real time. The website displayed the video feed on the left and a Google map on the right with the exact location of the filming. Very interesting, especially when they showed someone driving around Atlanta with live feeds and we could see what they saw and watch their progress on the map.

Virtual Worlds (ELI and GLS):

And what conference would be complete without avatars and Second Life. I'm still not sure what to make of it.

Webcasts, Podcasts, Websites:

The GLS 3.0 web site includes webcasts from 2006 presentations but the 2007 presentations are not yet posted. GLS 3.0 can be found at <http://glsconference.org/>. The EDUCAUSE Learning Initiative site is located at <http://www.educause.edu/eli071>. Podcasts of the Millennial Instructor and Net Gen Learner presentations are available at: http://connect.educause.edu/term_view/eli2007.

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## **Against the Grain: the Dilemma of Fighting the Culture (or the Lack of It) in American Higher Education**

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The Organisation for Economic Cooperation and Development (OECD) publishes an Economic Survey on each member country every 1½ - 2 years. The Economic Survey of the United States was issued very recently, on May 29,

2007 [1]. In it, supported by reams of data and statistics, the OECD states that "A country's ability to compete in an ever more integrated economy depends crucially on a highly educated workforce. However ... the United States has lost its leading position. Test scores at the compulsory level are at or below the OECD average and lag those in many other major economies." In a benchmark subject, mathematics, U.S. school students "rank 24th out of 29 OECD countries in mathematics performance."

This fact does not seem to be hurting the confidence of U.S. students, however. Surveys show that they have a high opinion of their capabilities, expressing greater confidence than students at a more advanced level in other countries, offering comments such as: "I understand even the most difficult work," or "I learn mathematics quickly," or "mathematics is one of my best subjects." The OECD report refers to this discrepancy when discussing the plausible cause of low student achievement. The "astonishing self confidence" expressed by U.S. school students "also suggests standards are lax," the report says. "Contrary to widespread hopes that promotion of self-esteem and confidence will encourage learning, grade inflation seems to lower performance..."

**...in the United States there is no school-leaving exam based on a set curriculum and the absence of any control by the national government over the curriculum or exams.  
—Breznay**

For clarity, the survey adds, "In short, one reason why U.S. students perform worse than their international counterparts seems to be that they are not being challenged." Further factors are that in the United States there is no school-leaving exam based on a set curriculum and the absence of any control by the national government over the curriculum or exams.

The OECD also compiles data about major non-member countries such as China, Russia and Brazil. The day before the publication of the U.S. survey, on May 28th, Nicholas Kristof of the New York Times reported on his trip to his wife's ancestral hometown in southern Guangdong Province in China [2].

"One reason China is likely to overtake the U.S. as the world's most important country in this

century is that China puts more effort into building human capital than we do" writes Kristof, commenting on the soaring trade surplus of China with the United States. Then he offers an interesting first-hand snapshot of the Chinese education system: "I visited several elementary and middle schools accompanied by two of my children. And in general, the level of math taught even in peasant schools is similar to that in my kids' own excellent schools in the New York area. My kids' school system doesn't offer foreign languages until the seventh grade. These Chinese peasants begin English studies in either first grade or third grade, depending on the school." While the math is the same in New York and in Guangdong Province, the time it is learned is different. "Frankly, my daughter got tired of being dragged around schools and having teachers look patronizingly at her schoolbooks and say, 'Oh, we do that two grades younger'."

The OECD analyzes the same developmental gap this way: "By the middle grades, the top achieving countries ... begin the transition to the study of algebra ... geometry and even in some cases, basic trigonometry. By the end of the eighth grade in these countries children have mostly completed U.S. high school courses in algebra 1 and geometry. By contrast, most U.S. students are destined to mostly continue the study of arithmetic. In fact, we estimate that at the end of eighth grade (about age 14) U.S. students are some two or more years behind their counterparts around the world." This is exactly the same two-grade gap Kristof found, and the gap gets even more in the later grades.

Kristof also offers a few clues about the reasons of Chinese educational success.

"First, Chinese students are hungry for education and advancement and work harder. In contrast, U.S. children average 900 hours a year in class and 1,023 hours in front of a television ..."

