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JNCHC

JOURNAL OF THE
NATIONAL COLLEGIATE HONORS COUNCIL

A PUBLICATION OF THE NATIONAL COLLEGIATE HONORS COUNCIL

TECHNOLOGY IN HONORS

JOURNAL EDITORS

ADA LONG

DAIL MULLINS

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UNIVERSITY OF ALABAMA AT BIRMINGHAM

The National Collegiate Honors Council is an association of faculty, students, and others interested in honors education. *Donzell Lee*, **President**, Alcorn State University; *Norm Weiner*, **President-Elect**, State University of New York at Oswego; *Virginia McCombs*, **Vice President**, Oklahoma City University; *Liz Beck*, **Executive Secretary/Treasurer**, Iowa State University; *Rosalie Otero*, **Immediate Past President**, University of New Mexico. **Executive Committee:** *Ronald Brandolini*, Valencia Community College; *Kate Bruce*, University of North Carolina, Wilmington; *Celeste Campbell*, Oklahoma State University; *Ashley Carlson*, Chapman University; *Bruce Carter*, Syracuse University; *Adam D'Antonio*, Long Island University, C. W. Post; *Lydia Daniel*, Hillsborough Community College; *Michael Gale*, University of Florida; *Maggie Hill*, Oklahoma State University; *Tolulope Olowomeye*, Ball State University; *Sophia Ortiz*, Long Island University, Brooklyn; *Nancy Poulson*, Florida Atlantic University; *Jack Rhodes*, The Citadel; *Ricki Shine*, SUNY Buffalo; *Charlie Slavin*, University of Maine; *John Zubizarreta*, Columbia College.

EDITORIAL POLICY

Journal of the National Collegiate Honors Council is a refereed periodical publishing scholarly articles on honors education. The journal uses a double-blind peer review process. Articles may include analyses of trends in teaching methodology, articles on interdisciplinary efforts, discussions of problems common to honors programs, items on the national higher education agenda, and presentations of emergent issues relevant to honors education. Submissions may be forwarded in hard copy, on disk, or as an e-mail attachment. Submissions and inquiries should be directed to: Ada Long / JNCHC / UAB Honors Program / HOH / 1530 3rd Avenue South/Birmingham, AL 35294-4450 / Phone: (205) 934-3228 / Fax: (205) 975-5493 / E-mail: adalong@uab.edu.

DEADLINES

March 1 (for spring/summer issue); September 1 (for fall/winter issue).

JOURNAL EDITORS

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COVER PHOTOGRAPHY BY CHRISTOPHER MULLINS

CALL FOR PAPERS

The next issue of JNCHC (deadline: March 1, 2003) is a general interest issue on various honors-related topics.

The *Journal of the National Collegiate Honors Council* is now accepting submissions for the Fall/Winter 2003-2004 issue, which will focus on the broad theme "Multi-perspectivism in Honors." We are interested in articles that explore the value of, as well as the challenges surrounding, multi-perspectivism as a topic or means of study, as a feature of student and/or faculty population, and as a goal of admissions, scholarships, and extracurricular programs and activities.

The deadline for submission is September 1, 2003.

SUBMISSION GUIDELINES

1. We prefer to receive material by e-mail attachment, but will also accept disk or hard copy. We will not accept material by fax.
2. The documentation style can be whatever is appropriate to the author's primary discipline or approach (MLA, APA, etc.), but please avoid footnotes. Internal citation is preferred; end notes are acceptable.
3. There are no minimum or maximum length requirements; the length should be dictated by the topic and its most effective presentation.
4. Accepted essays will be edited for grammatical and typographical errors and for obvious infelicities of style or presentation. Variations in matters such as "honors" or "Honors," "1970s" or "1970's," and the inclusion or exclusion of a comma before "and" in a list will usually be left to the author's discretion.
5. Submissions and inquiries should be directed to:

