

Illinois State University

# *2000 Teaching & Learning Symposium*

**Sponsored by the Center for the  
Advancement of Teaching**

## *Program*

**Sessions: Pages 2-7  
Abstracts: Pages 8-16**

Registration table located outside Old Main Room.  
Everyone is welcome to attend.  
No registration fee. No preregistration required.

Visitors should use the Locust Street parking lot just  
north of the Bone Student Center.

**10:00 a.m.–12:00 p.m. and 1:00–3:00 p.m.**

Founder's Suite—Poster presentations available for review;  
unit displays; food and beverages

***Posters on Review***

- A. *Assessing the Undergraduate Major: The Department of Psychology Alumni Survey*  
Margaret Nauta, Psychology  
Valeri Farmer-Dougan, Psychology  
David James, Psychology
  
- B. *Student Evaluation of the Concepts of Biology 101 Course Components*  
Anne Finn Bettendorf, Biological Sciences  
Michelle Uebel, Biological Sciences  
Carie Weddle, Biological Sciences  
Kevin Bossingham, Biological Sciences  
Tak Cheung, Biological Sciences
  
- C. *Child Welfare Content in Undergraduate Social Work Curricula: Academic and Practitioner Perspectives*  
Yvonne Unrau, Social Work  
Kathryn Wehrmann, Social Work
  
- D. *Dear Diary: Faculty Perceptions of Student Engagement in Learning*  
Dianne Clemens, Mennonite College of Nursing  
Douglas Turco, Health, Physical Education, and Recreation  
Laura Vogel, Biological Sciences
  
- E. *University Housing Services Faculty Mentor Program*  
Doug Johnson, University Housing Services Faculty Mentor Program

***Instructional Support Unit Displays***

- F. Center for the Advancement of Teaching (CAT)/Opscan Evaluation
  
- G. Faculty Technology Support Services

H. Milner Library

I. University Assessment Office

**10:00-10:50 a.m.**

Founder's Suite—Poster presentations available for review;  
unit displays; food and beverages; see page 2

(1) Old Main Room—Panel Presentations

*Teaching with Technology: A Report from the Field*

Mark Walbert, Faculty Technology Support Services

Yvonne Unrau, Social Work

John Bantham, Management and Quantitative Methods

Jim Lentz, Industrial Technology

(2) Spotlight Room—Panel Presentations

*Classroom Research Case Studies*

Tony Ostrosky, Economics

Lisa Hinchliffe, Milner Library

(3) Circus Room—Panel Presentations

*Managing Large Course Sections: Reflections and Tips from the Trenches*

Patricia Jarvis, Psychology

Karen Williams, Psychology

Margaret Nauta, Psychology

James Johnson, Psychology

**11:00-11:50 a.m.**

Founder's Suite—Poster presentations available for review;  
unit displays; food and beverages; see page 2

(4) Old Main Room—Paper Presentations

*Making it Count: An Online Tutorial on Finding Statistics*

Lisa Hinchliffe, Milner Library

Lynda Duke, Graduate School of Library and Information  
Science, University of Illinois-Urbana

*Primary Steps to Revise the BSC 160 (Microbiology and  
Society) Laboratory Curricula*

Jennifer Schmidt, Biological Sciences

*The Influence of Problem Context on Student Performance on Mathematics Assessments*

JoAnn Cady, Mathematics

(5) Spotlight Room—Panel Presentations

*Learning Styles: Learning to Learn Your Way*

Joshua Gregory, Psychology and Educational Administration and Foundations

Julia Visor, University Center for Learning Assistance and English

(6) Circus Room—Paper Presentations

*Developing Self-Directed Lifelong Learners*

Teresa Palmer, Management and Quantitative Methods

*An Outcomes Assessment Project for a Master's Degree*

*Program in Education with Two Different Concentrations*

Dianne Ashby, Educational Administration and Foundations

Linda Lyman, Educational Administration and Foundations

Phyllis McCluskey-Titus, Educational Administration and Foundations

**Noon-12:50 p.m.**

- (7) Old Main Room—Keynote Speaker—Dr. George Kuh, professor of higher education in the School of Education and the Graduate School, Indiana University, Bloomington.

