Abstracts

Partnerships for Teaching and Learning:
A Campus-Wide Symposium

Illinois State University

January 7, 2004
The Chateau, Bloomington, IL

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Angell, Maureen, Special Education. See *Teaching Diverse Learners: Communicating Social Support* with Lance Lippert, Stephen Hunt, Brent Simonds, Communication; Eun Joo Jung, Penny Kolloff, Marilyn Moore, Curriculum & Instruction.

Appel, Kelli, Special Education. See *Facilitating Reflection on Instructional Interactions by Special Education Teacher Candidates* with Margaret Hutchins.

Aust, Philip, Communication. *Incorporating Teaching Technology into University Course Curriculum: Four Disciplines, Four Distinct Approaches* with Kathleen Bergquist, Social Work; Maria Schmeeckle, Sociology & Anthropology; Tim Seitz, Philosophy.

Although university instructors have more technological tools at their disposal than ever before, they often find themselves overwhelmed by the sheer number of alternatives, the variety of educational technologies, and the investment of time and effort essential for their implementation. Whereas online lecture postings, online quizzing, and immediate grade book access for students were unheard of just a few years ago, today they represent a range of choices instructors can integrate into course curriculum to enhance the student learning experience. In brief, the incorporation of any educational technology in a university course requires that an instructor have an awareness of its purpose and some familiarity with its application. With this background, the following panel explores how four instructors from different disciplines (Communication, Social Work, Sociology, and Philosophy) selected and applied teaching technology in their recent courses. In so doing they provide: (a) their rationale for incorporating a given technology, (b) an evaluation of whether a technology worked as desired, and (c) their insights for incorporating the technologies they applied in subsequent semesters. Ultimately, the presentation seeks to promote dialogue for enhanced instruction by examining how technology may be effectively included in a university course.

Bergquist, Kathleen, Social Work. See *Incorporating Teaching Technology into University Course Curriculum: Four Disciplines, Four Distinct Approaches* with Philip Aust, Communication; Maria Schmeeckle, Sociology & Anthropology; Tim Seitz, Philosophy.

Bohm, Eric, History GA. See *Doing History: Authentic Historical Research In a High School Setting* with James Kelly, U-High (History).

Brasseur, Lee, English, *Introducing Students to New Technology*.

This presentation will present results of a Faculty Technology Support Services funded grant that introduced new technology to students in the English Department's Visible Rhetoric Class. The project involved asking students to work with, discuss and critically examine two technologies: The personal

data assistant (PDA, palm pilot) and the Wacom Graphics tablet. Each of these technologies was chosen because of the challenges each one presented to students who had grown accustomed to writing and designing with traditional computer screens and using the mouse.

The project involved looking critically at technology's affect on the design process. Students assessed how the graphics tablet would change their design process and whether it allowed them more freedom to draw. Alternatively, the students used their work with the PDA to analyze how they might design and write for the small screen in its changing user environment.

Student essays and evaluations of the new technology unit will show how students perceived their role as visible rhetoricians within new technology environments. They will also reveal the ways in which learned patterns of working with technology affected students' responses to the new technology.

Broadbear, Jim, Health Sciences, *Learning by Doing: Incorporating Service-Learning in the Classroom* with Sara Cole, Health Sciences; Adrian Lyde, Heartland HeadStart.
During 2003-04 the Health Education Program in the Department of Health Sciences is increasing educational effectiveness by integrating service learning into a core of three courses. By collaborating with community agencies to form Professional Development Partnerships (PDP), the faculty is attempting to create valuable learning opportunities for students and meaningful service for community agencies. During spring 2003, several representatives from community agencies attended one of two organizational meetings to learn about collaboration with the Health Education Program on this project. The response was tremendous, as every agency in attendance agreed to participate in the program. As a follow up to these meetings, program faculty and representatives of the community agencies created position descriptions for the unique service-learning experience available within each agency. These descriptions were used to match student interests with the various agencies during the matching process early in the fall semester.

The program was implemented during the fall semester, with students completing a 10-15 hour volunteer experience in one course, a 5 hour teaching experience in another course and a 40 hour service-learning project in a third course. The community agencies were primarily recruited for the latter project. As with any such initiative, some experiences have gone very well and others have created challenges. Lessons learned from this initial year of implementation will be the primary focus of the presentation. Additionally, perspectives of those involved will be presented including the instructor, an agency representative and a student.

Cole, Sara, Health Sciences. See *Learning by Doing: Incorporating Service-Learning in the Classroom* with Jim Broadbear, Health Sciences; Adrian Lyde, Heartland HeadStart.

