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EXCHANGE

www.nefdc.org

New England Faculty Development Consortium

Message From The President

Where We've Been, Where We're Going

Judy Miller, Associate Dean for Special Academic Initiatives, Clark University

As I prepare to hand over the reins of NEFDC to your new President, Tom Thibodeau, it seems appropriate to reflect on where the organization has been, and where it is going. My reflection was prompted, in part, by my decision to clean out the three boxes of NEFDC paper "archives" that have been passed from President to President since the late 1990s, and which, as far as I know, no President has actually looked at.

NEFDC had its beginnings in 1988 as the Massachusetts Faculty Development Consortium (MFDC), which Susan Holton (at Bridgewater State College) started and ran as a labor of love and with funding from her institution. In 1989, the organization expanded to include private institutions as well as public, and an Advisory Council was formed. As I looked through file folders of MFDC materials, I was intrigued by the comparisons between the MFDC of the past and today's NEFDC. Things were more informal in the early days: the Advisory Council met at restaurants around the region, and Susan conducted a voluminous paper correspondence with members, presenters, and other

organizations, always with unfailing courtesy. But our predecessor organization was extremely active: MFDC organized numerous events at various campuses around Massachusetts. The MFDC of the early 1990s boasted 38 member institutions and 12 individual members (compared with 45 institutional and 250 individual members today), and total annual conference attendance of about 350 people. MFDC took on some big projects, such as a 1990 survey of faculty development resources and services in Massachusetts, and an annual (print) Time and Talent directory to enable faculty developers to readily identify and contact presenters and consultants nearby.

In 1997, MFDC was reconstituted as NEFDC, and once communication and documents went electronic, the paper trail disappeared. The NEFDC Board now has an online "Virtual Office" for the storage of important documents, but as a recent attempt to reconstruct a complete record of NEFDC conferences has shown, such records are far from complete. Fast forward to 2001, when I joined the NEFDC Board. Again, it's illuminating to reflect on the changes that have

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From the Editors:

In the spirit of the theme of our upcoming Spring Conference—Connecting the .edus: Using Technology to Connect with our Students—the articles in this issue of Exchange provide a broad range of perspectives on teaching and learning with technology.

From our Keynote speaker Peter Doolittle (and coauthors) we have an excerpt from an essay about online teaching that discusses pedagogical strategies, principles, and useful examples of implementation. Another piece is the first of a three-part series that describes the efforts and findings of the Visible Knowledge Project, a collaborative effort by 70 faculty members at 21 institutions that investigated the impacts of new digital media on education. (The remaining two parts of the essay are available at www.academiccommons.com.) Two other articles describe some of the day-to-day and week-by-week experiences of faculty and faculty develop-

ers who are using technologies such as YouTube and Blackboard. From the practical, to the theoretical, to the philosophical issues surrounding the use of technology in higher education, we hope readers will find much to discover and contemplate.

As this issue goes to press, we are preparing to say farewell to Judy Miller, whose term as NEFDC's President of the Board expires in May. We will miss her wonderful leadership and the sustained vigor, dedication, creativity, and good humor that has always characterized her tenure as President and Board member. All the best, Judy!

We hope you enjoy this issue, and we welcome your feedback and future contributions. If you would like to submit an article for our Fall, 2009 newsletter, please send a word document to Jeanne Albert at jalbert@middlebury.edu.

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**New England Faculty Development Consortium &
the Ocean State Higher Education Advanced Network
Present**

Spring 2009 CONFERENCE

**Connecting the .edus:
Using Technology To Connect With Our Students**

KEYNOTE SPEAKER: Dr. Peter Doolittle

Friday, May 29, 2009

Middlebury College, Middlebury, VT

Dartmouth College, Hanover, NH

Worcester Polytechnic Institute, Worcester, MA

New England Institute of Technology, Warwick, RI

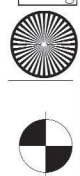
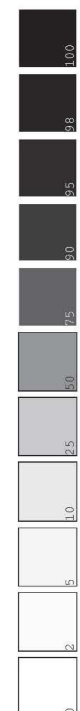
University of Connecticut, Storrs, CT

This year OSHEAN and NEFDC will be venturing forth into our first virtual conference: the conference will be held at the above five sites and connected via video conferencing for our plenary presentation.

Come see how a regional conference can be held synchronously across New England, with active, local participation through technology.



Dr. Doolittle teaches Constructivism and Education, Multimedia Cognition and College Teaching as an Associate Professor in the Department of Learning Science and Technology. He is the recipient of the Outstanding Teaching Award for the School of Education in 2008, the Excellence in Graduate Student Advising Award for the College of Liberal Arts & Human Sciences in 2007, and the Certificate of Teaching Excellence for the College of Human Resources and Education in 2004. He has also had the opportunity to teach educational psychology in Mexico, Ireland and Malawi. His research is focused on learning in multimedia environments, with specific emphasis on the role of working memory, and he has been published in the Journal on Educational Multimedia and Hypermedia, British Journal of Educational Technology, Theory and Research in Social Education, Journal of the Scholarship of Teaching and Learning, and the Journal on Excellence in College Teaching. He is also currently the Executive Editor of the International Journal of Teaching and Learning in Higher Education and the Associate Editor of the International Journal of Research on Cyber Behavior.



Online Teaching: Field-Tested Principles of Pedagogy and Practice

**Peter Doolittle, Associate Professor,
Department of Learning Science and Technology, Virginia Tech**
Krista Terry, Director, Technology Learning Center, Radford University
Stephanie Scheer, Assistant Director, Instructional Technology, University of Virginia

The following list of principles represents a synthesis of experience, empirical support, and current thinking in the domain of online teaching and learning. These principles represent a set of core beliefs constructed by the authors over a period of several years. The authors each have experience in online teaching and learning, although from varied perspectives. Stephanie Scheer's perspective is based primarily within the realm of institutional support. Krista Terry's views are from the vantage of instructional technology and design. And, finally, Peter Doolittle is involved in online teaching and learning primarily as an instructor. These differing lenses provide a three-dimensional picture of the acts and artifacts related to the common practice of online teaching and learning.

[In addition to the Pedagogical Strategies listed below, the original essay also includes principles under the headings Institutional Administration Strategies and Instructional Design Principles. See http://kpterry.asp.radford.edu/Online_Teaching_Version_1.pdf-- The editors.]

Pedagogical Strategies.

Principle 11: Teachers and students should be prepared to implement technology as a tool for inquiry.