*Working Together to Enhance Student Learning Inside and Outside the Classroom*

George D. Kuh is professor of higher education in the School of Education and the Graduate School of Indiana University. He directs the College Student Experiences Questionnaire Research Program and the National Survey of Student Engagement, a major national initiative sponsored by The Carnegie Foundation for the Advancement of Teaching and supported by The Pew Charitable Trusts. Dr. Kuh received his Ph.D. from the University of Iowa (1975). He taught at Kirkwood Community College and the University of Iowa Colleges of Education and Dentistry and was a visiting professor at Iowa State University and Portland State University. At Indiana University, he served as chairperson of the Department of Educational Leadership and Policy Studies (1982-

84), Associate Dean for Academic Affairs in the School of Education (1985-88), and Associate Dean of the Faculties for the Bloomington campus (1997-2000).

Dr. Kuh has published more than 175 items and made several hundred presentations on topics related to college student development, assessment strategies for post-secondary programs and environments, and campus cultures. His recent research and scholarly activities have focused on assessing student learning and personal development, campus cultures, out-of-class experiences of undergraduates, and the institutional conditions that foster student learning. Among his 17 books and monographs are *Student Learning Outside the Classroom: Transcending Artificial Boundaries* (1994), *Involving Colleges* (1991), *The Invisible Tapestry: Culture in American Colleges and Universities* (1988), and *Indices of Quality in the Undergraduate Experience* (1981). He is active in numerous professional associations including the Association for the Study of Higher Education (ASHE), Association for Institutional Research (AIR), American Educational Research Association (AERA), American College Personnel Association (ACPA), and the National Association of Student Personnel Administrators (NASPA). Dr. Kuh received the AIR Best Forum Paper Award (1996), the Contribution to Knowledge Award (1986) from ACPA, the Contribution to Literature and Research Award (1987) and the Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member (1994) from NASPA. He is principal author of the Student Learning Imperative (ACPA, 1994) and was a member of the joint American Council of Education and NASPA Committee that produced A Perspective on Student Affairs (1987) and the joint ACPA/NASPA Study Group on Principles of Good Practices in Student Affairs. A Senior Scholar Diplomat of ACPA (chair, 1993-94), he was awarded the Doctor of Humane Letters degree (honoris causa) from Luther College in 1994, the Educational Leadership Award for Teaching from St. Cloud State University (1996), Teaching Excellence Recognition Awards from Indiana University (1997, 1998), and the Dean's Award for outstanding contributions by a faculty member to the quality of undergraduate life at IUB (1998).

**1:00-1:50 p.m.**

Founder's Suite—Poster presentations available for review; unit displays; food and beverages; see page 2

- (8) Old Main Room—Panel Presentations  
*Distance Education: Tales from the Frontline*  
Galen Crow, Extended University  
Mark Davies, Foreign Languages  
Patrick O’Sullivan, Communication  
Jack Chizmar, Economics  
Ron Strickland, English
- (9) Spotlight Room—Panel Presentations  
*Service-Learning at Illinois State: A Variety of Practices and Philosophies*  
Susan Franzen, English  
Hank Campbell, Industrial Technology  
Gary Klass, Political Science  
Dan Liechty, Social Work  
Nancy Niebur, Health, Physical Education, and Recreation
- (10) Circus Room—Talk Back with keynote speaker George Kuh  
Alvin Goldfarb, Co-facilitator  
Helen Mamarchev, Co-facilitator

**2:00-2:50 p.m.**

Founder’s Suite—Poster presentations available for review; unit displays; food and beverages; see page 2