Dussourd, Natalie, Biological Sciences. See *The PRISM Project: Partnerships for Research in Science and Math Education* with Cynthia Moore, Brian Mautz, Biological Sciences; Frackson Mumba, Chemistry.

Dyar, Connie, Family & Consumer Sciences. See *The Rewards and Challenges of Integrated Group Projects* with Mardell Wilson, Family & Consumer Sciences.

Gardner, **Dianne,** Education Administration & Foundations, *Student Use of Rubrics to Support Learning*.

Faculty and students alike may not understand how to use rubrics to enhance student learning in core performance areas like scholarly writing. For faculty, well-designed rubrics are tools to communicate cherished educational outcomes and to build these outcomes developmentally in their programs. For students, rubrics are performance targets that must be sufficiently clear to help them benefit from each developmental learning opportunity and to envision a performance that they have yet to achieve. Students learn to use rubrics for learning only when a complex set of conditions are met. In a study on the use of rubrics for writing completed in Educational Administration and Foundations, we found that rubrics must be designed and refined: 1) to be aligned to actual student work and relevant comparisons to the qualities of scholarly writing found in the field; 2) to capture qualitatively distinct performance levels; 3) to represent primary traits that are a matter of agreement among faculty as much as possible and represent good faith efforts to continuously improve the scale and its use; 4) to represent underlying

forms of critical thinking as performance targets; and 5) to be used in combination with other powerful assessment practices, such as self-assessment. Without these features, rubrics function much like grades, as a post hoc form of judgment of little use for learning.

Goebel, **Dan,** with Marketing, *The Relationships Between Course Delivery Method, Student Learning, and Course Outcomes: A Quasi-Experiment Investigating the Case Method of Course Delivery* with Mike Humphreys, Erin Miller, Marketing*.*

Case analysis is a common and accepted teaching method across disciplines, but is especially popular in business education because it is perceived to be an excellent way to allow students to develop critical-thinking and problem-solving skills through confronting real business problems. Yet, despite its long-term popularity and application in business courses, little extant research examines the relationship between the case method of teaching, student learning, and course outcomes as compared to other teaching methods. Therefore, the research project examines two critical issues: 1) the relationship between the case method of course delivery and learning outcomes in the capstone marketing strategy course compared to the outcomes of courses that use an alternative course design, and 2) the relationship between student-learning style and student performance in a course that relies on the case method of teaching as the principle means of delivering the course content. The results contribute to a better understanding of course designs and teaching methods and the degree to which they are related to desired course outcomes, which are important issues

Hardwick, **Douglas A**, Psychology, *Lecture Hall Activities Inside and Out.*

This presentation describes a method of incorporating formal group-based activities into a 325 student lecture section course on Lifespan Development. The approach begins with the random assignment of students to groups of eight or fewer students following the first week of classes. The groups then become the center for eight original in-class, group activities conducted over the course of semester. Conceptually, the individual activities are consistent with Chickering and Gamson's (1987) best practices in undergraduate education. Each is intended to promote active, engaged learning in an otherwise anonymous lecture hall. At the same time, the fundamental structuring of each activity is intended to encourage the higher levels of thinking described in Bloom's (1956) taxonomy for the cognitive domain. Over the last three semesters, on-line student assessments have demonstrated great satisfaction with and appreciation for these activities as a vehicle for learning. Recently, the existing in-class activities have been supplemented with a semester length assignment that takes group interactions outside the lecture hall. In this outside activity, students are required to apply their knowledge of human development in a way that is both creative and practical. They are required to work within their group to develop either a short videotape, akin to a public service announcement, or an informative website. Students must work together to identify a topic, locate resources, plan the video or website, and create the final product. Thus, the outside activity requires a much greater level of coordination and cooperation than the eight in-class activities. Preliminary assessments suggest that the outside activity encourages a greater level of creativity, supports more realistic group interactions, and provides a means by which additional learning styles can be recognized.

Hootman, Jennifer, Milner Library. See *Students and Research: Revisited* with Chad Kahl and Dane Ward, Milner Library.

Houghtaling, Cat, Communication. See *Engaging Students in the Classroom: An Application of Research in Communication Education* with Kate Magsamen, Julie Semlak, Communication.

Humphreys, Mike, Marketing. *See The Relationships Between Course Delivery Method, Student Learning, and Course Outcomes: A Quasi-Experiment Investigating the Case Method of Course Delivery* with Dan Goebel, Erin Miller, Marketing.