Implementing technology in any domain requires a new set of intellectual tools. While a significant number of students and teachers are readily acquainted with computers,

most do not have the training necessary to use technology as a tool for inquiry. Student construction of knowledge, and teacher's facilitation of this construction, necessitates that both be prepared for the journey of inquiry.

Example: The WebQuest site (<http://webquest.sdsu.edu/webquest.html>), developed by Bernie Dodge, serves as an excellent gateway through which to examine many examples of how the Internet can be utilized to support structured inquiry orientated lessons. The popular Webquest concept utilizes a template designed to provide students with the opportunity to access and work with a range of online resources to explore and answer meaningful and significant questions.

Principle 12: Teachers should use technology to create authenticity, which facilitates the process of student inquiry and action. Authenticity provides real-world context and is comprised of two equally important components: authentic materials and authentic inquiry. Relative to authentic materials, technology is tailor-made for the delivery of primary source materials, such as pictures, diaries, maps, audio recordings, and manuscripts. However, mere access to these materials is not sufficient; indeed, these materials must be used in the course of authentic inquiry.

Example: One site that allows the teacher to develop lessons that encourage authentic student inquiry is International Constitutional Law (<http://www.uni-wuerzburg.de/law/index.html>). This site contains constitutions and other textual material from over 150 nations. The site also links the user to the CIA World Fact book (<http://www.odci.gov/cia/publications/factbook/>) and Elections Around the World (<http://www.electionworld.org>). The material available provides the teacher with the opportunity to develop lessons that allow students to conduct comparative political studies using authentic materials.

Principle 13: Teachers should use technology to foster local and global social interaction such that students attain multiple perspectives on people, issues, and events. Technology provides an unprecedented avenue to interact locally and globally with others. The Internet provides teachers the opportunity to expose their students to multiple perspectives and contexts beyond textbooks, while providing a focal point for cooperative learning groups, group discussions, and debates. In addition, MOOs/chat rooms, audiographics, email, and listservs provide students with the ability to interact with groups of students in other states and countries, as well as distant experts.

Example: Bringing the world into the classroom through

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online newspapers is a powerful example of how the Internet can support teaching about current events, peoples and cultures of the world, and the international position of one's homeland. Thirty-five newspapers from five different regions - Africa, the Americas, Asia, Europe, and the Middle East - are accessible from Newspapers Around the World (http://www.majbill.vt.edu/history/ewing/Global_newspapers.htm). [This is a course website that is no longer accessible. However, the Internet Public Library (<http://www.ipl.org/div/news/>) is another starting point for international newspapers online. --The editors.]

Principle 14: Teachers should facilitate student knowledge construction by using technology to build on students' prior knowledge and interest. A key element in the construction of new and meaningful knowledge is the link between prior knowledge and new knowledge, and when these links are fostered through the student's pursuit of personal interest the personal nature of knowledge and meaning construction is emphasized and empowered. However, a caveat in the use of technology is to not let technology become a substitute for personal knowing; that is, technology should not be used as a warehouse of knowledge substituting for the student's own knowing.

Example: An example of what is possible when technology is used to build on student prior local knowledge is the Bland County History Archives at Rocky Gap High School, in Southwest Virginia (<http://www.bland.k12.va.us/bland/rocky/archives.html>). Students collected oral histories, scanned historical documents and photographs, saved transcriptions as html files, and created a searchable database, and thus developed an online historical archive of their community.

Principle 15: Teachers should enhance the viability of student knowledge by using technology to provide timely and meaningful feedback. Learning is enhanced through the cyclical process of experience, knowledge construction, and knowledge assessment. A crucial aspect of this cycle, and one often overlooked, is continued knowledge assessment. This continued, or formative, assessment involves feedback

relative to the viability of the knowledge that is constructed. Technology usage must then provide not just resources and stimuli for inquiry, but also the means to assess the knowledge one is constructing.

Example: The EPA's Recycle City (<http://epa.gov/recyclecity/>) and the Government Printing Office's Place the State interactive games (<http://bensguide.gpo.gov/9-12/games/interactive.html>) are nice examples of online simulations/games that allow students to test their ideas, hypotheses, and knowledge. Within Recycle City, the feedback allows students to re-evaluate their policy choices based upon their initial goals and budget. Within Place the State, students are provided with feedback when they correctly locate and name U.S. states.

Principle 16: Teachers should cultivate students' academic independence by using technology to foster autonomous, creative, and intellectual thinking. The ultimate goal of education is the development of autonomous students capable of engaging in personally meaningful inquiry resulting in viable knowledge. Therefore, technology should be used primarily to foster academic independence and the ability to think and act. Students must develop the ability to use technology as a tool in the pursuit of large, meaningful questions, providing resources, stimulating thought, challenging ideas, and fostering understanding. The challenge that lies before a student is not to memorize a seemingly well-defined corpus of knowledge, but rather to engage that knowledge intellectually and with discipline.

Example: Teen Hoopla (<http://www.ala.org/teenhoopla/activism.html>) provides teachers with a powerful resource to engage students in civic learning, deliberation, and action. Teen Hoopla connects to such organizations as Greenpeace, Habitat for Humanity, and Amnesty International. This site highlights the potential the Internet has to heighten students' awareness of local and global issues, while providing avenues, ideas, and plans for independent social action. [Although teenhoopla is no longer operating, information about it is available at the American Library Association's website, <http://www.ala.org/>. --The editors.]

Message From The President Continued from page 1

occurred in the organization in the eight years since then. Our fall conference has steadily grown, and has moved from the College of the Holy Cross in Worcester, to the Westford Regency, to the DCU Center in Worcester, all to accommodate increasing numbers. As our numbers have grown, so has the profile of our nationally known keynote speakers, among which we number Parker Palmer, Dee Fink, Barbara Walvoord, and George Kuh. We are now booking fall speakers close to two years in advance! Our spring conference, originally a "roundup" event for faculty developers, has expanded into a full-fledged faculty conference and a collaborative effort with various other groups, including the Middlesex Community College COPPER Cluster (on the scholarship of teaching and learning), librarians (on information literacy), Northeastern University Martha's Vineyard Summer Institute on Experiential Education and the World Association for Cooperative Education (on experiential learning), and most recently Ocean State Higher Education Advanced Network (OSHEAN) (on educational technology). As our conference attendance, and thus the workload of handling registrations, has grown, we have rolled out online conference registration and payment. To expand the reach of our organization to graduate students (our future faculty), we have added two graduate liaison positions to the Board. We have also expanded the geographic reach of our organization,

with Board representation from all the New England states, and with conference attendees coming from as far away as Florida, Utah, and Ontario.