- (11) Old Main Room—Panel Presentations  
*Connecting New Students to Illinois State University: Collaboration Between Academic Affairs and Student Affairs*  
Wendy Troxel, University Assessment Office  
Jill Benson, Student Life  
Lorie Heggie, Foreign Languages  
Carlye Kalianov, University College  
Eric Thomas, Undergraduate Studies
- (12) Spotlight Room—Panel Presentations  
*Reflections on Successful (and Unsuccessful) Teaching Strategies and Student Outcomes in FOI*  
Douglas Michele Turco, Health, Physical Education, and Recreation  
Oforiwaa Aduonum, Music  
David Allen, Communication

Gary Klass, Political Science  
Laurie Merriman, Theatre

(13) Circus Room—Panel Presentations

*Lessons from the Field: Reflections on Out-of-Class Experiences*

Robert Bradley, Political Science

Russ Derango, Agriculture

Kelly Mirsky, International Studies

Margo Coleman, Health, Physical Education, and Recreation

**3:00-3:50 p.m.**

(14) Old Main Room—Closing Keynote Speaker—Dr. Paul Baker, distinguished professor, Educational Administration and Foundations.

*The Quest to Become a Teacher-Scholar: Making Connections and Achieving Coherence*

Paul Baker began his college teaching career forty years ago at Kent State University where he earned his master's degree in sociology. He then earned a Ph.D. at Duke University. Baker came to Illinois State University in 1965 as an assistant professor in sociology and conducted a series of action-research projects on the challenging problems confronting undergraduate education in state universities. He has published numerous articles and books on various aspects of college teaching. He was a post-doctoral fellow at the University of Chicago in 1971-72 and has served as a visiting professor at the University of Illinois (Urbana), Illinois Institute of Technology, and Purdue University. In 1985, Baker joined the Department of Educational Administration and Foundations. In the past fifteen years, he has conducted research on the critical problems facing public education in a new age of educational reform and corporate accountability.

## ABSTRACTS

(In alphabetical order by the last name of the first presenter/author)

**Ashby, Dianne.** *An Outcomes Assessment Project for a Master's Degree Program in Education with Two Different Concentrations.* With Linda Lyman and Phyllis McCluskey-Titus. Paper presentation, session 6, page 4.

This grant-funded assessment project was developed to better understand the learning outcomes of master's degree students in the Department of Educational Administration and Foundations (EAF) in two different program concentrations: the Principalship and College Student Personnel Administration. This program will address the development of two distinct instruments to assess learning outcomes related to both the National Council for Accreditation of Teacher Education (NCATE) standards for K-12 educators and the Council for the Advancement of Standards (CAS) for higher education administrators. These instruments will be administered upon acceptance into either concentration of the EAF master's degree and again prior to graduation. The program will also discuss additional uses of assessment instruments as a means to solicit and use feedback from master's student graduate.

**Bettendorf, Anne Finn.** *Student Evaluation of the Concepts of Biology 101 Course Components.* With Michelle Uebel, Carie Weddle, Kevin Bossingham, and Tak Cheung. Poster presentation, page 2.

The Concepts of Biology course is designed specifically for the new inner core requirements in the science literacy sequence. The course utilizes instructional technology in conjunction with the traditional pedagogical approaches in science instruction. The objective of Concepts of Biology is to provide undergraduate students at Illinois State University with a better preparation for their understanding of themselves and the interaction between the living world and the physical world, while incorporating a web-based instructional approach.

A survey was developed to evaluate the different course components and effectiveness of the Biology graduate students that teach the laboratory portion of the 101 course. The survey is an important tool for improving the Biology 101 course, evaluating which components the students find valuable, and the effec-

tiveness of the Teaching Assistants. Student feedback is used in enhancing the 101 course and in the development of the course each year. The poster presentation will demonstrate the structural components of the course, data from the spring semester 2000 survey, and student feedback concerning the 101 course.

**Bradley, Robert.** *Lessons from the Field: Reflections on Out-of-Class Experiences.* With Russ Derango, Kelly Mirsky, and Margo Coleman. Panel presentation, session 13, page 7.

Panelists will discuss the importance of out-of-class learning experiences for students and provide a wide range of examples, including participation at national political conventions, agriculture farm projects, and international studies.

**Cady, JoAnn.** *The Influence of Problem Context on Student Performance on Mathematics Assessments.* Paper presentation, session 4, page 4.