Hunt, Stephen, Communication, *Portfolio-Intensive Assessment in the Department of Communication at Illinois State University: Feasible and Desirable?* with Arnold Wolfe, Cheri Simonds, Communication.

This presentation will provide an overview of current portfolio assessment projects under way in the Department of Communication (this work was made possible by a Teaching-Learning Development Grant from the Center for the Advancement of Teaching). The primary goal of the project is to develop a portfolio assignment in order to assess how courses in the communication studies sequence articulate with one another. The first step in this process involved mapping learning objectives (e.g., the writing, problem solving, critical thinking, and communication skills that students should expect to learn) to already existing assessments in the communication studies area in order to develop a student portfolio project to be used for large-scale assessment. The initial phase of this project was completed by carefully examining syllabi for courses in the communication studies major and determining key components that must be included in all student portfolios for assessment purposes (written assignments, speeches, exams, etc.).

The presenters will discuss potential benefits of the project which include improved instruction for hundreds of communication majors. A careful analysis of these student portfolios should provide us with detailed information about what the students are learning, when they are learning it, and ultimately how effectively the current sequencing of courses in communication studies is meeting students' learning needs. Ultimately, this information will be utilized to develop specific plans for achieving more curricular coherence in terms of student learning. The presenters will also discuss the implications for using portfolio assessment techniques in other disciplines.

Hunt, Steve, Communication. See Teaching *Diverse Learners: Communicating Social Support* with Lance Lippert, Brent Simonds, Communication; Maureen Angell, Special Education; Eun Joo Jung, Penny Kolloff, Marilyn Moore, Curriculum & Instruction.

Hutchins, Margaret, Special Education. *Facilitating Reflection on Instructional Interactions by Special Education Teacher Candidates* with Kelli Appel, Special Education.

The ability of teacher candidates to demonstrate effective instructional decision-making is of critical importance within special education teacher education programs. Historically, instructional competencies have focused on the acquisition of the content and information related to instructional design and implementation. However, more recently, the focus has expanded to documenting effective strategies for promoting the reflective practices of teacher candidates in order to facilitate more effective instructional decisions. Therefore, validating strategies for enhancing reflective practices of teacher candidates has become increasingly significant and desirable. The purpose of this presentation is to share the implementation and results of a study that investigated the impact of an intervention strategy on special education teacher candidates; reflection concerning the effectiveness of instructional interactions between teachers and learners with disabilities. Journal entries of a randomly identified group of teacher candidates served as the primary source of data collection and measure of reflective practice. A single subject design was used to document effectiveness of the intervention across 3 cohort groups of teacher candidates.

Jung, Eun Joo, Curriculum & Instruction. See *Teaching Diverse Learners: Communicating Social Support* with Lance Lippert, Stephen Hunt, Brent Simonds, Communication; Maureen Angell, Special Education; Penny Kolloff, Marilyn Moore; Curriculum & Instruction.

Kahl, **Chad,** Milner Library, *Students and Research: Revisited* with Jennifer Hootman, Dane Ward, Milner Library.

On May 15, 2003, a University Teaching Workshop titled A Town Meeting on Students and Research, facilitated by Dane Ward and Doug Hesse, examined how well Illinois State University students conduct research papers and presentations, and their skills at evaluating and using library and web-based information. Faculty members from across campus participated and identified key concerns and challenges they felt students experienced and demonstrated in their work.

This panel presentation will review and summarize those key concerns and challenges, supplemented by those identified in the scholarship of teaching and learning, library and disciplinary literature. We will introduce national information literacy standards and how they may act as a framework for dealing with

these issues. We will examine how librarian and classroom faculty members have dealt with these matters through collaborative, tiered information literacy instruction. Lastly, we would like to initiate discussion on how the Library can collaborate with the rest of campus to encourage University-wide discussion of improving students' research skills.

Kearney, Amanda*,* Psychology*.* See *Partnering Together to Learn Together* with Julie Semlak, Communication; Jin-Ah Kim, Curriculum & Instruction; Gina Lee, Tallulah Shinault, Education Administration & Foundations.

Kelly, James, U –High (History) *Doing History: Authentic Historical Research in a High School Setting* with Eric Bohm, History GA.

Historical thinking is said to be an unnatural act that requires a system of thought or a '"heuristic" that contextualizes and corroborates historical research materials. Taking this into consideration, Dr. Fred Drake has designed the approach used in The National History Project at Illinois State University. They have in turn utilized some research developed by Sam Wineburg in his book about historical thinking.

