Illinois State University

2001 Teaching & Learning Symposium

Co-Sponsored by the Center for the Advancement of Teaching, Fell Trust Grant, Faculty Technology Support Services and the University Assessment Office

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.

9:30 a.m.–11:00 a.m. and 12:30-2:00 p.m.

First Floor East Lounge—Poster presentations available for review; unit displays; food and beverages; door prize registration

Attendees may receive one door prize ticket at the posters/displays and one per session they attend. Door prize drawings will occur at the end of each keynote speaker's address. Attendees must be present at the time of drawing to win.

Posters on Review

A. *Evaluation of Course Components and Student Learning Styles in a Non-Majors Biology Course*
   Anne Finn Bettendorf, Biology
   Ping Gong, Biology
   Kevin Bossingham, Biology
   Steve Dillon, Biology
   Mathys Meyer, Biology
   H.Tak Cheung, Biology

B. *Student Satisfaction Survey Results Using Mallard Asynchronous Learning Program for Concepts in Biology Fall 2000/Spring 2001*
   Anne Finn Bettendorf, Biology
   Ping Gong, Biology
   H. Tak Cheung, Biology
   Sarah Walczynski, Lab for Integrated Learning and Technology

C. *Carnegie Academy for the Scholarship of Teaching and Learning at Illinois State University: Student Engagement*
   Kathleen McKinney, Center for the Advancement of Teaching

D. *Illinois State University's Involvement in the National Survey of Student Engagement*
   Wendy Troxel, University Assessment Office
   Jamie Young, University Assessment Office

E. *Academic Linkages within University Housing Services*
   Helen Mamarchev, Student Affairs
   Maureen Blair, University Housing Services
   Nancy Ridenour, Mennonite College of Nursing
   Phyllis McCluskey-Titus, Educational Admininstration and Foundations

Instructional Support Unit Displays

F.   Center for the Advancement of Teaching/Opscan Evaluation

G.   Faculty Technology Support Services

H.   Milner Library

I.   University Center for Learning Assistance

9:30 -10:45 a.m.

(1) Old Main Room—Paper Presentations

   Use of the Internet to Enhance Classroom Instruction
   Klaus Schmidt, Technology

   *Trends and Issues in the Application of Telematics in
   Distance Education: The Case of an International
   University Consortium*
   Temba C. Bassoppo-Moyo, Heartland Community College

   Teaching Hundreds in a Web-Enhanced Lecture Course
   James Carter, Geography/Geology

   *Integrating Relational Database Technology into the
   Construction Management Curriculum*
   Charles Duvel, Technology

(2) Spotlight Room—Panel Presentation

   *Preparing Graduate Students to Teach in General Education
   at Illinois State University: A Multi-Faceted Approach*
   Claire Lamonica, English
   Will Banks, English
   Susan Stewart, English
   Jeff Ludwig, English
   Lori Ostergaard, English
   Susan Antlitz, English

9:30-10:45 a.m. continued

(3)   Circus Room—Panel Presentation

Connections Learning Community Program
Jamie Young, University Assessment Office
Nancy Bragg, Center for the Advancement of Teaching
Susan Franzen, Department of English
Marty Greenberg, Orientation and Transition Services

(4)   Founder's Suite—Paper Presentations

Technology Applications for Transferable Career Skills
Sharon Pate, Family and Consumer Sciences

Professional Development Internships
Richard Boser, Technology

Using Technology, Critical Thinking and Human Rights to Create a Responsible Communicator
Kenneth M. Panfilio, Communication

11:00 a.m. -12:15 p.m.

5)   Old Main Room—Keynote Speaker Dr. Marcia Baxter Magolda (first door prize drawings immediately following)

Creating Contexts for Learning and Self-Authorship

Marcia Baxter Magolda is Professor of Educational Leadership at Miami University. She received her master's and Ph.D. from The Ohio State University in College Student Personnel/Higher Education. She joined the College Student Personnel faculty at Miami in 1983. She teaches student development theory and inquiry courses in the College Student Personnel master's program. Prior to her work at Miami, Marcia served in the positions of Residence Hall Director, Area Coordinator, and Assistant Director of Student Development at The Ohio State University.