"The second reason is that China has an enormous cultural respect for education, part of its Confucian legacy, so governments and families alike pour resources into education. Teachers are respected and compensated far better, financially and emotionally, in China than in America ..."

The third reason is illustrated by the boomtown of Dongguan, which had no colleges when Kristof first visited it 20 years ago. Now, "the

town devotes 21 percent of its budget to education, and it now has four universities. An astonishing 58 percent of the residents age 18 to 22 are enrolled in a university.”

Finally, “The Chinese believe that those who get the best grades are the hardest workers. In contrast, Americans say in polls that the best students are the ones who are innately the smartest. The upshot is that Chinese kids never have an excuse for mediocrity.”

As the UWGB OPID Teaching Scholar for this academic year I had many animated and thought provoking discussions with colleagues from all over the state about the possible reasons why our efforts so often fail to achieve the goals with which we enter the classroom. Many hours of discussions later it seems that the basic problem is rooted deep in the culture in which young people grow up in our society. The concept of *enculturation* is often described as the process by which individuals learn the norms and values of the society they are born in. Nicholas Kristof’s vivid description contrasts the Confucian enculturation of Chinese children, who despite Maoism and “cultural revolution”, grow up “hungry for education” and with “an enormous respect for education”, pouring resources in it, with the American enculturation of more hours in front a TV set than in the classroom. When we fail to pass on the values of a liberal higher education to our students, it is often assumed that it is “the teacher’s fault”, our “incorrect pedagogy” is to be blamed, we need to “reform” our teaching to be more “inspirational”, more “empowering”, more “significant” and more “student-centered”.

A lot can be improved in our pedagogies, no doubt. We all remember the occasional intimidating, uninvolved, formal or unapproachable teacher, the boring, disorganized or arrogant professor. Not one of us university faculty is an exemplary teacher every hour of every day of every school year. But as scientists and researchers we also know that statistics is the science of finding the pattern in the sea of individual variations. The statistically significant discrepancy between student achievement, especially in the sciences and mathematics, but to a large degree also in literacy and general knowledge of the history and geography of world civilizations, between U.S. students and those of most other developed and emerging countries cannot be

explained away by “failures of pedagogy”. Pedagogy has nothing to do with the differences in knowledge and mental skills when we talk about millions of students, taught by hundreds of thousands of teachers in dozens of countries. It is probably a fair guess that there are proportionally about as many boring and uninspiring teachers – including university professors – in China as in Finland or in the United States. The two grade gap in mental development, not to mention the entirely missed phases when American students never even get to the point of studying trigonometry or calculus, but are stuck with arithmetic, is statistically significant, with roughly the same ration of excellent vs. poor teachers. We have to look for an explanation elsewhere.

The much more likely cause is clearly alluded to by both the OECD report (which is only the most recent of many similar findings) and by the Kristof piece. The Confucian enculturation of “enormous cultural respect for education”, with the belief in hard work that gives “no excuse for mediocrity”, and the corresponding dedication of resources to education, including respect and compensation for teachers is similar to the enculturation young people receive in countries that top the educational league tables. In South-East Asia, Central and Northern Europe, much of Western Europe and in numerous countries in Latin America, students spend more hours doing homework, solving problems, studying art and music and less sitting in front of TV sets or computer game consoles, gathering at parties, watching sport events or chatting on cell phones. Undoubtedly, many young people are addicted to various forms of entertainment in all parts of the world, but when we look at statistics, we are looking at what the majority does. And roughly speaking, “what the majority does” is exactly what is generally meant by the “culture” of, and thereby the “enculturation” that takes place in a society. It reflects the prevailing values and norms of the society in question.

When we talk about the forces we are up against in education, we need to understand that our efforts succeed or fail primarily depending on whether the values we are trying to imbue are in harmony with, or against, the enculturation young people go through growing up. Observing the values and norms of contemporary American society seems to indicate that, painfully, we are going against the

grain when we are attempting to nurture an informed, educated and mature citizenry.