Our project was developed from The National History Project.   We assume that if history teachers can think historically and "do history," with instruction, so can high school students. Within it, there are three main objectives that we want the students to meet. (1) Students will be able to understand and implement historical thinking. (2) Students will engage in authentic historical research. (3) Through PowerPoint or HTML presentations, groups of students will articulate their findings in an oral presentation.

Imagine an auto mechanic who only read and trained to do mechanical repairs but never worked "hands on." How rewarding would it be for an artist to read about and hear lectures about style and method but never put brush to canvas? Could a teacher be satisfied to learn education theory but never have the opportunity to practice? The real world is the hands on laboratory. It is possible to train students to "do history."

This presentation will report on the collaboration between a U-High instructor and a History Education student. We believe that it is important that students learn how to think historically. In order to obtain this goal, a research project where students actually "do history" is a good methodology to utilize.

Just like a brake job, a painting or a classroom lesson, "doing history" has a methodology. There is a step-by-step approach to thinking historically and producing a research piece. Students will incorporate primary and secondary sources. They will choose an area of research, develop a thesis, and present the sources to support their research. The final project will be submitted in a Web page or PowerPoint format.

Our presentation will focus on the methodology used with the students. We will articulate the methodology and show examples of finished products created by the students.

Kim, Jin-Ah, Curriculum & Instruction. See *Partnering Together to Learn Together* with Julie Semlak, Communication; Gina Lee, Tallulah Shinault, Education Administration & Foundations; Amanda Kearney, Psychology.

Kingman, Douglas, Agriculture. See *Impact of a Crop Production and Marketing Contest on Student Learning* with Robert Rhykerd, Kerry Tudor, Byron Wiegand and Dusten Russell, Agriculture.

Kolloff, Penny, Curriculum & Instruction. See *Teaching Diverse Learners: Communicating Social Support* with Lance Lippert, Stephen Hunt, Brent Simonds, Communication; Maureen Angell, Special Education; Eun Joo Jung, Marilyn Moore, Curriculum & Instruction.

Lartz, Maribeth, Special Education, *An Interdisciplinary Approach to Knowledge and Skill Development Across Departments and Instructors* with Sharon Litchfield, Special Education*.*

Faculty involved in the preparation of teachers to work with children with hearing loss came together to plan a systematic approach to developing knowledge and skills across several courses within different colleges. Faculty from Speech Pathology and Audiology (PAS), Special Education (SED), and the university Laboratory Schools cooperatively designed course objectives and learning materials for four courses across the departments. Description of Presentation: Faculty will share the process used to coordinate learning activities and coverage of material in each of the four classes targeted in the Teaching and Learning Grant. The level of coverage (introductory, in-depth, synthesis, and application), spiraled learning activities, and knowledge and skills assessment in each course will also be explained. A visual grid illustrating the process will be shared. Barriers and solutions to cross-collaborative planning will also be discussed.

Lee, Gina, Education Administration & Foundations. See *Partnering Together to Learn Together* with Julie Semlak, Communication; Jin-Ah Kim, Curriculum & Instruction; Amanda Kearney, Psychology and Tallulah Shinault, Education Administration & Foundations.

Lippert, Lance R., Communication. *Teaching Diverse Learners: Communicating Social Support* with Stephen Hunt, Brent Simonds, Communication; Maureen Angell, Special Education; Eun Joo Jung, Penny Kolloff, Marilyn Moore, Curriculum & Instruction.

This roundtable presents an informational video with supporting activities that demonstrates supportive classroom communication behaviors. The video and activities are being used to train teacher candidates who are entering high risk schools. Following the video, participants will lead a guided discussion on the project and its relevance to at-risk students.

Litchfield, Sharon, Special Education. See *An Interdisciplinary Approach to Knowledge and Skill Development Across Departments and Instructors* with Maribeth Lartz.

Lyde, Adrian. Heartland HeadStart. See *Learning By Doing: Incorporating Service-Learning in the Classroom* with Jim Broadbear, Sara Cole, Health Sciences.

Magsamen, **Kate,** Communication, See *Engaging Students in the Classroom: An Application of Research in Communication Education* with Cat Houghtaling, Julie Semlak, Communication.