Marcia's scholarship addresses the evolution of epistemological development in college and young adult life, the role of gender in development, and pedagogy to promote epistemological development. Her books include *Creating Contexts for Learning and Self-Authorship: Constructive-Developmental Pedagogy*

(Vanderbilt University Press, 1999), *Knowing and Reasoning in College* (Jossey-Bass, 1992) and *Assessing Intellectual Development* (American College Personnel Association, 1988). She edited *Teaching to Promote Intellectual and Personal Maturity: Incorporating Students' Worldviews and Identities into the Learning Process*, a forthcoming New Directions for Teaching and Learning monograph. Marcia will publish a new book on her 14-year longitudinal study of young adult development with Stylus Publishing in 2000.

Marcia is active in the American Educational Research Association, the Association for the Study of Higher Education, and the American College Personnel Association. She serves on the editorial board of the *American Educational Research Journal*, the Board of Contributors of *About Campus*, and is a member of the ACPA Senior Scholars. She was recently named as one of forty young leaders in academe by *Change* magazine and as an ACPA Diamond Honoree.

*Look for information on a book signing with Dr. Magolda at the University Barnes & Noble.

12:30 -1:45 p.m.
(6)   Old Main Room—Paper Presentations

Is Your Classroom Teaching as Clear as Mud? Reflections of a Classroom Assessment Techniques Believer
Beverly J. Barham, Health Sciences

Exploring the Pedagogical Narrative: The Teaching Experience of Two Graduate Students
Justin Vaughn
Khalil Marrar

Children as Clients: Everyone Learns
Jean Memken, Family and Consumer Sciences

Simple is Good: The Benefits of Digital Dialogues Among Three Student Cohorts
Kevin C. Lee, Communication

12:30 -1:45 p.m. continued

(7) Spotlight Room—Panel Presentation

Engaging Minds: A Panel on Student Engagement
Jack Chizmar, Economics
Lana Berardi, Sociology
Valeri Farmer-Dougan, Psychology
Tom Gerschick, Sociology
Wendy Troxel, University Assessment Office
Jamie Young, University Assessment Office

(8) Circus Room—Paper Presentations

Students' Perception of On-Line Teaching
Adel Al-Bataineh, Curriculum and Instruction

A Necessary Component of Successful Collaborative Consultations
Theresa Steger, Curriculum and Instruction

The Use of Artifacts as Effective Tools for Assessing Student Learning in the Basic Communication Course
Adam C. Jones, Communication
Stephen Hunt, Communication
Cheri Simonds, Communicaton

9) Founder's Suite—Panel Presentation

Issues in Web-Based Pedagogy
Mark Walbert, Faculty Technology Support Services
John Bantham, Management and Quanitative Measurement
Bob Bradley, Political Science
Chris Miller, Technology

2:00 -3:15 p.m.

(10) Old Main Room—Keynote Speaker Dr. J. Terry Gates
(second door prize drawings immediately following)

Pushing the Envelope: Assessing Artisry as an Aspect of Performance in All Disciplines

J. Terry Gates retired from full-time university teaching in summer 2001. He joined the faculty at the State University of New York at Buffalo in 1986 after elementary, secondary and higher education experience in Illinois, Ohio and Alabama. He was Director of Pre-Service Teacher Education and of the Teacher Education Institute in the Graduate School of Education. His contributions to the research literature include history and criticism in music teaching and learning. He is a member of the International Advisory Committee of the British Journal of Music Education and is the immediate past chair of the International Society for Music Education's Commission on Music in Education, Culture and Mass Media Policy. He is co-founder of the MayDay Group, an international organization of music education theorists. Terry is a former member of the Music Educators National Conference Publications Committee, the Journal of Music Teacher Education editorial board and the Executive Committee of the Music Education Research Council. Terry's doctoral degree is from the University of Illinois at Urbana-Champaign, where he was a student of Charles Leonhard, Richard Colwell and Harry Broudy. He lives in St. Louis, where he continues his research and international organizational work.