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DEDICATION



BOB SPURRIER

Although humble about his role as a technology guru, Bob Spurrier has been a persistent and essential leader toward multiple uses of technology within the NCHC and thus in honors education generally. He produced NCHC's first teleconference in 1989. In 1993, he was appointed chair of the Teleconferencing and Distance Learning Committee, which soon evolved into the Technology and Distance Learning Committee. In 1995, he initiated the NCHC Satellite Seminars that became an annual offering by NCHC and, starting in 2001, have become a joint production with Phi Theta Kappa. He has been a steadfast promoter, supporter, and consultant for many further initiatives, including the NCHC listserv, web site, and various teleconferences. His essay in this issue of JNCHC outlines the history of technology within NCHC, often minimizing but nevertheless demonstrating Bob's role in keeping our organization up to date in the rush toward technological innovation. Bob has performed other services for NCHC—initiating and implementing the annual “Developing in Honors” sessions at our conferences, organizing the 1998 NCHC conference in Chicago, leading a major constitutional revision during his presidency in 1999—and he also keeps his day job at Oklahoma State University, where he is Director of the Honors College and Professor of Political Science. We are grateful to Bob for all his contributions to honors education, and, in special recognition of his leadership in technology, we dedicate this issue to him with respect and affection.

EDITOR'S INTRODUCTION

DAIL MULLINS

UNIVERSITY OF ALABAMA AT BIRMINGHAM

Welcome to the “Technology in Honors” issue of the *Journal of the National Collegiate Honors Council*.

A quarter century ago the word “technology” was used almost exclusively in a generic sense to refer to the application of knowledge to solve problems, usually of a material nature, having to do with improved control and/or modification of the physical environment. Typically included in this meaning were, for instance, industrial processes, transportation, medical procedures, and the harvesting of natural resources; if the term was associated with academia at all, it was usually in the fields of engineering and medical research.

All of this changed, of course, with the arrival of the desktop computer in the late 70s and early 80s. With the subsequent development of the Internet and email, an explosion of ingenious software applications, the advent of real-time distance learning capabilities, and rapid improvements in the speed, reliability, and versatility of personal computers, the very meaning of the word and the concept of technology has undergone a revolution. Today, at least in academic settings (and much of the larger society), the word “technology” is typically understood to be synonymous with computers and their many applications in teaching, learning, and the management of information. Few people receiving this issue of *JNCHC* will have understood its theme to mean anything else.

In the opening essay of this issue, “Technology and the NCHC,” Bob Spurrier recounts some of the history of these matters within NCHC from his vantage point as the first chair of our organization’s (then termed) Teleconferencing and Distance Learning Committee. Beginning with a satellite video teleconference in 1989, beamed to 274 sites in forty-one states, Bob describes the evolution of that effort into the NCHC Satellite Seminar series (held annually from 1995 to the present), the advent and development of the organization’s valuable and (at times) lively “electronic bulletin board” (listserv), and our 1996 entry onto the World Wide Web.

In his article “Technology, Distance Education, and Honors,” Jon Schlenker, the current chair of the Technology and Distance Learning Committee, discusses the preliminary findings from a survey of NCHC member institutions conducted by his committee during the spring semester, 2002. Not surprisingly, this survey indicates that honors faculty and programs—like educational institutions generally—are quickly incorporating a variety of new technologies into both the pedagogical and administrative components of their structure. Jon then describes the efforts of his own institution, the University of Maine at Augusta, to offer its honors coursework to students “at a distance.”

EDITOR'S INTRODUCTION

On what might be described as a contrary note, Don Tucker, a mathematician at the University of Utah, flirts with his Luddite nature in a humorous essay entitled "The Pickup Truck, Being a Scholarly Paper on the Efficiencies Effected by Modern Technology." Readers who have ever lost a critical file to the gremlins of the aether, mistakenly sent an embarrassing email message to the wrong party, or been impolitely notified that they've performed an "illegal operation," will have something to recognize in Don's adventure with modern automotive technology. And he reminds us of the *real* value of duct tape, the Department of Homeland Security's advice notwithstanding!

The Internet, one research librarian has said, can be likened to a "giant information yard sale," with occasional gems of incalculable value scattered here and there amidst a wasteland of mostly useless junk, to which the phrase *caveat emptor* has perhaps never been more relevant. In "Collaborative Teaching of English and Information Literacy in the Community College Honors Program," librarians Nancy Tenhet and Margaret Jane Stauble, instructor Jeanne Cook, and Juanita Flanders, dean of learning resources, all of Hinds Community College in Mississippi, outline their cooperative effort to develop a new course to help their students deal with the growing complexity of technology and "...the overwhelming amount of resources in print and digital formats..." which have become available.