The panel focuses on being more student centered by exploring three areas within communication education research; Communication Apprehension, Willingness to Communicate and Listening. The presentation will cover what it means to have communication apprehension, and how to help these types of students in your classroom. Additionally, research has found that students are motivated to communicate with their teachers for a variety of reasons, including relational, functional, excuse-making, participation, and sycophancy (brown-nosing) purposes. Additionally, students also have reasons for not wanting to communicate with teachers. Students, teachers, and environmental characteristics all play a role in why a student would avoid interaction with a teacher. During the panel discussion, we will investigate the question, 'To communicate or not communicate?'

Audience members will not only be involved in the discussion, but will also participate in small group activities.

Mautz, Brian, Biological Sciences. See *The PRISM Project: Partnerships for Research in Science and Math Education* with Cynthia Moore, Natalie Dussourd, Biological Sciences; Frackson Mumba, Chemistry.

McKinney, Kathleen, Cross Chair and Sociology, *How Sociology Majors Learn Sociology: Successful Learners Tell their Story.*

The focus of this scholarship of teaching and learning project is to begin to answer the question of how sociology majors come to learn and do well in our discipline. In the article presented here, I report on the findings from the first phase of a multi-method study on this topic. Past relevant empirical work supports the idea that more and less academically successful students do vary somewhat in terms of their study and learning behaviors. Furthermore, some demographic and academic background variables are related

to learning. Finally, the efficacy of various study strategies, even for the same students, can be context specific. In this phase of the research, I conducted a focus group consisting of nine honors sociology majors from around the United States. Thus, these students are "successful learners" of Sociology. The students discussed several questions related to learning sociology. Themes that emerged included the need to make connections, the importance of other people, talking about the material, experiencing varied pedagogies, and the active construction of knowledge. Some of the results suggest strategies to enhance student learning that we as faculty members can use at the course and department levels.

Miller, Erin, Marketing. See *The Relationship Between Course Delivery Method, Student Learning and Course Outcomes: A Quasi-Experiment Investigating the Case Method of Course Delivery* with Dan Goebel, Michael Humphreys; Marketing.

Moore, Cynthia J, Biological Sciences. *The PRISM Project: Partnerships for Research in Science and Math Education* with Brian Mautz, Natalie Dussourd, Biological Sciences; Frackson Mumba, Chemistry.

The PRISM (Partnerships for Research in Science and Math Education) Project trains and supports science and mathematics graduate students to provide resources for high school students and teachers in local school districts. The program addresses issues of scientific literacy, equity, and attitudes toward science and math among high school students. Participants include graduate students and professors in the Biological Sciences, Chemistry, and Mathematics Departments, high school science and mathematics teachers, and their students. The project integrates research and teaching, as well as enhancing teaching and curriculum development skills for all participants through collaboration. The project has expanded to include eight area school districts.

Our interrelated set of goals focus on applying inquiry-based teaching/learning methods to:

• Use the content knowledge and skills of graduate student fellows to increase scientific
  and mathematical literacy among middle and high school students.
• Enhance teacher professional development in science, mathematics, and technology.
• Enhance long-term partnerships between the Illinois State University and local schools.

As part of our evaluation efforts, we are studying the effects of the project on the professional development of all participants. Our intention is that graduate fellows will provide applicable content information for teachers and enhance hands-on curriculum in the classroom, and become long-term advocates for better science, math, and technology education.

Moore, Marilyn, Curriculum & Instruction. See *Teaching Diverse Learners: Communicating Social Support* with Lance Lippert, Stephen Hunt, Brent Simonds, Communication; Maureen Angell, Special Education; Eun Joo Jung, Penny Kolloff Curriculum & Instruction.

Mumba, Frackson, Chemistry. See *The PRISM Project: Partnerships for Research in Science and Math Education* with Cynthia Moore, Brian Mautz, Natalie Dussourd, Biological Sciences.

O'Brian, Mary, Special Education, *Using Literature Circles to Teach Content in an Undergraduate Course*.

This short session will focus on the use of literature circles in an undergraduate class. A brief introduction to the concept of literature circles as used in K-12 education will be provided (Brabham & Villaume, 2000; Martinez-Roldan & Lopez-Robertson, 2000; Routman, 1994). A description of the application of this pedagogical strategy to a class on family-professional collaboration will also be provided.

Literature circles are a learner directed strategy that requires students to engage with trade books by reading and responding (Daniels, 1994; Dawson & Fitzgerald, 1998). Thoughts and ideas are then shared with peers through a dialogic format. This strategy has gained adherents in the K-12 public education. The application to content areas has begun to be explored (Blum, Lipsett, & Yocom, 2002; Marshall & Stix, 2000) in K-12 settings. There is little information on the application of literature circles with nonfiction works in higher education (Chevalier & Houser, 1997).