ABSTRACTS

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

Al-Bataineh, Adel *Students' Perception of On-Line Teaching.* Paper presentation, session 8, page 6.

Teaching on-line has become a major issue in education in the 21st century. Many students and teachers have not yet fully embraced this innovation as an effective medium for instruction. Most argue that on-line teaching is fraught with uncertainties. Others, however, argue that on-line teaching has a promising potential for enhancing the quantity and quality of education.

As a teacher, I have always been interested in integrating new technological advances in teaching. I also believed that the use of new technological tools in the classroom is advantageous to both teachers and students. The advent of the World Wide Web as a major source of communication and information brings new technologies that enable instruction over obstacles such as distance that could not previously be bridged. This presentation examines students' perception of on-line teaching. It also discusses many issues concerning building a Web-based course. Specifically, it explains three key areas where instructors need to give particular care in creating their Web site: Accessibility, Communication, and Interface Design. The overall effectiveness of on-line instruction is also discussed.

Barham, Beverly J. *Is Your Classroom Teaching as Clear as Mud? Reflections of a Classroom Assessment Techniques Believer.* Paper presentation, session 6, page 5.

Implementing various classroom assessment techniques can become an instructor's best indicator of what students are learning and how well they are learning it. These techniques do not have to take untold amounts of time or effort for either the instructor or the students. Five minutes at the end of a lecture session can provide the instructor with valuable information and a direction to go in the future. One specific technique designated as the "muddiest point" is very effective for smaller classes of technically oriented, upper level students. Using the muddiest point, it is possible learn about the effectiveness of your teaching style and the learning styles of your students. Implementation of the muddiest point allows the instructor to do some fine-tuning very early in the semester and

solve many problems before the first test question is ever seen or the students go into "information overload." Students do not hesitate to share with you what they "don't get!" Classroom assessment techniques--a little effort for a large reward!

Bassoppo-Moyo, Temba C. *Trends and Issues in the Application of Telematics in Distance Education: The Case of an International University Consortium.* Paper presentation, session 1, page 3.

This study provides readers with an examination of the use of telematics and computer-based technologies within distance education in South Africa. It explores the application of these technologies by a consortium made up of a South African University in collaboration with two colleges in the United States. Discussion ranges from whether new forms of teaching and learning involving telematics and other internet-based technologies can replace existing methods, to how far collaborative learning can take place through telematics. The paper discusses the potential for a worldwide network of virtual universities and their effect on tertiary education in the future. The author also considers the possible implications for psychological, organizational and assessment issues and how an increased use of telematics and cutting edge instructional delivery technologies could radically alter the relationship between education and society.

Bettendorf, Anne Finn. *Evaluation of Course Components and Student Learning Styles in a Non-Majors Biology Course.* With Ping Gong, Kevin Bossingham, Steve Dillon, Mathys Meyer, H.Tak Cheung. Poster presentation, page 2.

The Concepts in Biology 101 course is designed specifically for inner core requirements under the General Education Program. This course utilizes instructional technology (Web-based instructional approach) in conjunction with the traditional pedagogical approaches in science instruction. The student enrollment for Biology 101 is set at approximately twelve hundred students each semester, comprised primarily of non-majors. The Concepts in Biology course is unique, in that it has the flexibility of addressing more than one type of learning style. There is a lecture session once a week that contains approximately 300 students. The students are then broken down to smaller groups of 24 students in lab. This allows one on one interaction with their Laboratory Instructor. The Laboratory

provides the students a hands-on experience, and the Recitation Session includes interactive quizzes, group discussions, and a collaborative learning project.

A survey was developed to evaluate learning styles and the effectiveness of the three course components: Lecture, Laboratory, and Recitation session. The poster presentation will demonstrate the structural components of the course, and data from the spring 2001 survey.

Bettendorf, Anne Finn. *Student Satisfaction Survey Results using Mallard Asynchronous Learning Program for Concepts in Biology Fall 2000/Spring 2001*. With H. Tak Cheung, Ping Gong and Sarah Walczynski. Poster presentation, page 2.