Mathematics reform efforts are calling for a shift in emphasis away from learning topics in isolation or memorizing prescribed algorithms and toward making connections between mathematical topics and applying mathematics to situations. Mathematics assessment is following this trend as it shifts from the scientific to the constructivist paradigm of assessment. Realistic problem-solving situations have been proposed for assessing students' knowledge. Yet, situated cognition theorists tell us that the context in which knowledge is developed influences learning. This paper addresses the issues surrounding this contextualized approach to mathematics assessment and how this approach might influence student performance on mathematical assessments.

**Clemens, Dianne.** *Dear Diary: Faculty Perceptions of Student Engagement in Learning.* With Douglas Turco and Laura Vogel. Poster presentation, page 2.

The purpose of this study was to determine instructors' perceptions of student engagement in learning. Instructors were full-time faculty at Illinois State University, representing the Mennonite College of Nursing, the Department of Biological Sciences, and the Department of Health, Physical Education, and Recreation. Each instructor recorded daily entries in a teaching

journal (or diary) for two weeks during the spring 2000 semester. After review and discussion of the entries, several issues emerged. First, instructors had to individually identify behaviors indicative of student engagement/disengagement. Second, student preparation for class through the use of graded homework assignments increased their engagement. Third, instructors' teaching style was influenced by the degree of student engagement. It was not clear why a student engages and disengages within the same class episode, though enthusiastic instruction, instructor movement in class, and eye contact were perceived by faculty as a means to elicit student engagement. Although this study included different sizes and types of classes from various departments, it emphasizes the importance of classroom interaction between the students and the instructor on both the engagement of the student and the instructional approaches of the teacher.

**Crow, Galen.** *Distance Education: Tales from the Frontline.* With Mark Davies, Patrick O'Sullivan, Jack Chizmar, and Ron Strickland. Panel presentation, session 8, page 6.

Panel members will discuss their experiences on the frontline of distance education at Illinois State. Distance education has become a controversial national education topic, as well as a subject of considerable interest at Illinois State. While the University struggles to determine its distance education niche, a number of faculty pioneers have bravely gone forward into the on-line frontier. This panel will offer our leading-edge distance education faculty a chance to share their experiences. How did they get started? Why did they do it? What was their experience like? What are the critical success factors? Discussants will describe the various challenges and rewards of creating and offering electronically enabled courses. Pedagogical, technical, and logistical issues will be explored. Panel members will give frank assessments of the "good, the bad, and the ugly" aspects of distance education. This discussion will be of interest to any faculty interested in this emerging educational trend, particularly those considering developing distance education courses in the near future.

**Franzen, Susan.** *Service-Learning at Illinois State: A Variety of Practices and Philosophies.* With Hank Campbell, Gary Klass,

Dan Liechty, and Nancy Niebur. Panel presentation, session 9, page 6.

A panel of instructors will share their service-learning philosophies and practices. To begin, the panel will define the term “service-learning.” Next, the panelists will give a brief overview of how they use community-based service to enrich their curricula. The service-learning practitioners will then discuss the benefits and barriers that can result from a service-oriented pedagogy. During the last ten minutes of the presentation, the panelists will invite the audience to engage in a dialogue of questions and answers.

**Gregory, Joshua.** *Learning Styles: Learning to Learn Your Way.* With Julia Visor. Panel presentation, session 5, page 4.

The term learning style refers to the unique way that each person begins to process and retain new and difficult information. There are many learning style conceptualizations, as well as debate about which learning style factors are most important in academic situations. Despite this debate, it is clear from various bodies of research that students who are given classroom and/or study instruction that matches their learning style preferences demonstrate greater achievement and better attitudes toward instruction than students whose learning style preferences are not matched. The session *Learning Styles: Learning to Learn Your Way* will relate the concept of learning style to instruction, present a comprehensive model of learning style factors, and provide suggestions for accommodating a wide variety of student’s learning styles during instruction. Using learning style approaches to prompt student reflection will also be discussed. Research evidence and theory pertaining to the efficacy of a learning style approach will be presented, and an annotated bibliography of research and resources pertaining to the theory, assessment, and application of learning style concepts to instruction will be disseminated.