The first trend of contemporary American culture that seems to counteract our central values of liberal higher education is a pervasive *anti-intellectualism* observable in almost every aspect of social interaction. "Success" in the U.S. today is mostly measured by the ability for making money, with no regard to how that money is acquired (parasitic speculation or semi-criminal political connection games are just fine), or what it is spent on. The conceptual difference between 20 dollars spent on a classical music concert ticket, with its effect of nurturing and enriching the human souls versus 200 dollars spent on staring at a mindless sports game is unperceivable to most "average Americans", and this fact will shape the perceptions of their children. Flunked math? Never mind, sonny boy, Daddy flunked, too, and look what a nice big man he is. This sad reaction, together with the infamous Barbie Doll cry of "math is hard" seems to pervade general perceptions of not only mathematics, but of all sciences, in fact of everything that has to do with the intellect. Some might even question what the problem really is with that. I sometimes tell my students that I am not sure how many football players were needed to put man on the Moon, but I roughly know how many mathematicians. The ratio is somewhere between 0 and ten thousand. Notwithstanding the fact that one football player probably makes more money than ten thousand mathematicians combined. But that football player does not, repeat does NOT put man on the moon – and the Neil Armstrong's first step in the dust of that other world was probably this nation's proudest moment since the Declaration of Independence.

Another norm that seems to prevail in current American society is an all-pervasive "culture" of *conformity*. Do not stand out, blend in, avoid controversy at all costs, "play the game", don't rock the boat. We all know the false wisdom of the many phrases that express the dictum of societal uniformity. When Rebecca Nathan [3] undertook her fascinating anthropological research of the American undergraduate population, disguising herself as a freshman and actually going through a first year of study at a typical American university, the first thing that struck her was the conformism of the campus. Over 90% of students wear clothes of the same four or five brands, carried backpacks of the

same brands and generally looked and acted so much alike that from a distant you could have missed the campus for an ant colony. The same clothes, the same words, the same thoughts of over 90 %, contrasted by similarly conform non-conformist minority of "goth" or other bizarre looks. I would feel really pressed hard if I had to name one great idea in history that grew out of conformity. The biggest problem with conformity is, of course, that the first victim of conformity is truth. Saying the truth, even when it is uncomfortable, or even hurts, is not appreciated in a conformist environment. I remember lectures I received, as a foreigner, that telling the truth, or even on a more basic level, getting into a political discussion, say, at the dinner table, is "not part of the culture". I cannot fathom why. Isn't politics something that is relevant to everybody, that affects everybody's life, every day, and is the arena where democracy lives or dies? Never mind, too much candor, and one is quickly labeled with some euphemist version of "trouble maker" – like "unprofessional" or, "inappropriate" or ... well, I received those and more. Proudly, I have to add. I am probably too old to get "enculturated" to conformism. The biggest danger of pervasive conformity, of course, is that it directly leads to uncritical acceptance of norms and views, to group-think, and to the prevalence of propaganda and belief over truth.

It is more than sad when even in academia, in a university setting, where at every public event or meeting, we all feel compelled to use the phrase "critical thinking" at least 3 times a minute, conformity is still often the rule. Play the game and don't rock the boat, whispered in untenured ears every so often, by wise and dignified voices. All this at a university, that is aspiring to be the idea factory of society, home of critical rigor and cradle of free expression of thought.

The many ways conformity gets enforced in society also show up in academia, and are among the most damaging forces that undermine any reasonable notion of "education". Chief amongst them is the commercialization of education, and the commercial mind-set both students and administrators often "bring to the table". "We are customers, and the customer is always right!" cry many students. "A university should be run like a corporation, like any other business!" pontificates many an administrator and conservative education-antagonist. Let me recall for a moment the OECD Economic Survey