This presentation focuses in on the course satisfaction garnered through a technology tool called Mallard. Mallard improves student course satisfaction by hitting upon human enrichment factors. Instructors have the ability to become better involved with their student performance by having information not only on assignment outcome, but also on assignment process. A survey was conducted for 1200 students enrolled in Concepts in Biology, which is a required general education course primarily composed of freshman. The survey included items that measured satisfaction with the course components, and specifically, likes and dislikes of using the Mallard program. Data from the fall 2000 and spring 2001 surveys will be presented.

Boser, Richard. *Professional Development Internships.* Paper presentation, session 4, page 4.

The purpose of this session is to present and discuss the benefits of professional development internships for faculty. The presentation is compromised of three sections: (a) securing an internship, (b) experiences during the internship, and (c) implications for instruction. During the summer of 1999 I spent two months working with a large company that owns and maintains millions of square feet of building space across the nation. The goal of the internship was to provide an opportunity for the company and Illinois State University to collaborate in enhancing construction management education in Illinois. Through this cooperative effort, the company gained the expertise of a construction management (CM) faculty member, useful support for the contract administration

unit, and enhanced opportunities for the recruitment of Illinois State CM graduates and interns. The participating Illinois State faculty member gained first-hand experience working with a diverse group of construction management and design professionals; knowledge that will inform teaching practices and will be shared with the CM faculty at Illinois State. In this way, both parties mutually benefited from sharing expertise while contributing to the betterment of CM education.

Carter, James R. *Teaching Hundreds in a Web-Enhanced Lecture Course.* Paper presentation, session 1, page 3.

Earths Dynamic Weather, an outer-core science course, has been implemented on the base of WebCT. The current enrollment in the class is 275. WebCT is used to present lecture material, employ self-tests, maintain a calendar, show previous tests, conduct asynchronous discussions and present test grades. The WebCT content is keyed to our text and is designed to help the students use the text. WebCT permits me to monitor students' systematic use of WebCT.

Getting this many students up in a secure computer environment requires a great amount of personal attention. I spend a lot of time helping students get going at the beginning of the semester. In my opinion, the benefits are mixed. With the content on-line, the class is more organized and I can have students work on things that could not be done in the traditional classes. I have presented a number of papers about the design of this course and the use of maps in an interactive, secure web environment. Personally, I have learned much from this experience. I think most of the students have benefited from this, but at times I have my doubts.

Chizmar, Jack. *Engaging Minds: A Panel on Student Engagement.* With Lana Berardi, Valeri Farmer-Dougan, Tom Gerschick, Wendy Troxel and Jamie Young. Panel presentation, session 7, page 6.

As part of Illinois State's involvement in the campus program of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), the University was required to select a scholarship of teaching and learning (SoTL) research topic for a subsequent campus research study. At Illinois State, we chose the topic of student engagement and involvement. This panel is an out-

growth of the University's involvement in the CASTL project. The members of this panel will discuss four different types of SoTL research concerning student engagement and involving students actively in their own learning. More specifically, the panel will discuss the results and implications of a national survey on student engagement, a Web survey of Illinois State students, a qualitative research project involving interviews of Illinois State faculty, and a quasi-experiment concerning the effectiveness of a classroom research technique that has been dubbed the Good Faith! Effort Assignment.

Duvel, Charles. *Integrating Relational Database Technology into the Construction Management Curriculum.* Paper presentation, session 1, page 3.

This paper discusses reasons why students in construction management often lack a solid knowledge about databases, their design, use, and implementation in the professional office. The lessons learned by this researcher teaching non-computer science students from two different institutions about database application and database design will be presented. The teaching strategies developed by this instructor are presented as a source of discussion and a road map through some issues related to integrating database applications and database design in construction management courses.

Jones, Adam C. *The Use of Artifacts as Effective Tools for Assessing Student Learning in the Basic Communication Course.* With Stephen Hunt and Cheri Simonds. Paper presentation, session 8, page 6.