I am proud that NEFDC is one of the largest, most active, and oldest regional faculty development organizations in the U.S. All this, of course, would not be possible without the hard work and dedication of our 16 Board members. I know I speak for them when I say that although Board service requires a substantial commitment, it is more than amply rewarded by the opportunity to develop relationships with colleagues from diverse institutions. Board service is also a terrific professional development opportunity: three former Presidents of NEFDC (Mary Deane Sorcinelli, Matt Oullette, and Eric Kristensen) have gone on to serve as President of POD, the international faculty development network.

It's time for me to leave the Board, as I turn my attention to POD business (serving as editor of the annual publication, To Improve the Academy). I am leaving the organization in excellent hands. Like the early founders of MFDC, Tom Thibodeau and the rest of the Board are full of energy, commitment, good ideas, and the personal touch that makes this organization so special. It's been a privilege to serve, and of course this is not goodbye, only farewell until the next NEFDC conference!



NEFDC Spring Conference Agenda (at each site)

Friday, May 29, 2009

**Middlebury College, Middlebury, VT
Dartmouth College, Hanover, NH
Worcester Polytechnic Institute, Worcester, MA
New England Institute of Technology, Warwick, RI
University of Connecticut, Storrs, CT**

- 8:30 - 9:00** *Conference Registration*
9:00 - 9:15 *Welcome, Introductions*
9:15 - 11:15 *Interactive Keynote Presentation,
Dr. Peter Doolittle*
11:15 - 11:30 *BREAK*
11:30 - 12:30 *Session I: Workshops/Interactive Discussions*
12:30 - 1:30 *LUNCH*
1:30 - 2:30 *Session II: Workshops/Interactive Discussions*
2:30 - 2:45 *Break*
2:45 - 3:30 *Closing session*

The Welcome and Introductions, Keynote Presentation, and Closing Session will be teleconferenced, linking all five sites. For more information, including registration and directions, please visit www.nefdc.org.

Connecting With Others

There are two dominant national organizations —POD (Professional and Organizational Development in Higher Education) and NCSPOD (The North American Council for Staff, Program, and Organizational Development)—whose members do faculty development work. Both have excellent fall conferences, with many sessions appropriate for faculty members interested in professional development. Visit their websites at www.podnetwork.org and www.ncspod.org.

The NEFDC EXCHANGE

Jeanne Albert, Managing Editor

Donna Qualters, Editor • Naomi Migliacci, Editor

The NEFDC EXCHANGE is published in the Fall and Spring of each academic year. Designed to inform the membership of the activities of the organization and the ideas of members, it depends upon member submissions. Please send submissions to Jeanne Albert at jalbert@middlebury.edu. Materials in the newsletter are copyrighted by NEFDC, except as noted, and may be copied by members only for their use.

Capturing the Visible Evidence of Invisible Learning: Part I

**Randy Bass, Executive Director,
Center for New Designs in Learning and Scholarship,
Georgetown University**
**Bret Eynon, Executive Director,
LaGuardia Center for Teaching and Learning,
La Guardia Community College (CUNY).**

Déjà 2.0

Facebook. Twitter. Social media. YouTube. Viral marketing. Mashups. Second Life. PBWikis. Digital Marketeers. FriendFeed. Flickr. Web 2.0. Approaching the second decade of the twenty-first century, we're riding an unstoppable wave of digital innovation and excitement. New products and paradigms surface daily. New forms of language, communication, and style are shaping emerging generations. The effect on culture, politics, economics, and education will be transformative. As educators, we have to scramble to get on board, before it's too late.

Wait a minute. Haven't we been here before? Less than a decade ago, we rode the first wave of the digital revolution--email, PowerPoint, course web pages, digital archives, listservs, discussion boards, etc. As teachers and scholars, we dove into what is now called Web 1.0, trying out all sorts of new systems and tools. Some things we tried were fabulous. Others, not so much. Can we learn anything from that experience? What insights might we garner that could help us navigate Web 2.0? How can we separate the meaningful from the trivial? How do we decide what's worth exploring? What do we understand about the relationship of innovations in technology and pedagogy? What can we learn about effective ways to examine, experiment, evaluate, and integrate new technologies in ways that really do advance learning and teaching?

The teaching and research effort of the Visible Knowledge Project (VKP) could be a valuable resource as we consider these questions. Active from 2000 to 2005, VKP was an unusual collective effort to initiate and sustain a discipline-based examination of the impact of new digital media on education. A network of around seventy faculty from twenty U.S. colleges, primarily from American history and culture studies departments, gathered not only to experiment with new technologies in their teaching, but also to document and study the results of their inquiries, using the tools of the scholarship of teaching and learning. In this collaborative and synoptic case study, under the title *The Difference that Inquiry Makes*, we try to capture and make sense of the visible evidence of this relatively invisible learning as it emerged over five (and more) years of collaborative classroom inquiry. We share participants' reports on key elements of

the VKP inquiry, and integrate their reports into a framework that can help us learn from this experience as we navigate a fast-changing educational landscape.

Invisible Learning

What do we mean by "invisible learning?" We use this phrase to mean at least two things. First, it points us to what Sam Wineburg, in his book *Historical Thinking and Other Unnatural Acts*, talked about as "intermediate processes," the steps in the learning process that are often invisible but critical to development.¹ All too often in education, we are focused only on final products: the final exam, the grade, the perfect research paper, mastery of a subject. But how do we get students from here to there?

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What are the intermediate stages that help students develop the skills and habits of master learners in our disciplines? What kinds of scaffolding enable students to move forward, step by step? How do we, as educators, recognize and support the slow process of progressively deepening students' abilities to think like historians and scholars? In VKP, from the beginning, we tested our conviction that digital media could help us to shine new light on—to make *visible*—and to pay new attention to these crucial stages in student learning.

Second, by invisible learning we also mean the aspects of learning that go beyond the cognitive to include the affective, the personal, and issues of identity. Cognitive science has made great strides in recent years, scanning the brain and understanding everything from synapses and neurons to perception and memory. Educators are still struggling to grasp the implications of this research for teaching and learning. However, perhaps because it is less “scientific,” higher education has paid considerably less attention to (and is even less well prepared to deal with) the role of the affective in learning and its relationship to the cognitive. How does emotion shape engagement in the learning process? How do we understand risk-taking? Community? Creativity? The relationship between construction of knowledge and the reconstruction of identity? In VKP we explored the ways that digital tools and processes surfaced the interplay between the affective and the cognitive, the personal and the academic.