again. "Contrary to widespread hopes that promotion of self-esteem and confidence will encourage learning, grade inflation seems to lower performance...". I would posit that it is quite a no-brainer that grade inflation lowers performance by covering it up and faking performance where none exists. But how is grade inflation "enforced"? Not much of a secret, either. As thorough studies show [4], student evaluations of faculty (SEF, in academic parlance) are, despite their declared goals of "student empowerment" or "safety valve" or "red flag", in general effectively equivalent to "consumer satisfaction surveys", and their primary use is to provide an easy and inexpensive tool to give the impression of objectivity (since it produces *numbers*) to subjective opinions. The purpose of customer satisfaction surveys is, of course, to mandate the behavior of the "employee" (in this case, the professor) to conform with the expectation of the "customer" (the student). The expectation of the customer being more often than not, easy good grades with the low effort, grade inflation is the unavoidable result when faculty are assessed based on SEF. How effective SEF tools such as CCQs are in evaluating teaching effectiveness is made infamous by a classic study of Ambady and Rosenthal [5]. They compared evaluations made by students who took a full course with others made by students who judged the same instructors purely on the basis of 30-second video clips with the sound turned off. Incredibly both groups gave almost the same marks.

It would be a sad day when we found ourselves in academia fully "enculturated" into a culture of anti-intellectualism and conformity by "enforcement tools" like SEFs. Bending to pressures of career considerations, student evaluations, grade inflation and intimidated into refraining from taking any stand, in front of colleagues or students, for fear of being "controversial", "unprofessional" or politically or in any other way "incorrect" is our worst way of giving up our calling as men and women of the endless intellectual quest that creates civilization. Fighting enculturated anti-intellectualism and conformity in the classroom is hard enough. If we ourselves give in to these unworthy ways, the fight becomes impossible.

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Seven Key Ways to Engage Learners

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While much has been written about teaching (including specific rationales, techniques, exercises, and even textbook choice) in many, many disciplines, I would like to focus on a common goal we share at UWGB, that of teaching effectively (Eison, 1990; Weimer, 1990). This article will address an important aspect of our practices: key ways to engage learners in the classroom. Only once you address how to actively engage learners in the classroom can you become a truly effective teacher.

Only once you address how to actively engage learners in the classroom can you become a truly effective teacher.
 —Meyer

#1: Examine why you want to teach this course.

I'm a big believer that effective learning starts with asking good questions. To truly engage students in the learning process, we must teach how to ask good questions. Before doing this, however, we must ask them of ourselves. The answers to the question of why you wish to teach this course may vary widely and may diverge sharply from those of an administrator.

I recommend doing as I do; that is, to welcome the challenge of teaching a new subject and to go about it in a practical way.

Good teaching consists not of merely regurgitating content but of the way you teach (cf. Byrnes, 1987, p. 128). Carl E. Schorske perhaps states the "test of a good teacher" best: *Do you regard 'learning' as a noun or a verb? If as a noun, as a thing to be possessed and passed along, then you present your truths neatly packaged, to your students. But if you see 'learning' as a verb!--the process is different. The good teacher has learning, but tries to instill in students the desire to learn, and demonstrates the ways one goes about 'learning' (in McCleery, 1986, p. 106).*

You cannot teach well if you have not evaluated your goals. Once you have set your goals, be sure to clearly state some or all of them on your syllabus (cf. Browne & Keely, 1985, pp. 81-82). Tests and assignments should correspond to your goals. If they do not do so, your students may become frustrated. This leads us to the second suggestion.

#2: Examine why the student would want to take your course.

Cross and Angelo (1988, p. 91) make the excellent suggestion of requesting that students make their goals explicit. I do this on the first day of any course and also make assignments that students can tailor to their needs (for instance the "Business Research Paper", Meyer, 1995). Such goal assessment should be a continuous process.

While student goals may very well coincide with our own, they are often articulated from a different perspective. Goretsky (1984) and Strand (1984) and many others have stated a primary motivation for students: to do well in their (first) job. To do this students need to develop certain skills. They must be able to comprehend and communicate in an active and spontaneous manner both with their employers and with their other work contacts. In order to facilitate this active communication, the student and potential employee must acquire "the abilities to conceptualize, organize, and verbalize thoughts, resolve conflicts, and work in teams" as these skills are critical to a firm wishing to remain competitive according to Carnevale, Gainer and Meltzer (1988, pp. 7-8). In other words, students must learn how to

perform their job, not merely be able to furnish a list of vocabulary or memorized phrases.