One area of significance, which must continually be examined within general education contexts, is the assessment of student learning. This study examines the use of artifacts as effective tools for this assessment of student learning in the basic communication course. In this study, student artifacts were collected and coded in an attempt to gain a better understanding of the types of artifacts students were using in class, the concepts they were discussing in those artifacts, as well as to determine if the students were making appropriate connections between the artifacts and course concepts. The researchers determined that the bulk of the concepts addressed in the artifacts came from the first two units of the basic

communication course. The implications of this suggest that artifacts need to be more timely, relevant, and interspersed throughout the semester. The authors found that approximately twenty-five percent of students either did not make an appropriate link or made no link at all to concepts discussed during the course. The researchers suggest that artifact assignments need to be more detailed and developed so that students will have a better understanding of the assignment instructions and expectations. Additionally, the authors conclude that not only can artifacts be used to assess learning in the basic communication course, but they also can help to satisfy the Writing Across the Curriculum requirements for all general education courses.

Lamonica, Claire C. *Preparing Graduate Students to Teach in the General Education Program at Illinois State University: A Multi-Faceted Approach.* With Susan Antlitz, Will Banks, Jeff Ludwig, Lori Ostergaard and Susan Stewart. Panel presentation, session 2, page 4.

One of the greatest strengths of Illinois State University's General Education program is its emphasis on small class sizes for freshmen, who might be at risk in large, lecture hall environments. Thus, courses like English 101, one of three Inner Core courses that all freshmen have in common, are, of necessity, taught by graduate student instructors. The key to meeting both the needs of students and the high expectations of the General Education program then becomes the implementation of an effective professional development program for graduate students who will be teaching General Education courses.

This panel will present an overview of the multi-faceted professional development program the English Department offers graduate students who teach in the freshman-writing program. The program includes semi-annual orientation sessions, a semester-long seminar for new instructors, a one-on-one mentoring program, a small group mentoring program, monthly professional development events, and on-going support in instructional technology. Each panelist will address one facet of the professional development program, outlining its objectives and discussing its implementation while demonstrating some of the strategies used to increase the program's effectiveness.

Lee, Kevin C. *Simple is Good: The Benefits of Digital Dialogues Among Three Student Cohorts.* Paper presentation, session 6, page 6.

The use of structured listserv assignments is an effective means of generating quality online discussions regarding selected readings for traditional classroom-based courses. Building on the instructor's experience of using them successfully for several years in numerous courses, this presentation will explain the how and why of structured listserv discussions and provide some practical pedagogical tips. Observed benefits of the listservs will be described by focusing on three cohorts of student communicators: quiet, overbearing, and typical.

The presentation/demonstration will explain how to use listserv assignments, give examples of assignments from several courses, demonstrate a listserv reading/response scenario in a conference computer lab, and close with a discussion of benefits, challenges, and strategies.

Mamarchev, Helen. *Academic Linkages within University Housing Services.* With Maureen Blair, Phyllis McCluskey-Titus and Nancy Ridenour. Poster presentation, page 3.

Student learning takes place both inside and out of the classroom. Estimates of student time spent on academic learning comprise anywhere from 20-30%, which leaves a student at least 70% of their time on campus to be engaged in out-of-classroom learning opportunities.

This poster/booth presentation will focus on two specific efforts made through University Housing Services to better integrate academic and out-of-classroom learning. The academic lifestyle floors pair academic departments or colleges with residence hall students interested in/majoring in specific subject or academic interest areas. The faculty mentor program allows interested faculty the opportunity to interact with residence hall students in structured as well as unstructured ways.

Faculty who are interested in how these programs work, learning more about developing a residential program for their department or college, or curious about getting involved with residence hall students are welcome to stop by and meet with faculty and staff who work with these programs.

McKinney, Kathleen. *Carnegie Academy for the Scholarship of Teaching and Learning at Illinois State.* Poster presentation, page 2.

This poster contains information about the Carnegie Academy for the Scholarship of Teaching and Learning, a program sponsored by the Carnegie Foundation and the American Association of Higher Education. The poster briefly explains this national program and how Illinois State is participating in the program by discussing definitions, supports and barriers to the scholarship of teaching and learning, as well as by conducting research on student engagement at Illinois State.