Visible Evidence

Education at all levels has largely taken on faith that if teachers teach, students will learn—what could be seen as a remarkable, real-life version of “If you build it, they will come.” In recent years, calls for greater accountability have produced a new emphasis on standardized testing as the only appropriate way to assess whether students are learning. Meanwhile, growing numbers of faculty in higher education have taken a different approach, engaging in the scholarship of teaching and learning—using the tools of scholarship to study their own classrooms—to deepen their understanding of the learning process and its relationship to teacher practice. Spurred by the ideas of Ernest Boyer and Lee Shulman of the Carnegie Foundation for the Advancement of Teaching, faculty from many disciplines have posed research questions about student learning, gathered evidence from their classrooms, and gone public with their findings in countless conference presentations, course portfolios, and scholarly journals. This movement, with its focus on classroom-based evidence, provided key tools and language for the Visible Knowledge Project. It allowed VKP faculty to study the impact of new technologies on learning and teaching, and it also helped us frame questions about problems and practice, inquiry

and expertise that remain critical as we move into a new phase of technological innovation and change.²

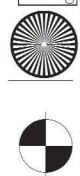
The Visible Knowledge Project

The Visible Knowledge Project emerged in 2000 from the juxtaposition of these two powerful yet largely distinct trends in higher education—the scholarship of teaching and learning movement and the initial eruption of networked digital technologies into the higher education classroom. Responding to a dynamic combination of need and opportunity, faculty engaged in multi-year teaching and learning research projects, examining and documenting the ways the use of new media was reshaping their own teaching and patterns of student learning. Participating faculty came from a wide range of institutions, from community colleges and private liberal arts colleges to research universities; from Georgetown and USC to Youngstown State, the University of Alabama, and City University of New York (CUNY). Meeting on an annual basis, and interacting more frequently in virtual space, we formed our research questions representing a broad spectrum, shared ideas about research strategies, discussed emerging patterns of our evidence, and formulated our findings. The digital resources used ranged from Blackboard and PowerPoint to interactive online archives and Movie Maker Pro. The VKP galleries (<http://crossroads.georgetown.edu/vkp>) provide a wealth of background information, including lists of participants, regular newsletters, and reports from more than thirty participants, as well as a number of related resources and meta-analyses.³

The VKP ethos was formed by a belief in the value of messiness, of unfolding complexity, of adventurous, participant-driven inquiry that would inform the nature of the collective conversation. A few scientists and social scientists entered the group and helped create exciting projects, but the vast majority of the participants were from the fields of history, literature, women's studies and other humanist disciplines. While technology was key to our *raison d'être*, our inquiries often evolved to focus on issues of pedagogy that transcended individual technologies. We wanted to learn about teaching, to learn about learning. We wanted to go beyond “best practice” and “what worked” to get at the questions about why and how things worked—or didn't work. In some cases, we went further, rethinking our understanding of what it meant for something to “work.” Our questions were evolving, shaped by the exigencies of time and funding as well as our on-going exchange and new technological developments. We struggled with ways to nuance and realize our inquiries, to come up with workable methods and evidence that matched our changing and, we hoped, increasingly sophisticated questions.

WWW.NEFD.C.ORG

Have you visited the NEFDC web site lately? It is maintained by Board member Keith Barker from the University of Connecticut. Information on the annual Fall and Spring Conferences, contact information for the board, membership forms, and related data are all available online. Take advantage of this valuable resource and bookmark us at www.nefdc.org





Over the course of the Project, we found that participants' teaching experiments started to group in three areas:

Reading–Engaging ideas through sources/texts: As VKP took shape at the end of the twentieth century, the great museums, universities, and research libraries of this country were mounting their collections on the Web. Web sites such as the American Memory Collection of the Library of Congress vastly expanded the availability of archival source materials on the Web. It was a time, as Cathy Davidson put it recently, of digitally-driven “popular humanism.”⁴ Responding to this opportunity, VKP’s historians and culture studies faculty explored the effectiveness of active reading strategies using primary sources, both textual and visual, for building complex thinking. Introducing students to the process of inquiry, faculty tested combinations of pedagogy and technology designed to help students “slow down” their learning, interpret challenging texts and concepts, and engage in higher order disciplinary and interdisciplinary practices. For example, Susan Butler, teaching an introductory history survey at Cerritos College, had her students examine primary sources on different facets of the Trail of Tears, made available online by the Great Smoky Mountains National Park, PBS, and the Cherokee Messenger; as students grappled with perspective and the evolving definition of democracy in America, Butler examined evidence of the ways that scaffolded learning modules that incorporated online primary sources could expand students’ capacity for critical analysis. Meanwhile, Sherry Linkon at Youngstown State used online archives to help students in her English course create research papers that contextualized early twentieth-century immigrant novels. And Peter Felten at Vanderbilt integrated online texts, photographs and videos into a history course on the 1960s, analyzing the ways students did—or didn’t—apply critical thinking skills to visual evidence. Across the board, the focus was less on “searching” and “finding” than on analyzing, understanding, and applying evidence to address authentic problems rooted in the discipline. Testing innovative strategies, faculty asked students to model the intellectual behaviors of disciplinary experts, focusing earlier and more effectively on the learning dimensions that characterize complex thinking. (For sample projects addressing these questions, see http://cndls.georgetown.edu/crossroads/vkp/themes/poster_showcase_reading.htm)

Dialogue—Discussion and writing in social digital environments: As VKP faculty moved into the world of Blackboard and Web-CT, they explored ways that discussion and social writing in online environments can foster learning. Projects explored strategies for using online communication to make the intermediate processes of learning more visible and to provide opportunities for students to develop personal and academic voice. For example, Mills Kelly, teaching a Western Civilization survey at Virginia's George Mason University, focused on the possibilities of using online tools, including the WebCT

discussion board and a special GMU Web Scrapbook, as tools for enhancing collaborative learning. Meanwhile, Ed Gallagher at Lehigh University tested the impact of his detailed and creative guidelines for students in prompting more interactive and substantial discussion in an online context. In general, carefully structured online discussion environments provided students and faculty a context in which to think socially; they also allowed discussion participants to document, retrieve and reflect on earlier stages

Although we started out with questions about technology, early on it became clear that the questions were no longer merely about the “impact of tools” on learning; the emergent findings compelled us to confront the very nature of what we recognized as learning, which in turn fed back into what we were looking for in our teaching.

of the learning process. This ability to “go meta” offered a new way for students and faculty to engage more deeply with disciplinary content and method. Highlighting the scaffolding strategies that might maximize student learning, these projects gathered evidence of learning that reflected the social and affective dimensions of these digitally-based pedagogical practices. (For sample projects, see http://cndls.georgetown.edu/crossroads/vkp/themes/poster_showcase_discussion.htm)