Focusing on one particular but powerful technological tool, the video web-board, A. Midori Albert and Katherine Bruce of the University of North Carolina at Wilmington, describe their efforts to incorporate this device into their honors coursework, believing that its versatile capabilities are a good means of simultaneously addressing the many diverse learning styles of their students. "Introducing the Video Web-board as a Technologic Enhancement to Your Honors Course" offers readers a clear and concise overview of video web-board technology and a practical guide to its varied capabilities.

We close this issue with a dozen brief (~ 300 words) invited commentary pieces on various aspects of technology and its application in a variety of honors settings. Included are descriptions of programs in which instructional technology is already well-established, as well as some which are still in the process of implementing these tools; several specific technology-based course descriptions; and some reflective pieces on the pros and cons of technology in the classroom.

ABOUT THE AUTHORS

Cheryl Achterberg is Dean of the Schreyer Honors College, Professor of Nutrition, and Affiliate Professor in the School of Information, Science and Technology as well as Education Theory and Policy, all at Penn State University. She also teaches three honors courses/year.

Midori Albert is Associate Professor of Anthropology at the University of North Carolina at Wilmington (UNCW) and a consulting forensic anthropologist on cases involving human identification. She currently serves as a faculty advisor for the UNCW Center for Teaching Excellence, has taught courses for the UNCW Honors Program, has served on the Honors Council, and was among the first UNCW faculty to design and develop online courses, as well as web-enhanced traditional courses.

Amy Braziller, a member of the English faculty at Red Rocks Community College, has developed and taught online/hybrid courses for more than five years. With Professor Chris Howell, she has developed a hybrid honors learning community that promotes critical discourse.

Kate Bruce is Professor of Psychology and Director of the Honors Program at the University of North Carolina at Wilmington. She currently serves on the Executive Board of the National Collegiate Honors Council and is active in the state regional honors association. She studies sexuality questions in both humans (risky sexual behavior) and nonhumans (mate choice) and enjoys involving students in research projects.

Susan Carrafiello is Associate Professor History and Director of the University Honors Program at Wright State University.

Jeanne Wells Cook is an English Instructor at Hinds Community College where she has taught Honors composition for four years. She also teaches French.

Joan Digby, a past president of NCHC, is Director of the Honors Program at the C. W. Post Campus of Long Island University.

Juanita Flanders is District Dean of Learning Resources at Hinds Community College. She is the Vice President and President-Elect of the Mississippi Library Association. She has a Ph.D. in Educational Administration, an M.L.S. in Library and Information Science, and a B.S. in Nursing. She is always exploring effective ways to teach information literacy.

Chris Howell is Professor of History and Anthropology at Red Rocks Community College in Denver, Colorado. Together with honors students and his colleague Amy Braziller, he has helped develop hybrid honors learning community courses for the honors program.

ABOUT THE AUTHORS

Pamela E. Mack is Associate Professor of History at Clemson University. She teaches history of technology and women's history, and does research on the history of the U.S. space program, the history of forestry, and the history of women in science and engineering.

George Mariz is Professor of History and Director of the Honors Program at Western Washington University. His main interests are in the intellectual and cultural history of Europe, and he is currently working on topics dealing with the history and transmission of theories of education.

Claire Black McCoy teaches Art History in the Art Department of Longwood University in Farmville, Virginia. She is a specialist in nineteenth-century European Art.

Cathy Randall is Director of the Computer Based Honors Program at The University of Alabama. She has served on the Executive Committee of the NCHC as well as the Chair of the Research Committee.

Meri-Jane Rochelson is Associate Professor of English and Fellow in the Honors College at Florida International University. Her edition of Israel Zangwill's 1892 novel *Children of the Ghetto* was published in 1998 by Wayne State University Press, and she is co-editor of *Transforming Genres: New Approaches to British Fiction of the 1890s*. She has published numerous articles on Victorian and Anglo-Jewish literature and culture, and is currently at work on a study of Zangwill as a literary celebrity and public activist. She has taught in the FIU Honors College since 1993.