Memken, Jean. *Children as Clients: Everyone Learns.* Paper presentation, session 6, page 6.

The Interior and Environmental Design Program at Illinois State has always striven to give students real life simulations and actual work experience in the design field as part of the curriculum. However, most of these experiences happen during the last semester of the student's academic career, and they have little knowledge of working with clients going into those experiences. Therefore, incorporated into a 200 level housing design course, was a real life design experience, working with children at a local elementary school. This presentation includes a discussion of the procedure and outcomes for this project.

Panfilio, Kenneth Michael. *Using Technology, Critical Thinking and Human Rights to Create a Responsible Communicator.* Paper presentation, session 4, page 4.

This presentation will allow participants to experience an instructional activity designed to extend learning "beyond the classroom" by synthesizing technology, critical thinking, and human rights awareness into a simple, well-facilitated weekly activity. Students engage in a weekly assignment titled "thinking out loud" which offers a brief critical augmentation of current course concepts in tandem with a brief analysis of a human rights issue; the writing of these two sections naturally develops an interrelation between theory and practice. Students are further directed to access a classroom Web board to post responses to questions posed at the conclusion of each "thinking out loud"

assignment. As an ongoing semester activity, students are periodically required to read the comments generated by classmates and offer critical reflections of their previous comments. Web board software records each student response in addition to frequency data reveling patterns of student use. In total, this activity seeks to help maturate students from a holistic approach concerned with moral, civic, and competency development.

Pate, Sharon. *Technology Applications for Transferable Career Skills.* Paper presentation, session 4, page 4.

While as university faculty members we anticipate that our students are technology literate, we often find many students who are not comfortable operating the computer. Since computer technology skills are required in the business world, it becomes evident that we should require them of our Apparel, Merchandising and Design students if they are to be successful. Therefore, innovative teaching strategies are included each semester to address a need for the practical application of transferable technology skills from classrooms to careers.

Classes in Apparel Merchandising and Design are often held in the computer lab where students access WebCT, through the World Wide Web. Developing a Web-enhanced program for the classes allows students to access their grades, electronic assignments and download lectures at their convenience. Subsequently, students are required to use technology in their outside assignments, classroom presentations and e-mail communications. The usefulness of this teaching method for other Illinois State faculty is that it eliminates the collection of papers from the students and decreases the need for making grammatical corrections. Because MS Word helps identify grammatical and spelling errors, assignments can be scored, recorded and returned to the student in one software application. When readings and abstracts are submitted and scored in this manner, the student benefits from receiving prompt feedback and the instructor has more time for other instructional or research activities.

Schmidt, Klaus. *Use of the Internet to Enhance Classroom Instruction.* Paper presentation, session 1, page 3.

Teaching and learning via the Internet is one of the most discussed delivery methods for distance education today. Wheeler

and Jarboe (2001) state that a combination of on-line and traditional classroom instruction has become the most popular way to use Internet teaching and learning tools. The combination of on-line activities with traditional classroom instruction is commonly referred to as Web-enhancement. Web-enhancement incorporates the best of two worlds; efficiency of student administration and an enjoyable, flexible learning environment that embraces the diversity of student learning styles.

This paper addresses four fundamental components to successfully Web-enhance a course. A teacher can choose to address one, several or all of the components. The more components a teacher chooses to incorporate in a course, the higher the degree of Web-enhancement.

- Component 1: Administration
- Component 2: Assessment
- Component 3: Content
- Component 4: Community

Web-enhancing a course affects teacher efficiency and student learning. However, finding the right degree of Web-enhancement is one of the greatest challenges in the construction of successful courses. In addition, Web-enhancement requires both students and teachers to fully understand the Internet teaching and learning tools before applying them. Students at the secondary and post-secondary levels should be exposed to Internet learning tools because the Internet will play an increasingly important role in preparing them for the process of life long learning.

Steger, Theresa. *Constructive Conflict: A Necessary Component of Successful Collaborative Consultations.* Paper presentation, session 8, page 6.