**Hinchliffe, Lisa.** *Making it Count: An Online Tutorial on Finding Statistics.* With Lynda Duke. Paper presentation, session 4, page 3.

Finding Statistics (<http://www.mlb.ilstu.edu/learn/stat/isusection1.html>) is a web-based tutorial designed for students enrolled in courses within the Quantitative Reasoning Category of the Middle Core of the General Education Program, primarily students taking Social Science Reasoning Using Statistics or Statistical Reasoning. The tutorial development was funded through a Teaching/Learning Development Grant from the Center for the Advancement of Teaching which brought together the talents of Milner librarians, faculty teaching Quantitative Reasoning courses, and a graduate student from the University of Illinois library school. This presentation details the process of creating the tutorial, the project outcomes, and future plans for continued improvements, as well as general observations on developing online learning materials.

**Jarvis, Patricia.** *Managing Large Course Sections: Reflections and Tips from the Trenches.* With Karen Williams, Margaret Nauta, and James Johnson. Panel presentation, session 3, page 3.

Despite attempts to reduce large course sections at Illinois State University, there still remain many courses with sections ranging from 80 to 300 students in psychology courses, as well as other courses in the University. Our proposed panel discussion is borne from our experiences in the trenches of such large sections. Many of the ways of connecting with students that serve us well in small classes are virtually impossible in larger sections. Students in large classes may be more prone to disengage and tune out of what is going on in class relative to smaller classes. In this panel discussion we will offer reflections and tips for effectively managing large sections based on our experiences in such sections. Topics addressed will include general classroom management, active learning strategies, incorporating writing and technology into large sections, and selecting and training teaching assistants. The panel will invite the audience to share their frustrations and successes in a collaborative exchange of ideas.

**Johnson, Doug.** *University Housing Services Faculty Mentor Program.* Poster presentation, page 2.

University Housing Services is committed to providing quality out of the classroom experiences for on-campus students. Studies have shown that students are positively impacted by

increased interaction with faculty members. We believe that academic experiences outside the classroom and in the halls are a valuable part of each college student's learning experience. The Faculty Mentor Program, with more than 80 full-time faculty members involved, assists students in making these connections.

**Nauta, Margaret.** *Assessing the Undergraduate Major: The Department of Psychology Alumni Survey.* With Valeri Farmer-Dougan and David James. Poster presentation, page 2.

One objective of most undergraduate programs is to provide students with knowledge and skills that will help them gain meaningful employment and/or prepare them for advanced study. Thus, in assessing and documenting the quality of education provided by an undergraduate program, it is often useful to obtain data about the post-graduation employment and educational patterns of its recent alumni. We will describe our efforts to conduct such an assessment through a recent survey of undergraduate psychology alumni. We will discuss employment and educational patterns of the alumni, describe difficulties encountered with this methodology, and present recommendations for others who may be considering this form of assessment.

**Ostrosky, Tony.** *Classroom Research Case Studies.* With Lisa Hinchcliffe. Panel presentation, session 2, page 3.

Several classroom research studies will be described by the panelists, including the study purpose, methods, findings, and implications.

**Palmer, Teresa.** *Developing Self-Directed Lifelong Learners.* Paper presentation, session 6, page 4.

This presentation will explain how an assignment was used in an elective human resource management course to foster student development into self-directed, lifelong learners who use critical thinking skills. The assignment incorporated small group work, research, reflection, and presentation to examine the genesis and acceptance of new trends within the context of professional practice. Copies of the assignment will be provided and results discussed.

**Schmidt, Jennifer.** *Primary Steps to Revise the BSC 160 (Microbiology and Society) Laboratory Curricula.* Paper presentation, session 4, page 3.