Jon A. Schlenker is Professor of Sociology and Anthropology, Director of the Honors Program, and Coordinator of Social Sciences at The University of Maine at Augusta. His recent interests have been in the area of distance education. He has been active in NCHC as a member of the executive committee and chair of the Honors and Distance Education Committee.

Bob Spurrier is Director of The Honors College and Professor of Political Science at Oklahoma State University. He originated the Satellite Seminar and the "Developing in Honors" workshop for NCHC, has written extensively for NCHC publications, and served as NCHC President in 1998-99. At OSU, Bob teaches honors courses in the area of public law and serves as honors advisor for more than a hundred of the students in The Honors College.

Margaret Jane Stauble is Public Services Librarian and Adjunct Instructor at Hinds Community College where she has taught information literacy and world geography.

Phillip A. Taylor III is Co-coordinator of the Glenville State College Presidential Scholars Program. He is Assistant Professor of Biology at Glenville State College and Chair of the Division of Math and Science.

ABOUT THE AUTHORS

Nancy Tenhet is Reference Librarian at McLendon Library on the Raymond Campus of Hinds Community College. She has taught an information literacy course, "Information in the Electronic Age," since 1998 and now teaches it online utilizing Blackboard software. She also teaches an Honors section of the course.

Trevor Tebbs, an artist and educator, is Assistant Director of the Honors Program at the University of Connecticut

Don Tucker is Professor of Mathematics at the University of Utah in Salt Lake City.

John N. Wall is Professor of English and Founding Director of the University Honors Program at NC State University. He is now on sabbatical before returning to the classroom and his research in Early Modern English Literature. He thanks NCHC and especially Bob Spurrier, Gary Bell, and Jane Lawrence for support and guidance in developing in honors.

Alison Witte is co-coordinator of the Glenville State College Presidential Scholars Program. She also teaches Nursing in the Glenville State College / West Virginia University Joint Nursing Program. She is a Certified Clinical Specialist in Gerontological Nursing.

NOTES

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I would like to order the following monograph(s) from the NCHC (see descriptions on the back of this page):

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- Evaluating Honors Programs: An Outcomes Approach
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Institutional members receive one copy of the NCHC Handbook (with annual updates) and one copy of all other NCHC publications, free. Additional copies of NCHC publications may be obtained by writing to the address listed below. Make check or money order payable to National Collegiate Honors Council and send to: NCHC, Radford University, Box 7017, Radford, VA 24142-7017.

A Handbook for Honors Administrators by Ada Long (1995, 117pp.) Everything an honors administrator needs to know including a description of some models of Honors Administration. Members \$2.50. Non-members \$5.00.

Beginning in Honors: A Handbook by Samuel Schuman (1989, 53pp.). Advice on starting a new honors program. Covers budgets, recruiting students and faculty, physical plant, administrative concerns, curriculum design, and descriptions of some model programs. Members \$2.50. Non-members \$5.00.

Evaluating Honors Programs: An Outcomes Approach by Jacqueline Reihman, Sara Varhus, and William R. Whipple (1990, 52pp.). How to evaluate an existing honors program. Members \$2.50. Non-members \$5.00.

Honors Programs: Development, Review, and Revitalization by C. Grey Austin (1991, 60pp.). A guide for evaluating and revitalizing an existing program. Members \$2.50. Non-members \$5.00.

Honors Programs at Smaller Colleges by Samuel Schuman (Second Edition, 1999, 53pp.). How to implement an honors program, with particular emphasis on colleges with fewer than 3000 students. Members \$2.50. Non-members \$5.00.

NCHC Handbook. Included are lists of all NCHC members, NCHC Constitution and Bylaws, committees and committee charges, and other useful information. Members \$10.00. Non-members \$20.00.

Place as Text: Approaches to Active Learning edited by Bernice Braid and Ada Long (2000, 102pp.). The theory and practice of numerous models of active learning developed within the NCHC, including City as Text®, Honors Semesters, and Faculty Development Institutes. Members \$2.50. Non-members \$5.00.

Teaching and Learning in Honors edited by Cheryl Fuiks and Larry Clark (2000, 128pp.). Discussion of central pedagogical issues in an honors context. Members \$2.50. Non-members \$5.00.