Authorship--Multimedia construction as experiential learning: As multimedia authoring became easier to master in these years, faculty became interested not only in creating multimedia presentations and Web sites; they also sought to develop ways to put these tools into the hands of students. Many VKP scholar-teachers were guided by the





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constructivist notion that learning deepens when students make knowledge visible through public products. In the projects clustered here, student authorship takes place in various multimedia genres of the early twenty-first century, including digital stories and digital histories, Web sites and PowerPoint essays, historically-oriented music videos, electronic portfolios and other historical and cultural narratives. The emergent pedagogies explored by these scholar-teachers involve multiple skills, points of view, and collaborative activities (including peer critique). For example, Patricia O'Connor had her Appalachian literature students at Georgetown University create Web pages about Dorothy Allison's *Bastard Out of Carolina*, annotating particular phrases and creating links to historical sources and images, while she investigated the ways that "associative thinking" shaped students' ability to make nuanced speculations about literary texts. Meanwhile, Tracey Weis at Pennsylvania's Millersville University and several faculty at California State University at Monterey Bay gathered evidence on the cognitive and emotional impact of student construction of short interpretative "films," or what we came to call "digital stories." Examining the qualities of student learning evidenced through such assignments, these projects spotlight issues of assessment and the need to move beyond the narrowly cognitive quiz and the critical research essay to find ways to value creativity, design, affect, and new modes of expressive complexity. (For sample projects, see http://cndls.georgetown.edu/crossroads/vkp/themes/poster_showcase_writing.htm)

Naturally, these three areas of classroom practice—critically engaging primary sources, social dialogue, and multimedia authorship—converged in all kinds of ways. Some of the richest and most intriguing projects engaged students in a scaffolded process of collaborative research and writing, laying the groundwork for multimedia-enhanced performances of their learning. Our fluid categories were defined and redefined by the creativity of our faculty as they experimented within them.

The key to faculty innovations in VKP was not merely trying new teaching strategies but looking closely at the artifacts of student work that emerged from them, not only in traditional summative products such as student writing, but in new kinds of artifacts that captured the intermediate and developmental moments along the way. What did these artifacts look like? They included video evidence of students working in pairs on inquiry questions, as well as student-generated Web archives and research logs; they included careful analysis of discussion threads in online spaces and student reflections on collaborative work; they included not only new forms of multimedia storytelling but evidence of their authoring process through interviews and post-production reflections about their intentions and their learning. One of the consequences emerging from these new forms of evidence was that, as faculty looked more closely and systematically at evidence of learning processes, those processes started to look more complex than ever. The impact of transparency, at least at first,

seemed to be complexity, which can be unsettling in many ways.

Pieces of Insight

This phenomenon had a significant impact on the kinds of findings and claims that emerged from this work. We set out looking for answers ("what is the impact of technology on learning?") and what we mostly found were limited claims about impact, new ways of looking at student learning, and often dynamic new questions. In fact, the VKP projects followed a pattern typical in faculty inquiry. Whatever the question that initiates the inquiry, it often changes and deepens into something else. For example, Lynne Adrian (University of Alabama) started off investigating the role of personal response systems ("clickers") in a large enrollment Humanities course to see if the use of concept questions would increase student engagement, but was soon led to reflect much more interestingly on the purpose of questions in class and the very nature of the questions she had been asking for more than twenty years. Similarly, Joe Ugoretz (Borough of Manhattan Community College), in an early inquiry, hoped to study the benefits of a free-form discussion space in an online literature course, but got frustrated because the students would frequently digress and stray off topic; finally it occurred to him that the really interesting inquiry lay in learning more about the nature of digressions themselves, considering which were productive and which were not. The changing nature of questions, and the limited nature of claims, is not a flaw of faculty inquiry but its very nature. John Seely Brown describes the inevitable way that we build knowledge around teaching: "We collect small fragments of data and struggle to capture context from which this data was extracted, but it is a slow process. Context is sufficiently nuanced that complete characterizations of it are extremely difficult. As a result, education experiments are seldom definitive, and best practices are, at best, rendered in snapshots for others to interpret."⁵

Here is where the power of collaborative inquiry came into play. That is, what emerged from each individual classroom project was a piece of insight, a unique local and limited vision of the relationship between teaching and learning that yet contributed to some larger aggregated picture. We had, in the microcosm of the Visible Knowledge Project, created our own "teaching commons" in which individual faculty insights pooled together into larger meaningful patterns.⁶ Each of these snapshots is interesting in itself; together they composite into something larger and significant. What follows below is our effort at putting together the snapshots to create a composite image in which we recognize new patterns of learning and implications for practice.

A Picture of New Learning: Cross-Cutting Findings

Collectively, what emerged from this work was an expansive picture of learning. Although we started out with questions about technology, early on it became clear





that the questions were no longer merely about the “impact of tools” on learning; the emergent findings compelled us to confront the very nature of what we recognized as learning, which in turn fed back into what we were looking for in our teaching. Over the years, faculty experienced iterative cycles of innovation in their teaching practice, of reflection on an increasingly expansive range of student learning, and of experimentation shaped by the deepening complexity (and at times befuddlement) that emerged from trying to read the evidence of that learning. From this spiral of activity developed a research framework with broad implications for the now-emergent Web 2.0 technologies. We have come to articulate this range of cross-cutting findings under the headings of three types of learning: *adaptive*, *embodied*, and *socially situated*. Briefly, by *adaptive* learning we mean the skills and dispositions that students acquire which enable them to be flexible and innovative with their knowledge, what David Perkins calls a “flexible performance capability.”⁷ An emphasis on adaptive capacities in student learning emerged naturally from our foundational focus on visible intermediate processes. What became *visible* were the intermediate intellectual moves that students make in trying to work with difficult cultural materials or ideas, illuminating how novice learners progress toward expertise or expert-like thinking in these contexts.

Our recognition of the *embodied* nature of learning emerged from this increased attention to intermediate processes—the varied forms of invention, judgment, reflection—when we realized that we were no longer accounting for simply cognitive activities. Many manifestations of the affective dimension of learning opened up in this intermediate space informed by new media, whether it was the way that students drew on their personal experience in social dialogue spaces, or the sensual and emotional dimensions of working with multimedia representations of history and culture. In these intermediate spaces, dimensions of affect such as motivation and confidence loomed large as well. We have come to think of this expansive range of learning as *embodied*, in that it pointed us to the ways that knowledge is experienced through the body as well as the mind, and how intellectual and cognitive thinking are embodied by whole learners and scholars.