The teacher must target the students' goals in designing her course. She can do this according to the model developed by Van Ek and cited by Strand (1984, p. 670). The teacher develops activities in which the learners expect to engage, prioritizes the functions which the learners are to fulfill, and aims at achieving a general skill level among the students. This can be done in many ways. I would like to stress here, nonetheless, that there is no point in reevaluating your and your students' goals if you do not follow through with appropriate activities. I designed the Business Research Paper and corresponding exercises that I discuss elsewhere (Meyer, 1995) in response to the goals that I established for my course. Similar class projects become learning experiences that help the student progress in their careers and can be described to business recruiters (Goretsky, 1984, p. 34).

#3: Enter each class with specific education goals and objectives.

This suggestion is self-explanatory. I would like to urge you, however, to be flexible and not too ambitious.

#4: Encourage your students to ask good questions.

Design activities that aid students in raising good questions. Only once they ask a good question can they hope to find good answers. In addition, this approach engages the student actively in the learning process.

#5: Read to learn about the topic and also to find interesting activities.

I recommend that you read articles both about your own field(s) and about teaching in general. In reading about other approaches you may feel encouraged to innovate on your own. And, last, but certainly not least, I recommend that all teachers continue to read about general teaching approaches that interest them. Articles that discuss active learning (e.g., Bonwell & Eison, 1991; Johnson, Johnson, & Smith, 1991), communicative language teaching, and proficiency-oriented approaches inform my courses, and thus help my courses to be more lively and engaging.

#6: Bring your teaching into the community.

The French teaching internship program, French concerts, theatre and other events I provide to the community create bridges with the community, and also motivate my students in their studies. Students truly engage in their learning and see the way it can influence their future endeavors. In addition, they make concrete contacts which may help them find a job (and thus motivate them further).

#7: Discover the outside sources that exist in your community.

Community experts bring real world concerns into the classroom (cf. Lance, 1987; and, Watts, 1992). Visitors from a wide variety of industries and professions have lectured to my students. Farm machinery, paper machinery, paper product producers, automated technologies, translation, dairy industry, electrical products, printing, transportation and insurance, the fields most frequently represented in my classroom, reflect the community's international workforce. In addition to showing the wide variety of career opportunities available to students, these community experts can share advice on how to attain similar jobs, what to do when actually working, and what problems they face daily. Despite their wide variety of backgrounds and professional concerns they share much advice. Most stress the difficulty and importance of communicating with others whether face-to-face or through correspondence. They advise the students to travel to the target countries and learn as much about the culture (and language) as possible. The visitors also help students establish realistic expectations, for instance, of job availability and job mobility.

Site visits complement these classroom discussions. In addition, as they are conducted in the target language, students see their classroom learning in action.

The short student Business Research Paper on which I have previously published an article emphasizes resources that can be followed up easily by a letter, phone call or e-mail. Topics vary greatly but include possible careers and job opportunities, further educational opportunities, presentations on international marketing and its cultural implications, interviews with successful business entrepreneurs and how to use the internet to access further resources.

Students learn how to find resources, organize, and then present them in useful fashion to their peers. They learn problem solving skills, how to get things done quickly, establish actual contacts, obtain results and feedback and get the satisfaction of completing a project. Teacher and student roles are expanded; the teacher functions as resource, facilitator, stimulator, and adviser, while the student enjoys greater independence from the teacher and becomes responsible for his or her own intellectual development.

Conclusion

My seven suggestions are designed to help a teacher engage in the teaching and learning process. They share at their core the careful consideration of teacher and student goals, thorough teacher preparation (both of methods and materials), and teaching students how to function in realistic diverse contexts through the active-learning of integrated skills (e.g., using community experts, site visits, internships, and class projects). Any teacher who gives systematic thought to his or her courses can only become a better, more engaging teacher. Finally, if the professor treats each course as if it is his or her favorite course, this enthusiasm will translate into engaged students.

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The Four Deadly Sins of File Organization or A Pretty Cover Doth Not Make for a Good Book, but a Pretty File Doth Make for a Smoother Promotion Review

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Adding insult to injury, faculty members about to undergo promotional review, either for tenure or for the rank of full professor, must create a file in addition to that onerous summary vita. For those colleagues who have created and maintained well-organized files from the very beginning, this article most likely is not for you. How-ever, I suspect that you are in small company. If you are more like I was, you probably started off with the best of intentions, but when life (and academia) got in the way, the file began to more closely resemble the chaos of an office during finals week. Thus, when the time comes to present the hard evidence of all of one's teaching, scholarly and service efforts, the difficult task of creating a file can be time consuming and frustrating. Furthermore, the expectations about what to include as evidence, and what the finished product should look like, is not always clear.