This session will direct participants to review literature that might correspond to content in a post secondary setting. Examples of literature that incorporate family systems content will be provided and discussed in relation to a course on family-professional collaboration. Additionally, benefits and drawbacks of the implementation of this strategy will be discussed.

Pate, Sharon, Family & Consumer Sciences. See *Establishing Professional Competencies for Curricular Coherence in the Apparel, Merchandising and Design Program* with Julianne Trautmann, Connor Walters, Family & Consumer Sciences.

Rhykerd, Robert L., Agriculture, *Impact of a Crop Production and Marketing Contest on Student Learning* with Kerry Tudor, Bryon Wiegand, Douglas Kingman, Dusten Russell, Agriculture.

In Illinois, the vast majority of college students that enrolled in agriculture courses come from non-farm backgrounds. A farm background is advantageous for many careers in agriculture and there is a need to provide students with these experiences. Because student comprehension is enhanced through critical thinking exercises and applying course material to real-world situations a contest has been organized to increase student knowledge of production agriculture. While crop production and marketing skills are taught in courses offered by the Department of Agriculture at Illinois State University, no one class provides hands on instruction that includes the cycle of planting through marketing. For the contest, four teams consisting of at least 5 students designed and implemented their own crop production and marketing strategies on 5-acre plots with the goal of obtaining the highest profit. The impact of the contest on student learning was evaluated quantitatively by having the contest participants and a control group of non-participants take a pretest before planting in the spring and posttest after the fall harvest. The experimental design was a quasi-experiment where contest participants and non-participants were not randomly assigned to groups. The impact of the contest was further evaluated qualitatively through focus groups. Contest results and the results from the pretest-posttest and focus groups will be presented.

Russell, Dusten, Agriculture. See *Impact of a Crop Production and Marketing Contest on Student Learning* with Robert Rhykerd, Kerry Tudor, Byron Wiegand, Douglas Kingman, Agriculture.

Schmeeckle, Maria, Sociology & Anthropology. See *Incorporating Teaching Technology into University Course Curriculum: Four Disciplines, Four Distinct Approaches* with Philip Aust, Communication; Kathleen Bergquist, Social Work; Tim Seitz, Philosophy.

Seitz, Tim, Philosophy. See *Incorporating Teaching Technology into University Course Curriculum: Four Disciplines, Four Distinct Approaches* with Philip Aust, Communication; Kathleen Bergquist, Social Work; Maria Schmeeckle, Sociology & Anthropology.

Semlak, Julie, Communication, *Partnering Together to Learn Together* with Julie Semlak, Communication; Jin-Ah Kim, Curriculum & Instruction; Gina Lee, Tallulah Shinault, Education Administration & Foundations; Amanda Kearney, Psychology.

While most universities provide ample professional development opportunities for their facility, many ignore the need for professional development for graduate teaching assistants. As such, this panel discussion will provide information about one such graduate teaching assistant (GTA) professional development opportunity, an internship with the Center for the Advancement of Teaching (CAT) at Illinois State. This group of GTA's from several departments uses the CAT internship program to work together to solve problems, discuss issues relevant to GTA's, and to ask questions about teaching and learning in higher education. All panel members, who are Fall, 2003 CAT interns, will provide information and examples about how the CAT internship program has enhanced their classroom teaching, while balancing a graduate class load.

Semlak, Julie, Communication. See *Engaging Students in the Classroom: An Application of Research in Communication Education* with Kate Magsamen, Cat Houghtaling, Communication.

Shinault, Tallulah, Education Administration & Foundations. See *Partnering Together to Learn Together* with Julie Semlak, Communication; Jin-Ah Kim, Curriculum & Instruction; Gina Lee, Education Administration & Foundations; Amanda Kearney, Psychology.

Silk, Bobbie, University Center for Learning Assistance, *When the Center Holds: Perception and Partnership for Student-Centered Education.*

Any partnership depends on a shared understanding of terms, concepts, and goals. For example, the term "student-centered" may hold different meanings in different parts of the university. In student affairs and central administration it may mean cutting through red tape and simplifying processes in order to decrease student frustration with registering for classes, obtaining services, or applying for financial aid. In the classroom, the term "student-centered" usually refers to a philosophy and pedagogy that involves active learning, problem-based learning, the social construction of knowledge through peer groups, or similar methods for engaging students. In the Learning Center, the term might simply refer to individualizing instruction through tutoring. However, what "student-centered" means in the Learning/Writing Center has much to do with how students are perceived by the university community as a whole. When students struggle with a particular course, are they perceived as "difficult" (underprepared, deficient), or do we perceive what they are trying to learn as difficult? How is the Learning Center itself perceived by faculty, staff, and students? Is it seen as a repair shop on the periphery of education, a place where empty vessels are "fixed" so that knowledge can be poured into them? Or is the Learning Center quite possibly at the center, providing a pivot point where students learn how to learn and learn how to transfer critical thinking skills across disciplines? This presentation proposes that the Learning/Writing Center can be a significant partner in student-centered education as well as a hub of interdisciplinary conversation about critical thinking, writing, and the issues of student responsibility for effective learning.