Inasmuch as this new learning is embodied, similarly is it *socially situated*. Influenced by the range of work on situated learning, communities of practice, and participatory learning, our work with new technologies continuously brought us to see the impact new forms of engagement through media had on the students’ relative *stance* to learning. This effect was not merely a sense of heightened interest due to the novelty of new forms of social learning. Rather, what we were seeing was evidence of the ways that multimedia authoring, for example, constructed for students a salient sense of audience and public accountability for their work; this, in turn, had an impact on nearly every aspect of the authoring process—

visible in the smallest and largest compositional decisions. The socially situated nature of learning became a summative value, capturing what Seely Brown calls “learning to be,” beyond mere knowledge acquisition to a way of thinking, acting, and a sense of identity.

These three ways of looking at pedagogies—as adaptive, embodied, and *socially* situated—together help constitute a composite portrait of new learning. Each helps us focus on a different dimension of complex learning processes: adaptive pedagogies emphasizing the developmental stages linking learning to disciplines; embodied pedagogies focusing on how the whole person as learner engages in learning; and socially situated learning focusing on the role of context and audience. In this sense, the dimensions are overlapping and reinforcing in any particular set of practices. For example, consider Patricia O’Connor’s work making use of Web authoring tools to lead students to engage in close reading of print fiction. Calling the activity “hypertext amplification,” O’Connor asks students to make increasingly sophisticated “associational” connections, to move from novice reading encounters with texts to more expert ones. She wants them to experience “associational thinking” on multiple levels, from the personal and emotional to the definitional and critical. Ultimately, students’ ability to engage fully along a continuum of expert practice is shaped by their knowledge that their Web pages will be public, and their presentations to their peers a social act. All three key dimensions are in play in her teaching practices, as in so many of the case studies coming out of VKP.

Nevertheless, we believe it is a valuable exercise to slow down and look closely at each of three areas, and to begin making sense of how each dimension might be better understood for its shaping influence on learning. We now explore each of these areas more fully below.

A Note on Findings Because faculty inquiry lives at the boundary of theory and practice, we have chosen to present the findings in two forms: as *conceptual findings* (representing the way theory informed practice, and vice versa) and *design findings* (representing some of the key claims on practice made by these concepts and values about learning). As a further response to the challenge of representing collective findings in a messy research environment, we also present each area with a set of “tags,” keywords that help associate the findings with various trajectories. Finally, at the end of each finding description we link to several relevant case studies within this volume.

[A complete version of this essay, including the two remaining parts, may be found at www.academiccommons.org under the Creative Commons License. —The editors.]

Notes 1. Sam Wineburg, *Historical Thinking and Other Unnatural Acts* (Philadelphia: Temple University Press, 2001).





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2. Many good resources exist on the scholarship of teaching. Two essential resources can be found at the Carnegie Foundation for the Advancement of Teaching (<http://www.carnegiefoundation.org/CASTL/>) and the Scholarship of Teaching and Learning tutorial at Indiana University, Bloomington (<http://www.issotl.org/tutorial/sotltutorial/home.html>).

3. In all, more than seventy faculty from twenty-two institutions participated in the Visible Knowledge Project over five years. Participating campuses included five research universities (Vanderbilt University, the University of Alabama, Georgetown University, the University of Southern California, Washington State University, and the Massachusetts Institute of Technology), four comprehensive public universities (Pennsylvania's Millersville University, California State University (CSU)--Monterey Bay, CSU Sacramento, Ohio's Youngstown State University, and participants from several four-year colleges in the City University of New York system, including City College, Lehman, and Baruch), and three community colleges (two from CUNY--Borough of Manhattan Community College and LaGuardia Community College, and California's Cerritos College). In addition to campus-based teams, a number of independent scholars participated from a half dozen other institutions, such as Arizona

State and Lehigh University. The project began in June 2000 and concluded in October 2005. We engaged in several methods for online collaboration to supplement our annual institutes, including an adaptation of the digital poster tool created by Knowledge Media Lab (Carnegie Foundation), asynchronous discussion, and Web-conferencing. For more detailed information, see the VKP galleries and archives at <http://crossroads.georgetown.edu/vkp/>.

4. Cathy N. Davidson, "Humanities 2.0: Promise, Perils, Predictions," PMLA 123, no. 3 (May 2008): 711.

5. John Seely Brown, "Foreword," in *Opening Up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge* (Cambridge: MIT Press, 2008).

6. For a broader discussion of the "teaching commons," see Pat Hutchings and Mary Huber, *The Advancement of Learning: Building the Teaching Commons* (San Francisco: Jossey-Bass, 2005).

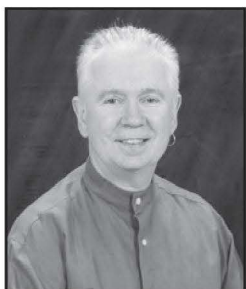
7. David Perkins, "What is Understanding?" in *Teaching for Understanding: Linking Research with Practice*, ed. Martha Stone Wiske (San Francisco: Jossey-Bass, 1998), 39-58

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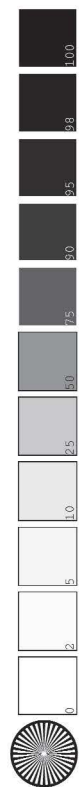
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YouTube in Your Classroom

***Kristine Larsen, Professor of Physics and Astronomy;
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Central Connecticut State University***

We've all noticed the change in the student population over the past decade. Between the sight of fingers deftly flying over the tiny keys of their cell phones in a mad flurry of text messaging, the increasing appearance of laptops in the classroom, and the ever-increasing tension between faculty and students over citing text versus internet sources, it's clear that we faculty are not in proverbial Kansas anymore. Instead, we find ourselves immersed in the sometimes bewildering cyberworld of the Millennial Generation, or Net Geners, as they are often called. Those born between approximately 1980 and 1994 have often been described as impatient, technology-savvy, multi-taskers. They view more and read less, seem to have short attention spans, and are always looking for more efficient ways to get the most done in the shortest period of time, which some have suggested is an artifact of their over-scheduled childhoods. Proper spelling is sacrificed in the name of brevity (e.g. gr8 instead of great) and acronyms such as LOL (laughing out loud) and WOW (World of Warcraft) are assumed to be understood without question. The library is often seen as a glorified coffee house (or a location with strong wireless signal) rather than a bastion of books and other research materials. For example, 36% of Americans aged 18-24 get their science information from the internet as opposed to 28% who report getting such information from television and even fewer from books or magazines (National Science Board, 2008). Time magazine drew attention to the increasing importance of online communities when it awarded its 2006 Person of the Year designation to "You" – as in YouTube, MySpace, and the like. Yet while it appears on the surface that NetGen prefers interacting across a firewall as opposed to across a table, Facebook, Twitter, and text-messaging augment rather than replace personal interactions. Distance-learning and online courses leave many of these students cold, as they still appreciate personal contact – but on their own terms.