Having served both on the Personnel Council and the Committee of Six Full Professors, I have seen many variations of files and levels of presentation. In terms of their content, the productivity, creativity, and significance of the work of my colleagues truly is inspiring. That being said, there frequently is a mismatch between content and structure (i.e., the file). The purpose of this article, therefore, is to provide my advice on how to put one's best foot (or file) forward for promotion, as well as to emphasize that presentation does count.

PTs would be willing to be an informal resource for faculty preparing a promotion file.

—Noppe

Candidates for promotion need to remember that the members of the Personnel Council and Committee of Six come from the entire campus, and thus are not necessarily familiar with the genre of material that is put into a file. As we all are, these committee members are pressed for

time and want to be as efficient as possible in reviewing files of the candidates. It would behoove candidates, therefore, to organize their files to be as “user friendly” as possible. Prior to writing this piece, I informally interviewed Patricia Przybelski, the University Services Program Associate for the Secretary of the Faculty and Academic Staff who has seen them all. On the basis of Pat’s and my observations, what follows are the four deadly sins of file organization and their possible remedies.

Deadly Sin #1: Paper Glut

I have seen the equivalent of the Himalayan Mountain Range of paper sitting in boxes in the Secretary of the Faculty Office, and it is indeed overwhelming. Candidates need to be selective about what they include in their files, because it is easy to miss the important materials in a mountain range of duplicate copies, printouts of every e-mail message received in the six years at UW-Green Bay, and committee memos. The ability to make the distinction of what or what not to include is a difficult one. Should a candidate include every syllabus for the same course, dating back to his or her first semester? If the intent is to document progress and change in the course, by all means do so. However, if the syllabus has remained fairly constant, only several representative samples are necessary. The same is true for course assignments, exams and activities. One easy way to reduce paper glut is to place documentation in only one section (i.e., teaching, scholarship, or service) of the file. Your colleagues who are reviewing your file do not have to be hammered repeatedly by the same documents appearing multiple times.

Deadly Sin #2: The Rickety Box

There are some very sorry excuses for receptacles for the documentation for tenure and promotion. Files tightly jammed into a tearing cardboard box can make for an unhappy reviewer. Whereas it certainly is not necessary to hire Gucci to design the ultimate crate, a box that is easy to open and that accommodates hanging files (Pat’s recommendation) reduces the frustration of trying to locate documents.

Deadly Sin #3: Population Explosion of File Folders

Not every piece of paper warrants its own file folder. I personally advocate combining related work into the same file folder, which should be clearly labeled. For example, within the hanging file of “scholarship,” one could have a separate

file for journal articles, book chapters, or unpublished manuscripts. Unless an entire book is written by the candidate for promotion, only include the front page matter and a copy of the chapter (s) in the file. Although not required, having sections of the file color coded also simplifies digging for documents.

Deadly Sin #4: The Disconnect Between Summary Vita and File

Most of the time, reviewers of the file begin with the candidate’s summary vita, flagging what they would like to look up in the file. I have seen very complicated coding systems that require graduate-level courses to understand. Candidates for promotion should ensure that the summary clearly indicates where the supporting documents can be found. For example, a list of what documents are in the file and where they can be found can appear at the end of each section of the summary vita. If the candidate wants to make sure that certain pieces are seen by all reviewers, include the location in parentheses in the actual text of the summary vita—sometimes it is okay to repeat oneself!

The Remedy: Promotion Tutors

As a result of my frustrations reviewing files, last year I proposed, as Chair of the Committee of Six, that we create a group of faculty, Promotion Tutors (PT), who are interested in serving as mentors in the file preparation process. PTs would be interested tenured faculty from any unit who have had experience serving either on the Personnel Council or Committee of Six, and would be willing to be an informal resource for faculty preparing a promotion file. The PT would be paired with an interested faculty member who is coming up for promotion. The PT would go through the materials that the candidate has placed in the SOFAS office, making sure that they are appropriate and appropriately organized. The PT would not take the place of the candidate’s own mentor, serving in a more specialized and specific capacity. Although it is not mandatory that a candidate for promotion have a Promotion Tutor, I did find research suggesting that multiple mentors led to faculty reporting overall higher job satisfaction (Wasserstein, Quistberg, & Shea (2007).