Simonds, Brent K., Communication, *The Instructional Technology Passport System at Illinois State: Teacher Candidates Demonstrate Technological Competence* with Carl Wenning, Physics; Brian Wojcik, Special Education.

The Instructional Technology Passport System (ITPS) is a compliance system with authentic performance-based assessments designed to promote ethical and effective use of instructional technology among teacher candidates at Illinois State University. Illinois State's Technology Learning Circle (TLC), a group formed in 2000 as part of the Illinois Professional Learners Partnership, developed the ITPS to ensure that graduating teacher candidates are able to use instructional technology in compliance with national, state, and institutional standards.

The TLC examined both internal and external technology standards and derived ten consolidated indicators that address the multitude of elements presented in the various standards. Associated with each of these consolidated indicators is an authentic performance-based assessment task that will be used to document student performance and ensure program compliance with adopted indicators. This system stipulates that all teacher candidates must demonstrate certain competencies at various institutional gateways (e.g., entrance to professional studies and student teaching) before graduating.

Simonds, Brent K., Communication. See *Teaching Diverse Learners: Communicating Social Support* with Lance Lippert, Stephen Hunt, Communication; Maureen Angell, Special Education; Eun Joo Jung, Penny Kolloff, Marilyn Moore, Curriculum & Instruction.

Simonds, Cheri J., Communication. See *Portfolio-Intensive Assessment in the Department of Communication at Illinois State University: Feasible and Desirable?* with Stephen Hunt, Arnold Wolfe, Communication.

Stuehmeier, John, Mayor of Centralia, IL. See *Hoop Dreams: The Illinois State University-City of Centralia, Illinois Service Learning Partnership That Worked* with Doug Turco, Kinesiology & Recreation.

Sublett, Michael, Geography. See *Reaching Faculty Consensus for Program Assessment* with Wendy Troxel, University Assessment Office; Diane Zosky, Social Work.

Trautmann, Julianne, Family and Consumer Sciences, *Establishing Professional Competencies for Curricular Coherence in the Apparel, Merchandising and Design Program* with Sharon Pate, Connor Walters, Family & Consumer Sciences.

The apparel, merchandising and design (AMD) program is overcrowded, and lacks sufficient admission requirements and prerequisites. As a result, the faculty was having difficulty developing a curriculum that built upon knowledge and skills within the current sequence of courses. Student evaluations frequently referred to a lack of cohesion in curricular courses. The AMD faculty approached the problem by focusing on how AMD courses articulated with one another in terms of students' skills abilities, attitudes, and learning experiences as they progress through the curriculum. AMD faculty developed a protocol for curricular review with the following goals: establish professional competencies for AMD students based on student, alumni and employer input; and develop a more cohesive sequence of courses that builds on these competencies.
Past and prospective employers of our students (e.g., Sears, Claire's Corporate, Hartmarx) as well as program alumni centered in a large metropolitan area in the state were invited to participate in a focus group. Faculty conducted the focus group using a structured interview script that asked what participants perceived as essential skills and competencies necessary for success in their respective fields. A third focus group was conducted with current AMD program juniors and seniors. In order to provide feedback from a larger audience than could be accommodated in a focus group structure, a self-administered survey was mailed to approximately 300 current students, alumni, and employers.

Data from the surveys and the focus groups were analyzed to develop professional competencies and skill levels. One major outcome is that the team is considering dividing the AMD curriculum into two areas of concentration, design/product development and merchandising. It is our belief that this project created a more focused program that is unique and marketable within the state.

Troxel Wendy, University Assessment Office, *Reaching Faculty Consensus for Program Assessment* with Michael Sublett, Geography; Diane Zosky, Social Work.