This session will present the findings of a research project designed to promote teacher development and reflective practice through the use of collaborative consultations and growth portfolio construction. Seventy-two (72) students participated in a two-hour/week seminar throughout a semester of full-time student teaching. The seminar was specifically designed to offer all students the opportunity to take on the role of "the expert," a condition shown to be critical for development of self-direction. Data collected for analysis included professional growth portfolios, audiotapes of small group consultations, reflective journals,

teaching evaluations, and reflections on all of the above. The main focus of the paper will be results, which suggest pre-service teachers experience various restrictions that may prevent them from collaborating with colleagues in ways which encourage professional development. The session will end with a discussion of possibilities for faculty, within teacher education programs, interested in helping students overcome these barriers in order to foster effective professional collaboration. Such changes may be necessary for the successful development of "communities of learners."

Troxel, Wendy. *Illinois State University's Involvement in the National Survey of Student Engagement Poster Presentation.* With Jamie Young. Poster presentation, page 2.

The National Survey of Student Engagement is a nation-wide survey project designed to assess the quality of undergraduate education. This project is under the direction of George Kuh at Indiana University. Unlike other attempts to measure college quality, this project looks in-depth at student engagement and involvement in university life. Specifically, it concentrates on five national benchmarks of educational practice: level of academic challenge, active and collaborative learning, student interactions with faculty members, enriching educational experiences, and supportive campus environments. This poster session will describe Illinois State University's involvement in the National Survey of Student Engagement. Highlights of results will be presented as well as implications for teaching and learning.

Vaughn, Justin S. *Exploring the Pedagogical Narrative: The Teaching Experience of Two Graduate Students* With Khalil M. Marrar. Paper presentation, session 6, page 5.

While the use of graduate students for teaching duties has been a staple practice in medium and large universities for years, it has not become so without controversy or complaint. The practice often raises the ire of students, who perceive graduate students as lacking the requisite experience and knowledge to educate with acceptable ability. It is the position of this paper that such a perception is over-generalized and not necessarily accurate, but rather that graduate teaching is a complex area of instruction with its own benefits and considerations.

This paper seeks to explore the dimensions of graduate instruction, specifically from the position of the graduate instructor, and will reflect the various strengths and weaknesses of graduate student teaching in freshman-level courses. Five issues that graduate instructors confront in the course of their teaching experience are presented. These issues include: the tension in the allocation of time between coursework and teaching duties; the challenge of maintaining student deference; the practical insight into the realities of professorial work; the pros and cons of the minimal age difference between student and instructor; and the triangular inter-relationship among the managing faculty, the graduate instructors, and the students.

Walbert, Mark S. *Issues in Web-Based Technology.* With John Bantham, Bob Bradley and Chris Miller. Panel presentation, session 9, page 6.

Technology has rich potential for enhancing teaching and learning. But do Web-based technologies encourage new and improved teaching and learning? Or is this simply old wine in new bottles? Are their benefits worth the inevitable cost in development time and resources?

This panel discussion presents 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.

Young, Jamie. *CONNECTIONS Learning Communities: Linking Students, Faculty and Staff.* With Nancy Bragg, Susan Franzen, and Marty Greenberg. Panel presentation, session 3, page 4.

CONNECTIONS freshmen learning communities have existed on Illinois State University's campus since 1994. Through this voluntary program, students take 2-3 general education courses with CONNECTIONS peers and also attend a weekly non-credit seminar. Each seminar is facilitated by staff or graduate students, along with a peer co-leader from University College or Student Counseling Services. Although seminar content varies, issues covered include the transition to college, academic skill develop-

ment, social development, student involvement, and campus resources. Students can choose to be in CONNECTIONS with students of the same major, students with differing majors, or with students interested in a common theme.

This panel discussion will briefly outline the history, structure and evolving purpose of the program and give a description of the types of activities that occur. The panelists will talk about benefits and challenges that seminar leaders and faculty face when working together to link the seminar to courses. Finally, the discussion will focus on the future of CONNECTIONS and the role of assessment in this process. The audience will be asked for their input, ideas, and perceptions about this program.