Sometime in the near future, I envision much of faculty documentation appearing in digital format. Instead of boxes and hanging files, we would have websites where all could be accessed from the convenience of our

computers. No doubt that there will be better ways to organize a promotion file in cyberspace, and I hope to write that article as well. Until that time, if you meet the criteria for a Promotion Tutor, and would like to mentor our colleagues in this way, please send me an e-mail and I will forward the list to Pat Przybelski, who will make the list available to upcoming candidates for promotion.

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### **Attention Authors: Call for Submissions for Spring and Fall 2008 Newsletter**

Scholarly essays of not more than 1500 words, and reflective essays of not more than 750 words may be submitted for publication in the Newsletter. For consideration of your essay, please e-mail your submission to Dean D. VonDras, Chair of the IDC and Editor of the Newsletter ([vondrasd@uwgb.edu](mailto:vondrasd@uwgb.edu)). Essays discussing how students learn are especially encouraged. **The Spring 2008 submissions are due January 31, 2008.**

### **Poster Session at the 12th Annual Faculty Development Conference, “How Students Learn: Lessons from the Arts, Sciences and Professions” Held at the University of Wisconsin—Green Bay**

Attendees of the 12th Annual Faculty Development Conference are invited to display their pedagogical-related work during a poster session. Posters that discuss any aspect of how students learn are especially welcomed. Posters involving other concerns for the Scholarship of Teaching and Learning (SoTL) are also invited. Posters should be tri-fold displays that will sit on table tops or poster boards that will fit within a 4x5 feet area. Participants interested in presenting a poster should submit a statement of interest and a short abstract via email to Mimi Kubsch, Chair IDC January Conference Sub-committee ([kubschm@uwgb.edu](mailto:kubschm@uwgb.edu)). **Closing date for submissions is January 4, 2008.**

Hoping many of you will be willing to share with others your interdisciplinary, problem focused and student engaging creative teaching methods.

# 12th Annual Faculty Development Conference

Mary Ann Cofrin Hall, 8:00am - 2:00pm, January 17, 2008

University of Wisconsin—Green Bay

## How Students Learn:

### Lessons from the Arts, Sciences and Professions

Keynote Speaker: Bill Cerbin, PhD, Carnegie Scholar, Professor of Psychology and Assistant to the Provost and Vice Chancellor for Academic Affairs at UW - La Crosse  
Exploring the Interplay Between How We Teach and How Our Students Learn

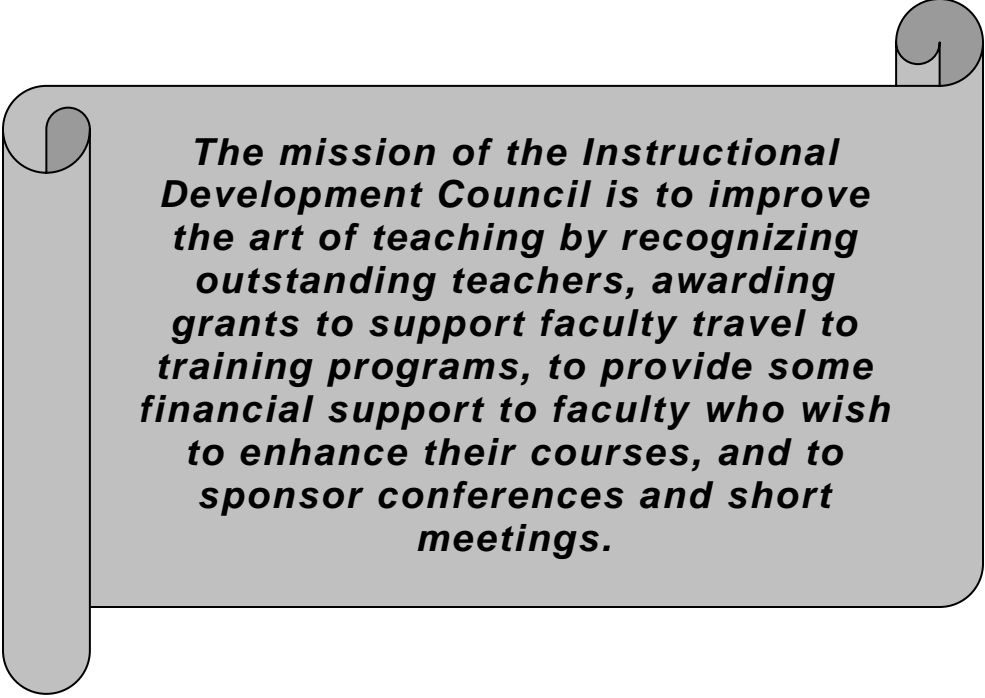
Free of Charge, Continental Breakfast and Buffet Lunch is included!