This session will highlight the work of two academic departments and their collaborative approaches to curriculum revision and program assessment. The faculty from the School of Social Work revamped their research sequence using Blooms Taxonomy and curriculum mapping as the framework to reflect a continuum of learning that is threaded through all courses. The geography faculty from the Department of Geography-Geology revised their programmatic assessment arsenal to include a senior field problem intended to bridge theory and practice. They then developed a comprehensive rubric through which a number of program objectives were assessed. Both projects emphasize partnerships between and among faculty, students, the University Assessment Office, and transferable "tools and techniques" for meaningful assessment of student learning at the program level.

Tudor, Kerry, Agriculture. See *Impact of a Crop Production and Marketing Contest on Student Learning* with Robert Rhykerd, Byron Wiegand, Douglas Kingman, Dusten Russell, Agriculture.

Turco, Doug, Kinesiology & Recreation. *Hoop Dreams: The Illinois State University-City of Centralia, Illinois Service Learning Partnership That Worked* with John Stuehmeier, Mayor of Centralia.

This presentation will describe the service learning project between the City of Centralia, Illinois and an Illinois State University undergraduate class (*KNR 277 – Introduction to Commercial Recreation and Tourism*). Student teams completed a semester-long study to determine the feasibility of a national high school basketball hall of fame and convention center in Centralia, Illinois. The learning partnership necessitated that Centralia officials travel to Normal twice to meet with students, and students to spend three days in Centralia conducting field research. Throughout the semester, communication was maintained between students and Centralia's leadership evidenced by shared planning documents, draft reports, and progress reports. Study findings were presented to Centralia officials (in Normal) by the students on 9 December 2003. Considerations for entering into and successfully completing a service learning project will also be presented.

Walters, Connor, Family & Consumer Sciences. See *Establishing Professional Competencies for Curricular Coherence in the Apparel, Merchandising and Design Program* with Julianne Trautmann, Sharon Pate, Family & Consumer Sciences.

Ward, Dane, Milner Library. See *Students and Research Revisited* with Chad Kahl, Jennifer Hootman, Milner Library.

Wenning, Carl, Physics. *See Teacher Candidates Demonstrate Technological Competence* with Brent Simonds, Communication; Brian Wojcik, Special Education.

Wiegand, Byron, Agriculture. See *Impact of a Crop Production and Marketing Contest on Student Learning* with Robert Rhykerd, Kerry Tudor, Douglas Kingman, Dusten Russell, Agriculture.

Wilson, Mardell A. Family & Consumer Sciences, *The Rewards and Challenges of Integrated Group Projects* with Connie Dyar, Family & Consumer Sciences.

Students in Foods, Nutrition, & Dietetics and Interior & Environmental Design were given an opportunity to demonstrate their areas of knowledge and expertise while experiencing the challenges of working with individuals outside their primary discipline as well as the expectations of a "real world" client. Students from the two varying sequence areas in Family and Consumer Sciences were given the charge to design a concept restaurant for the Central Illinois Regional Airport. As the client, the Airport Authority provided the consultation teams with their objectives for the restaurant. The students were then required to interpret the clients' needs, assess the target market and physical space, and develop an appropriate menu and design. Funds from the Teaching and Learning Development Program at Illinois State were used to help sponsor an integrated field trip to Chicago where students were able to meet top executives in the areas of restaurant/hospitality design and menu concept development. In addition, this project provided students with an excellent opportunity to apply theory into practice. Examples included assessing the needs of airport clients, developing labor appropriate menu items, determining seating capacity, hours of operation, and staff requirements, following building code requirements, completing field checks, and developing and presenting final menu and design materials that were effectively communicated to the client.

Under the auspices of *Educating Illinois*, which promotes the junior/senior experience to include opportunities to master the discipline and engage in activities beyond the campus world as well as encouraging undergraduate faculty research endeavors, this project provided a multitude of professional development opportunities for the students. In addition the integrative nature of this project clearly met accreditation requirements in Family and Consumer Sciences and among the two representative sequences. Although challenging, innovative projects such as the concept restaurant project provide an excellent foundation for accomplishing a variety teaching-learning goals.

Wojcik, Brian, Special Education. *See Teacher Candidates Demonstrate Technological Competence* with Brent Simonds, Communication; Carl Wenning, Physics.

Wolfe, Arnold, Communication. See *Portfolio-Intensive Assessment in the Department of Communication at Illinois State University: Feasible and Desirable? w*ith Steve Hunt, Cheri Simonds, Communication.

Zosky, Diane, Social Work. See *Reaching Faculty Consensus for Program Assessment* with Wendy Troxel, University Assessment Office; Michael Sublett, Geography.