Illinois State University teaches two undergraduate Microbiology courses: Microbiology and Society (BSC 160) and Microbiology (BSC 260). BSC 260 is taught primarily for Biology majors. BSC 160, however, is designed for non-Biology majors. With the inclusion of Mennonite Nursing School into Illinois State University, we have seen an increase in nursing majors in the BSC 160 to approximately 50% of the class. BSC 160 also contains a laboratory portion in which the students critically think and actively learn. This semester, a few changes have been implemented to distinguish between the two laboratories. For example, while the majors' Microbiology class is required to write a formal laboratory report on the identification of a clinical unknown, BSC 160 students will work together in pairs, making a descriptive poster. BSC 160 students are also required to present and write a response paper to two current articles in streamline journals (e.g. *Newsweek*, *Time*, etc.) in the laboratory. Because the main goal is to revise the BSC 160 laboratory curricula including the laboratory manual, preliminary studies were conducted to find laboratory exercises to replace past exercises that were too in-depth for non-major students. Upon researching Microbiological Laboratory Manuals from many of the top publishing companies, it was discovered that almost all manuals conducted similar experiments in a similar order. Results of this research will be presented along with future goals and proposals for future laboratory manuals.

**Troxel, Wendy.** *Connecting New Students to Illinois State University: Collaboration Between Academic Affairs and Student Affairs.* With Jill Benson, Lorie Heggie, Carlye Kalianov, and Eric Thomas. Panel presentation, session 11, page 6.

From “Preview” and “Passages” to Foundations of Inquiry and CONNECTIONS, new students to Illinois State experience an innovative sequence designed to promote early engagement with the University. This distinguished panel will examine the development of the sequence, its contributions to “learning” from both cognitive and affective domains, and lead a discussion with the audience about plans for the future.

**Turco, Douglas Michele.** *Reflections on Successful (and Unsuccessful) Teaching Strategies and Student Outcomes in FOI.* With Oforiwaa Aduonum, David Allen, Gary Klass, and Laurie Merriman. Panel presentation, session 12, page 6.

Faculty members who have taught IDS 100 *Foundations of Inquiry* several times will reflect upon their experiences and discuss their successful (and unsuccessful) teaching strategies and student outcomes.

**Unrau, Yvonne.** *Child Welfare Content in Undergraduate Social Work Curricula: Academic and Practitioner Perspectives.* With Kathryn Wehrmann. Poster presentation, page 2.

Public child welfare has reached a state of crisis owing to many political, fiscal, and legal forces that have made it difficult to recruit and retain workers who are suitably prepared for child welfare work through undergraduate education. Educational partnering between public child welfare departments and Schools of Social Work has been one response to this crisis. It is not clear, however, what child welfare curricula best prepare students for careers in child welfare. This study investigated whether academics and practitioners view child welfare education needs differently in four areas: curricula content, sequencing, time allotment, and instructional approaches.

A Delphi method was used to survey two purposively selected expert panel groups; one group comprised child welfare academics at Illinois universities, while the other consisted of experienced child welfare practitioners employed by the Illinois Department of Children and Family Services. The poster presentation will display the results of the survey, which reveals similarities and differences between academic and practitioner perspectives on child welfare content in social work education. Recommendations are made for how academics and practitioners can collaborate to develop curriculum to improve baccalaureate social work education for students interested in child welfare careers. This study was supported by funding from the Teaching-Learning Development Program offered by the Center for the Advancement of Teaching (CAT).

**Walbert, Mark.** *Teaching with Technology: A Report from the Field.* With Yvonne Unrau, John Bantham, and Jim Lentz. Panel presentation, session 1, page 3.

Technology has rich potential for enhancing teaching and learning. But it takes time to learn and it can make things worse. Besides, chalk is technology. So is the overhead projector, PowerPoint, e-mail, and Web-based instruction. So how do you choose from among the wide array of instructional technologies available to you? This panel discussion presents three views on this question from faculty who have recently begun to incorporate instructional technology in their courses. Each of the faculty will discuss the teaching or learning problem they tried to solve using technology, the form taken by their use of technology, and their assessment of the success or failure of the technology to enhance teaching and learning.