#### Breakout Sessions:

- Lesson Study: Improving Teaching and Learning One Lesson at a Time  
Bill Cerbin, PHD, Carnegie Scholar, Professor of Psychology
- Teaching for Understanding: Helping Students Make Connections  
David Voelker, Assistant Professor of Humanistic Studies at UW - Green Bay
- Student Grade Expectations and Ratings of Study Behaviors  
Lee McCann, Professor of Psychology at UW - Oshkosh
- Learning to Think an Inspired Thought  
Alison Gates, Associate Professor of Humanistic Studies at UW - Green Bay
- Increasing Classroom Discussion with Two Steps: Empirical Results and the How To  
Leda Nath, Assistant Professor of Sociology at UW - Whitewater
- Impact of a Diversity Course in the Sciences on Students' Attitudes Toward Race  
Angela Bauer-Dantoin, Associate Professor of Human Biology at UW - Green Bay
- Full Cycle Learning: Applying Theory to "Real World" Organizations and Solving Their Problems  
Lucy Arendt, Assistant Professor in Business Administration at UW - Green Bay
- Case Studies, Simulations, and Student Organizations as Integrative Learning Vehicles  
Joy Pahl, Assistant Professor in Business Administration at UW - Green Bay
- Probing Student Misconceptions Regarding the Nature of Science  
Tracy White, Assistant Professor, Biology at UW - Barron County
- Critical and Logical Thinking: Integrating Lessons from Cognitive Science  
Jerry Kapus, Associate Professor, English & Philosophy at UW - Stout
- Distinguished Luncheon Speaker  
William Laatsch, Professor of Urban & Regional Studies at UW - Green Bay
- Improved Learning by Nontraditional Students in Mathematically Intensive Courses  
Dale Buechler, Associate Professor of Electrical Engineering at UW - Platteville
- Shulman's Taxonomy of Pedago-Pathologies: Intellectual Land Mines of Teaching and Learning  
Nancy Chick, Associate Professor of English at UW - Barron County
- The Practice of Creativity: Giving Students Tools to Think and Work More Creatively  
Jennifer Mokren, Associate Professor of Communication & the Arts at UW - Green Bay
- The Analogical Imagination: Aiming for likeness Between Seemingly Disparate Realities  
Father Jim Neilson, Professor, Art-History at St. Norbert College
- To Be Announced  
SoTL Award Recipient

Register at <http://www.uwgb.edu/outreach/facultydev/>. This conference is sponsored by the Instructional Development Council and the Academic Deans.

Do you have 5 minutes for a great professional development opportunity? 5-minute eClips and brief hybrid workshops can be found in the Merlot Teaching and Technology Collection at: <http://www.merlot.org/merlot/viewPortfolio.htm?id=268934>



*The mission of the Instructional Development Council is to improve the art of teaching by recognizing outstanding teachers, awarding grants to support faculty travel to training programs, to provide some financial support to faculty who wish to enhance their courses, and to sponsor conferences and short meetings.*



[www.uwgb.edu/idc](http://www.uwgb.edu/idc)

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**Faculty Development Conference 2007**



**Academic Excellence Symposium 2007**



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