Numerous educational researchers have warned us that this generation is easily bored with the traditional classroom strategies, and that they have little patience for material that does not seem relevant to their personal lives or future goals (e.g. Carlson, 2005; Roberts, 2005; Barnes et al, 2007). This is especially a challenge to faculty who are teaching general education courses, which students often treat as nothing more than a hoop to jump through on the way to graduation. Reaching this new breed of students requires meeting them where they live – in cyberspace – but with conditions. As with any technology or pedagogical technique introduced into the classroom, there will be successes, abuses, and failures. Here we describe how to successfully use one of these Web 2.0 applications – YouTube – in the college classroom.

YouTube is a free video-sharing website that allows users to participate in a variety of ways. Many users merely

view videos, either based on the recommendations of others or by searching for particular topics, while others leave comments and ratings under the videos they've viewed (the Net's version of Siskel and Ebert). The most dedicated users upload their own videos, a high-tech version of the old "show and tell." Users are responsible for assuring that what they upload is their own intellectual property, but copyright violations do occur. For example, some users upload segments of television series or films (including some educational videos) while others combine copyrighted images and songs to make their own song videos on a particular topic. If a complaint is filed against a particular video for copyright infringement, it is pulled from the site, or in the case of music, the visual part of the video remains but without the audio soundtrack.

As with any creative technology, the quality of the results varies widely. Some videos are clearly amateurish (some intentionally so) while others rival professional quality. Videos made by both school children and their teachers, as well as college professors, can be found. Just as the qual-

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classroom.**

ity of production varies widely, so does the intellectual value of the content of these videos. Lev Grossman noted in the Time cover article (p. 40), "Web 2.0 harnesses the stupidity of crowds as well as its wisdom. Some of the comments on YouTube make you weep for the future of humanity just for the spelling alone." Eyewitness videos of





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tornadoes and earthquakes can be found alongside home-made music videos for high school garage bands, surfing cats, examples of bad driving, and the usual “don’t try this at home” banality. While much of what is found on YouTube is of doubtful educational value, there are certainly diamonds to be found, with a modicum of effort. Benefits of using YouTube videos in the classroom include their short length (typically a few minutes), fast pace, currency and relevancy, and of course their cost (or lack thereof). Some are eyewitness videos of important and/or catastrophic events, such as Hurricane Katrina, the war in Iraq, and food riots in Africa. YouTube videos bring the outside world into your classroom, and make the foreign relevant and personal to your students. Survivors and casualties alike become real persons rather than mere statistics. The roar of a tornado as it flattens a suburban neighborhood, or the screams of terrified children caught in the rubble of an earthquake, can be experienced rather than simply read about with comfortable detachment. Wedding customs, funeral rituals, and religious ceremonies from myriad cultures can become an instant source of wonder and reflection within the confines of the classroom.

An important key to using YouTube effectively in the classroom is to plan ahead, and select videos beforehand. Failing to do so can yield embarrassing results, as the title or description of a particular video might not accurately describe the content (especially in regards to possible displays of inappropriate language or behavior). The site’s internal search engine allows the user to search for videos by length, language, words or phrases contained in the title or creator’s description, and other properties. A filter does exist for content unsuitable for minors, but it is advisable that the user screen videos themselves before classroom use even if using this filter. Search results include not only the title, length, keywords, and creator of the video, but its date of uploading, a screen capture of its opening frame, current rating by users, and how many times it has been viewed. YouTube should not be used as an electronic babysitter or time-filler but rather as an integral part of the educational process. It should be remembered that we are not using technology for the sake of appearing hip or cutting edge, but to facilitate learning in the classroom.

Given all these parameters and cautions, how can we effectively integrate YouTube into the curriculum? Possibilities include using videos as:

- Part of a lecture to illustrate a specific concept;
- A prompt for in-class writing or discussion;
- Ancillary material linked on a course website for out of class viewing by students
- The basis of an out of class assignment where students find a YouTube video on a particular topic and share it with the class (an application of the concept of “cool hunting” advocated by Trier (2007))
- The basis of an in or out of class assignment where students write an analysis of the accuracy of the content (or evaluate the bias) of a particular video
- A creative capstone, where students make their own

videos based on a particular topic and upload them to the YouTube site.

It should be noted that these assignments are applicable to both traditional on-ground courses as well as online courses.

As examples, the author offers the following four videos which she has used in various non-major courses.

1) “Aurora Boreal” (<http://www.youtube.com/watch?v=XO8LSFA9X1Y>) This 1-minute, silent, time lapse video (shot in British Columbia) shows the evolution of an auroral display over the course of one night. While this video is of obvious relevance to a course in general earth science, it can also be used as the focal point of discussion in an art or video course. It can also be used as a prompt in a writing course, as part of a poetry-writing assignment, or a descriptive essay assignment.

2) “Hurricane Katrina tribute” (<http://www.youtube.com/watch?v=sd-PjZOLUbw>) This powerful 6-minute slide show set to music chronicles physical and human devastation in the aftermath of Hurricane Katrina. While this video might seem best suited for a meteorology course (to depict the power of hurricanes), it is perhaps even better suited to courses in sociology, politics, business, or economics, as it can lead to valuable discussions on race and class, the role of the government in natural disasters, or the impact of natural disasters on the insurance industry, among others.

3) “Large Hadron Rap” (<http://www.youtube.com/watch?v=j50ZssEojtM>) Lyrics can be found at https://www.msu.edu/~mcalpin9/lhc_rap/largehadron.html Kate McAlpine, a science writer at the CERN international laboratory, created this 5-minute original rap music video based on the scientific instruments and experiments associated with the controversial Large Hadron Collider (LHC). While this humorous video features rapping and dancing “scientists” attired in lab coats and hard hats, the science behind the LHC is correctly described in an extremely engaging manner. Physics students will undoubtedly find this video relevant and appealing, but its potential impact on political science, science education, economics, philosophy, and technology students should not be discounted. Given widely-reported fears that the LHC would create a miniature black hole and destroy the earth when it was first turned on (fueled by the well-documented lack of science literacy among the general public), discussions and reflections on science literacy, the overall role of science in society, the cost of big science, and ethical concerns in science would interest and benefit numerous students.

