



FRIDAY 3:15 - 4:30

SERVICE LEARNING AND THE CULTIVATION OF
TRANSFORMATIONAL DECISION MAKERS IN EDUCATIONAL
LEADERSHIP

Dannielle Davis, Alabama State University

COLLEGE OF EDUCATION

This work intends to explore the utility of service learning as a tool in fostering a transformative, global mindset amongst students of educational leadership. Students developed decision making tools specific to their community partners' needs and reflected upon the service learning experiences as well as their own decision making processes. Central questions this work looks to address include: Does service learning promote transformational leadership among doctoral students of educational leadership? What shifts in perspectives occur among student participants of the service learning project? Such questions may point to the power of service learning in transformative thinking and pedagogy. Our narrative research employs an autobiographic (Ellis, 2004), psychological approach (Rossiter, 1999) in understanding the experiences of both student service learning participants and their professor. The constant comparative method will be used during analysis of the authors' narratives.

A 'UNIVERSAL' AND 'GRAPHIC' APPROACH TO
ARGUMENTATION ANALYSIS

Dana Collette, Vancouver Island University

MANAGEMENT AND LAW DEPARTMENT

The purpose of this study is to ascertain whether an in-class, problem-based workshop employing a graphic organizer improves students' written argumentation analysis skills, and further, whether it does so in a 'universal' way such that international students may succeed on par with the domestic students. Evidence of students' skills will be collected at various stages: prior to and immediately following the workshop, and via assignments and exams throughout the term. Rubrics will be used to code students' work. Additionally, students will be asked to reflect on their skills on questionnaires prior to and following the workshop, and at the end of the course. A teacher journal will be kept to record relevant observations. Students who volunteer to do so will be interviewed following the course regarding their learning experience. The different forms of evidence will be examined using appropriate qualitative assessment methods.



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“A TRANSFORMATIONAL MODEL FOR THE INTEGRATED,
COLLABORATIVE TEACHING OF WORLD HUMANITIES”

Brian Armstrong, Augusta State University

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

My central problem is how to formalize and assess an interdisciplinary, critical-thinking-focused World Humanities course in a team-teaching environment for students from diverse backgrounds. To address this issue, I developed a pedagogical model that enables teams to work in an outcome-driven fashion that provides in-process feedback and that breaks down course components into clear cognitive levels/steps. The model is discussed in class, and the aim is for the model to transform how students approach fields of knowledge such that they take away not simply discrete bits of knowledge about other cultures but also a means of critically engaging what they know. The primary data in which I have been interested comes from formative assessment measures: the model helps me to identify weak areas and generate the feedback measures; I then use the feedback to refine the model; finally, I show the class how the model thereby leads to improvement.

LEARNING ABOUT SOCIAL INEQUALITY: CONNECTING TO
CONTRADICTIONARY PRIOR KNOWLEDGE

Shirley Scritchfield, Rockhurst University

DEPARTMENT OF SOCIAL AND CULTURAL SCIENCES

Recent work in the science of learning shows that for deep learning to take place, new knowledge must connect to prior knowledge. Literally, physical networks between new and existing information must be established in the brain (Zull, 2002). What happens, then, when the information to be learned is not only new, but contradictory to prior knowledge? Moreover, the contradiction is not “merely” cognitive but affective as well? That is precisely the situation Sociology faces in helping U.S. students learn about the nature and consequences of social inequality; and, it is this dilemma to which my project is directed. Currently, I am exploring potential pedagogical approaches to enhance student capacity to make meaningful connections (cognitively and biologically) with new information that is contradictory to their prior knowledge. This project focuses on developing methods to measure their effectiveness by: (1) assessing prior knowledge; (2) capturing connection processes; and (3) measuring new learning.



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THE INFLUENCE OF ATTITUDE ON EXPERIENTIAL LEARNING SUCCESS

Angela Branneman, Ithaca College

DEPARTMENT OF THEATRE ARTS

There is a challenging disparity in attitude among students who work towards successful completion of an experiential learning team project producing performing arts. Student statements shared throughout the project and immediately following a production's closing are among the best sources of evidence. Students reflect on professor's course design, their own work and feelings during phases of the project, and those of teammates. It is important to hear what the students experience to identify skills development and application, both tangible professional producing skills and intangible but vital skills, such as personal accountability for success or failure of the project. Are students achieving learning objectives? Are they demonstrating unexpected outcomes that should be considered to revise the project assignment? Making sense of the evidence means categorizing by type of production, business model, and student's major. Reflecting on evidence in these categories, sub-categories within and overlap among categories are likely to emerge.

FACULTY ENTHUSIASM AND STUDENT LEARNING

Naser Alsharif, Creighton University

DEPARTMENT OF PHARMACY SCIENCES

For the last 17 years I have been teaching, the art of teaching has been a balancing act: how much teaching do I do? How much prompting? How much facilitation? How much to utilize active learning? And yes, how much enthusiasm do I show while I am doing all of the above? While the literature has identified a relationship between faculty enthusiasm and students' intrinsic motivation to learn, many other variables may also be important in shaping this relationship. One variable that has not been addressed in the literature is the culture of the faculty member and the culture of the student. Therefore, this research project will attempt to develop a research methodology to assess how the faculty member culture and the culture of the student impact how students perceive the enthusiastic attitude of the faculty in the classroom and how it may influence the students' intrinsic motivation.



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INTEGRATING COMMUNITY BASED LEARNING GROUP PROJECTS
INTO THE FIRST COURSE IN STATISTICS FOR UNDERGRADUATE
BUSINESS SCHOOL STUDENTS IN A LIBERAL ARTS UNIVERSITY

Andy Litteral, University of Richmond

DEPARTMENT OF MANAGEMENT

Community based learning (CBL) group projects are required as an integral part of the first business statistics course. We seek to investigate if the learning outcomes for the course are more fully achieved as a result of including the projects. It is also important to investigate how to make students aware of the centrality and value of the CBL projects. Data on student attitudes have been collected for two administrations of the course and these data will be examined. In addition to the common questions posed for each of these administrations, questions have been added to address the effectiveness of the Speech Center in preparing students for formal oral presentations. Most of the data are qualitative in nature and work in the Institute is intended to develop a grounded theory analysis approach to these data.
