THE INTEGRATION OF A VALUE-BASED CURRICULUM EMBEDDED IN A PROBLEM-BASED LEARNING ACTIVITY TO DEVELOP A BETTER UNDERSTANDING OF HUMAN BEHAVIOUR IN AN UNDERGRADUATE FIRST YEAR MANAGEMENT COURSE

Caroline Wong, University of Queensland
BUSINESS SCHOOL

As part of an educational intervention to introduce 'authentic practice' into a large first year course, I would like to explore the use of a problem-based learning activity embedded in a value-based curriculum to develop a better understanding of human behavior for students in an undergraduate first year management course. This intervention seeks to develop a value-based curriculum reflected in the course learning objectives of MGTS 1601 Organisational Behaviour such that there is an alignment with one or more of the assessments and/or learning activities in the course. In this study, the perspectives and reflections of the students provide the foundation for its description and interpretation through both quantitative (student survey & student performance on assigned work) and qualitative methods (eg students' reflections, focus groups and interviews). Multiple sources of evidence will be used (students, colleagues, tutors, self) through formative and summative evaluations. Finally, the data will be compared longitudinally over time, to ensure validity and reliability.

DANCE LITERACY: LEARNING DANCE NOTATION AND PERFORMING A MASTERWORK

Teresa Heiland, Loyola Marymount University
DEPARTMENT OF THEATRE ARTS AND DANCE

Dance education programs rarely include dance notation, so students aren't gaining dance-specific reading/writing skills. Enforced illiteracy leaves dancers dependent on teachers for learning. I would like to know if, and how, literacy with dance notation enhances students' engagement with dance heritage, if motif notation strengthens written communication in English, and if literacy increases so students become stronger communicators regarding aesthetics and dance heritage. I will teach students dance notation, then guide them to perform a famous dance from notation. I will use pre- and post-texts to assess literacy using three assessment tools: Observe a dance and write in English about a portion of that dance—notate it; Read a portion of a dance from notation perform it; Observe a different section of that same dance on video—perform it having learned it from video. Grounded theory (quantitative data, observation, and surveys) will be used to capture classroom culture and experiences.

ASSESSMENT OF TRANSFORMATIVE LEARNING

Mary T. Lewis, North Carolina A&T State University
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

The central questions of my research are: "How do I know that transformative learning is occurring?" "What is the students' prior knowledge and what helped them to know it?" and "What does an assessment process, which supports a continuation of transformative learning look like?" The first of three assessment tools I intend to explore is students' self-reflection on a before and after assessment. Jack Mezirow (1991) supports this type of evidence. The second area of assessment is based on the basic competencies that CSWE created for graduation requirements. The competencies are within the rubrics for class assignments. The third assessment, which I have yet to explore, is the use of standardized tests. This allows for an external measure of change and growth. The resulting three-point evaluation process includes the various voices of stakeholders within the social work learning process and integrates both qualitative and quantitative evidence.

ADAPTING TEAM-BASED LEARNING TO A LARGE U.S. GOVERNMENT CLASS

Andreas Broscheid, James Madison University
DEPARTMENT OF POLITICAL SCIENCE

This study investigates whether Team-Based Learning (TBL) increases student learning, motivation, and depth of engagement with the course material in a large (about 200 students) U.S. Government class. In addition, the study asks to what extent TBL can be adapted to permit for more open-form class discussion without reducing the benefits commonly associated with TBL. Pre- and post-test survey data, including questions on student knowledge related to the course content, extrinsic and intrinsic motivation, and attitudes towards group work, have been collected in a large U.S. Government class using TBL as well as in sections of the same course taught with lecture-based pedagogies by other instructors. These data will be analyzed using generalized (and possibly hierarchical) linear models. In addition, I seek to include additional measures of participation and student engagement in future (Fall 2011) iterations of the study.

COACHING THE SPECIAL EDUCATORS IN NICARAGUA

Julie Delkamiller, University of Nebraska at Omaha
SPECIAL EDUCATION AND COMMUNICATION DISORDERS

Approximately 25% of children with disabilities in Nicaragua receive minimal special education services. In addition, there is little training provided to special education instructors, and there is no specialized pedagogy or training for teaching students who are deaf or hard of hearing. Because the teachers in the field are a product of the existing Nicaraguan educational system, educational reform is enormously complex. How will coaching Nicaraguan teachers lead to changing the way teachers teach and the way students with disabilities will learn? What will be the effect of modeling practices on Nicaraguan teachers? Since 2008, I have traveled to León, Nicaragua four times to provide training and mentoring to individuals involved in education. I will return in July 2011, to conduct mini-training sessions, provide mentoring and conduct interviews. The data will be used to evaluate the teachers' growth from 2008-2011 in the areas of consciousness, interdependence, craftsmanship, efficacy and flexibility.

INDIVIDUALIZED INSTRUCTION AND THE FIRST-YEAR COLLEGE WRITING COURSE

Tomás Galguera, Kirsten Saxton, and Kara Wittman, Mills College
SCHOOL OF EDUCATION & ENGLISH DEPARTMENT

The problem we explore in this project is the nature and outcomes of individualized writing instruction for both undergraduate students as learners and graduate students as instructors. The research questions that will guide our exploration are: What characterizes the development of instructional skills among TAs responsible for furthering students' written proficiency in developmentally appropriate ways? How do we assess the success of the process of individualized instruction, from the preparation of the TA to the success of individualized instruction, as reflected in the students' writing growth, progress, and confidence?

EMPOWERING STUDENTS TO CHANGE THE WORLD

Susan Mooney, Stonehill College
BIOLOGY DEPARTMENT

In spring 2011, I taught a Learning Community (LC) with a colleague in the Communication Department called "Change the World?" The students are co-enrolled in Environmental Science, Persuasive Communication and a community-based learning course in which they are working on projects at local environmental non-profits. Our central question is whether such curricular experiences motivate students to "think, act, and lead with courage toward the creation of a more just and compassionate world, as our college's mission pledges." Based on earlier research (our own and in the literature), we chose to survey the students at the beginning and end of the semester with three instruments aimed at Public Service Motivation, Self-Efficacy, and Student Assessment of Learning Gains (SALG). We also assigned reflective essays throughout the semester to assess for growth in conceptual understanding as well as stated attitudes/values.