4) “Duck and Cover” (http://www.youtube.com/watch?v=C0K_LZDXp0I) This 9-minute excerpt from a classic black and white U.S. government Cold War civil defense film features an adorable cartoon turtle and well-heeled school children who cheerfully demonstrate the “proper” way to survive an atomic bomb attack. Although the vintage 1950s classroom and scenarios are dated (to some amusingly so), the lessons gained from viewing this video clip are timeless. Students to whom the author has shown this video are almost unanimously disturbed by the obvious propaganda aspect of it, and the obviously

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Using Blackboard to Meet the Seven Principles for Good Practice in Undergraduate Education

Tom Thibodeau,
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New England Institute of Technology*

Stephanie Ferriola, Faculty Resource Coordinator,
New England Institute of Technology

A recent forum thread on the Chronicle of Higher Education website posed a very interesting question to all of us in faculty development: Are we successful at what we do if very few of our faculty like what we do? The forum thread suggests that we only succeed when (and rarely) we are direct and to the point and don't take up much of the faculty member's time. Sentiments like this certainly make our job "a tough room to work." In this article we would like to share an idea that is fast, to the point, and is receiving positive feedback from our faculty.

New England Institute of Technology is an open admissions college. Our mission is to "... provide specialized

development activities on the use of Blackboard, but after the initial surge most of our sessions are poorly attended so we decided to try something different.

Starting with the winter quarter of 2006, the Center for Distributed Learning and the Faculty Resource Center initiated a weekly program for our faculty to help them expand their use of Blackboard while practicing good pedagogy. The design of the program was very simple. Using "The Seven Principles for Good Practice in Undergraduate Education" (Arthur W. Chickering and Zelda F. Gamson) as our pedagogical structure, we sent out weekly emails to all full time and adjunct faculty that provided a few easy "tips" for the faculty member to use or try. These tips also tried to follow the rhythm of the quarter. For example, week 1 would give ideas for connecting with and getting to know students, and week 5 suggests students print out the grade summary page, then sign and return it as a mid-quarter progress report. Since our calendar is composed of four, ten-week quarters per year, we decided to concentrate on one principle each quarter. Therefore, our first quarter focused on the first principle: Good Practice Encourages Student-Faculty Contact. Each week we emailed strategies for using Blackboard to meet this principle and asked faculty to choose one or more of these tips to try in their classes. We invited them to send us feedback about some of the ideas they tried or to share new ideas with us. Here are the tips we used for the first quarter. Please feel to use or adapt this in any way that fits your campus. We would appreciate any experience or feedback (good or bad) that you could share with us at tthibodeau@neit.edu.

Using "The Seven Principles for Good Practice in Undergraduate Education" (Arthur W. Chickering and Zelda F. Gamson) as our pedagogical structure, we sent out weekly emails to all full time and adjunct faculty that provided a few easy "tips" for the faculty member to use or try.

Good Practice Encourages Student-Faculty Contact.

Tips for Week 1

1. Use the Announcement or email section of Blackboard to send out a warm welcome to students before the first class.
2. Create a student profile form or background knowledge survey that students can fill out as an assignment or first class activity to learn more about their educational background, work history, or interests.
3. Use the Staff Information page of Blackboard to introduce yourself to students with a short Bio and ask students to write their own bios on the student pages of Blackboard.
4. During the first class or as an assignment, ask

associate and bachelor degree programs which prepare students for technology careers." Our faculty members are primarily concerned with teaching, as there is no research or publishing requirement involved in their yearly duties. Our students come to us from varied educational backgrounds with varying levels of success. One of our goals is to expand the classroom so that students spend "real time on task" with the content of their courses. We are increasingly relying upon Blackboard to help us facilitate this process. We have tried to hold training sessions and other



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students to email you three questions they have about the syllabus. Summarize the questions asked and write a response to the whole class via Blackboard email so everyone will get your responses to all the class questions.

5. In addition to the course syllabus, post other class documents on Blackboard—such as assignments, project requirements, class notes, and rubrics-- to encourage students' independence in course content sections.

Tips for Week 2

1. Send a weekly email message to students that reinforces the previous week's key concepts and builds anticipation for the upcoming week's class.

2. Post a class agenda or lesson plan with the specific lesson objectives prior to each class as a daily announcement.

Tips for Week 3

1. Use the Announcement function before the first exam or first major paper or assignment to remind students about posted study guides, sample problems, and project or paper requirements that you have available on Blackboard.

2. Use Blackboard's Course content section to provide solutions and explanations to difficult problems as a tutorial.

Tips for Week 4

1. Use External Links in any content section of Blackboard to link students to online resources that might provide clarification of difficult concepts.

2. Post supplemental materials for tutorials or challenge in the course documents section.

Tips for Week 5

1. Share your suggestions, or tips from other students who have attained success with a particular study method, in the course document section. You can also start a discussion forum on the topic.

2. Use the survey function in Blackboard to collect

student feedback about how the class is going.

3. Require the students to access their grades from Blackboard for your class. Have them print out the grade summary page, sign it, and return it to you and use it as a Mid Quarter Progress report.

Tips for Week 6

1. Provide feedback to students on overall results of exams, assignments, or in-class activities by using the gradebook function.

2. Encourage students to email you with specific questions they have about the exams or assignments. You can then respond to the whole class by creating a course FAQ site in the course documents section.

Tips for Week 7

1. Use Blackboard to conduct online office hours using email, discussion forums, or the online chat function.

2. Use External Links in any section of Blackboard to connect students to resources for career opportunities and professional organizations.

Tips for Week 8

1. Post a question or problem of the day or week to prepare students for upcoming finals, using announcements, email, or course documents.

Tips for Week 9

1. Use an un-graded quiz from the test manager that allows multiple attempts to post sample problems or questions so students can practice for final exams.

Tips for Week 10

1. Use the survey function to ask students to assess the class by offering their candid (and anonymous) reflections on the strengths and weaknesses of the class. What should change and what should stay the same for the next class?

YouTube in Your Classroom Continued from page 13

ineffective "survival" tactics promulgated by the film. Students in peace studies, communication, political science, U.S. history, chemistry, and physics classes will easily find direct relevance to their course material -- and their lives -- in this film.

Web 2.0 continues to infiltrate myriad aspects of our lives, including the classroom. Keeping in mind the basic concepts of good pedagogy, college instructors can find YouTube to be another aspect of Web 2.0 that can be successfully adapted to the classroom. With YouTube, we see yet again that when instructors meet students on their technological turf, it can be a remarkable learning experience for all involved.

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