



FRIDAY 10:00 - 11:15

HOLDING THE CLASSROOM HOSTAGE: PUBLISHING A STUDY ON
THE EFFICACY OF A ROLE PLAY AS AN INSTRUCTIONAL
TECHNIQUE

Nancy Zarse, Chicago School of Professional Psychology

FORENSIC DEPARTMENT

This work-in-progress is research assessing student learning during an eight-hour simulated hostage negotiation scenario. The role play has been systematically studied over three years by gathering observations, student feedback, and data, such as pre and post measures of skills and anxiety. This project was mentored last year at the CASTL Institute, with a primary goal of developing a model for a high-impact experiential application to inform other student learning opportunities. This goal was achieved by virtue of the creation of a service learning component in Psychology of Law Enforcement. The central question this year is how to publish research assessing student learning during a role play in a graduate Hostage Negotiation course. A secondary goal is a manuscript on developing role plays as a means to enhance learning efficacy via experiential opportunities.

REFLECTING ON ONE'S REFLECTION RESEARCH
THROUGH POSTER PRESENTATIONS

Ali Ait Si Mhamed, Canisius College

DEPARTMENT OF ADOLESCENCE EDUCATION

For teacher candidates sharing the findings of one's research via a project or a poster presentation involves educating oneself and others about one's empirical research study. The focus has been to encourage teacher candidates in different fields of research to understand the role of research in the daily life of a teacher. From this perspective, doing research about a specific topic (mostly related to teaching and classroom experience), collecting data and analyzing it is not enough. We wanted students/teacher candidates to share their research in a mini-end of semester conference on Action Research, an idea which my colleagues and I agreed with, implemented and supported. Our teacher candidates prepared posters to share their research information with the college in open sessions of two hours at the end of each semester. Faculty, staff and students from different departments, but mostly from the School of Education, attended these sessions. The reason we opted for poster presentations is because the audience would have a chance to look at the research project and ask questions about the project(s). Discussions with audience have often helped open more doors for our candidates in terms of how they saw their applied research through other's eyes, and they have had chances to revisit some of their work and their methods of teaching.



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CAN A SERVICE-LEARNING CLASS
“INVENT COMMUNITY” WITH HAITIAN ART?

Stan West, Columbia College Chicago

FIRST YEAR SEMINAR

This burning questions swirled in my head one year ago when, like so many others, I wrung my hands in disbelief watching the CNN images of the horror of the Haitian earthquake. Too often, teachers and students feel helpless, even hopeless, in crisis situations. Here, I thought, might be an opportunity to engage education in the global world if I could create a service-learning class for teens and assess it. Our goals, objectives, strategies, expectations were clearly spelled out in the beginning. They consisted of First-Year Seminar’s academic learning objectives of critical thinking and problem-solving skills through inquiry. It included community education skills such as learning about Haitian art, inter-and intra-person learning such as how to collaborate with others, learning about groups and cultures, exploring personal values, ethics, learning about self, and developing a sense of awe. I used the “Matrix 3b (academic) and 3d (community) of the Michigan Journal of Community Service Learning (Edward Ginsberg Center for Community Service and Learning at the University of Michigan, 2001). Local Haitian-American leaders like Janine Raymond, liaison to the “Clinton-Bush Haiti Fund,” Haitian Congress to Fortify Haiti President Lionel Jean-Baptiste, Columbia’s own Carolle Voltaire, and three gallery owners assessed students from a community perspective. Students also did weekly self-assessments. So did I. To help all of us better understand the early evidence gathered and evaluated from community and academic sources, I’m hoping SOTL scholars will help assess our work.

PROMOTING METACOGNITIVE SKILLS
IN SPANISH LANGUAGE COURSES

David Thompson, Luther College

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

The central issue of my classroom research project is metacognition – students’ thinking about their own learning. Specifically, I want to understand the kinds of classroom interventions that are most productive for helping students develop the habits of monitoring their performance and evaluating their study strategies in Spanish language courses. In 2009-10 I conducted an initial experiment with students in a third-semester Spanish course. I gathered language proficiency and course performance data (placement test scores, exam scores, course grades) along with quantitative survey data on metacognitive self-monitoring in order to determine the effect of comprehensive testing on students’ metacognitive skills. Having observed lackluster results from this experiment, in Fall 2010 I implemented post-test reflection exercises to stimulate self-monitoring practices. This more direct intervention led to stronger reported gains in self-monitoring practices among students. So far, I have employed analysis of quantitative data in order to establish correlations between self-monitoring practices and course performance.



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SHAKESPEARE AND PERFORMANCE CENTERED LEARNING

Megan Isaac, Elon University

ENGLISH DEPARTMENT

Pedagogical materials in Shakespeare studies frequently encourage teachers to think about ways performance can be used in the classroom. My central research question asks not whether to use performance, but instead it seeks to discover what students learn about Shakespeare and the process of interpretation from performance centered activities. Performance work takes up a great deal of time and would be easier to justify if I could better articulate and demonstrate exactly what kinds of learning are enhanced by these sorts of pedagogical practices and show that students are able to transfer what they learn through performance to other parts of the text they haven't performed (or to a different text). To this end, I have been gathering evidence from student surveys and brief responsive writings. I am now struggling to interpret this data in the hope of understanding how (or if) this pedagogy engages critical thinking processes.

"DOING GOOD" OR "LEARNING MORE": THE ROLE OF REFLECTION IN COMMUNITY-BASED LEARNING

Cathleen McGrath and Maria Alderete, Loyola Marymount University

COLLEGE OF BUSINESS ADMINISTRATION /CENTER FOR SERVICE AND ACTION

Students' experiences working within communities are shaped by many factors. Some students feel that they have been very successful, appreciated, and have had a significant impact while other students feel that they have not been noticed and that their effort has resulted in little to no difference to the people they have worked with. Consistent with CBL literature asserting that reflection is necessary to support learning in a CBL context (Eyler & Giles, 1999), we observe that when students' cognitive and affective responses to their placements are effectively addressed in class and through one-to-one communication, a wide range of experiences, positive and negative, can result in effective learning. We explore when and how reflection contributes significantly to the learning objectives of a CBL course by studying instructors' specific reflection techniques. We will measure students' perceptions of their own performance in their CBL placement and the perceptions of the performance of the partnering organization to determine the relationship between experience, reflection, and learning.
