

PAES Instructional Enhancement Initiative

College of Education, The Ohio State University

Eggheads & Eggrolls: *Developing a Philosophy of Instruction*

Congratulation to PAES Faculty who have been recognized for their teaching in 2006:

Dr. Steve Devor—2006 recipient of the OSU Distinguished Teaching Award

Dr. Jackie Goodway—2006 recipient of the College of Education Distinguished Teaching Award.

It's time for another Eggheads and Eggrolls discussion - this time, on developing a philosophy of Instruction.

We all need to do this as part of our dossiers, but perhaps even more importantly, a strong philosophy of instruction will help guide our work with students—both inside and outside the classroom.

Please bring with you the philosophy of instruction that you have developed out of your dossier (just cut that section out and bring a couple of copies) so we can pass them around and share ideas. We also will have Dr. Kathryn Plank from FTAD on hand as a resource.

We look forward to seeing you on June 5th!



Eggheads Date:
Monday, June 5
12:-00-1:30
Location: Arps 239

Lunch will be provided

2005-2006 Accomplishments

2005-2006 was another busy year for the PAES Instructional Enhancement Initiative—listed below are some of the major accomplishments for the year—with many thanks to all who participated!

On-going Projects

- **Peer Review of Teaching Document**
 - Peer review document significantly updated to reflect culture of PAES
 - Presented to PAES faculty at September meeting
 - Received support at Nov. 30 PAES faculty meeting
 - Presented to OSU Academic Leaders, Oct. 19, 2005
 - Presented to OSU Academy of Teaching Leaders on March 15, 2006
- **PAES Certificate of Development in College Teaching (Student Version)**
 - Two PAES students received this certificate in 2006
- **PAES Certificate of Development in College Teaching (Faculty Version)**
 - Currently under development
- **Continue to link with PAES Diversity Initiative**
 - Diversity column in every newsletter, with the autumn newsletter using the column as the feature story
- **Syllabi Statements (e.g., diversity, academic integrity) on the Website**
 - These statements were identified by NCATE reviewers as demonstrating significant commitment to excellence in teaching

Autumn Quarter

- Reconvened Instructional Enhancement Committee
 - Professors Haag Granello, Stein, Goodway, & Cannella met every quarter, with Dr. Kathryn Plank from FTAD
- Workshops:
 - November 30 – Discussion of proposed Peer Review of Teaching Document
 - December 5: Eggheads & Eggrolls (*Making Time, Making Change*)
 - 23 faculty in attendance
 - Updated website
 - Website updated and expanded
 - Lilly Conference of College Teaching (November)
 - Two PAES faculty attended

Winter Quarter

- Winter Quarter Book Club
 - 13 PAES faculty met four times to discuss Jarvis' *Theory and Practice of Learning*

Spring Quarter

- Selected departmental-level award winners
 - Professors Ward, Goodway, & Sutherland, with GTAs Ayvazo, Stuhr, Hedyinger, Cohen, Robinson, & Zhang received this award for their proposal entitled "Teaching content and pedagogical content knowledge to preservice teachers." They received \$1200 in funding (including \$100 from

Accomplishments, Continued on page 3.

PAES Faculty Teaching Tips: A Review of Tips Shared at the Spring Workshop

The PAES Spring Faculty Teaching Tips Workshop (Friday, April 21) was a great opportunity to learn from our PAES Colleagues. Unfortunately, it turned out to be a rather busy time in the quarter, and many PAES faculty were not available to attend. So, I have taken the highlights from the teaching tips and condensed them into a brief outline before. If you find a tip that particularly interests you, I would encourage you to talk with the faculty presenter for more information and details. ~Darcy

Professor Porretta – *The Student as a Person*. Dr. Porretta requires each student in one of his undergraduate classes to sign up for a 15 minute individual appointment with him at some point during the quarter. He does this in order to connect with the student, to talk about how the student is doing in class, and to reach out as a resource for the student. These appointments are scheduled over the course of approximately 3-4 weeks during the last half of the quarter, and students sign up for a time on a sheet passed around in class. There have been many positive consequences of this activity, both for Dr. Porretta and for his students. He finds that the students are more engaged in his classes, and they can no longer hide behind a veil of anonymity. They become more excited about the class and the topics covered. He helps them identify problems with their learning and can serve as a resource as they think about future educational and career goals. He says he enjoys getting to know his undergraduate students on that level, and he always learns something new from them. The students find that they can make a connection to a professor, when many of them have never attempted to do so. Those who listened to Dr. Porretta said they thought this would be a great way to help students feel more connected to the university and would be the sort of thing that students would want to tell their parents. Dr. Porretta said he recognized the time commitment of this activity and thus would not recommend it for assistant professors with large classes. On the other hand, he noted that he had taught this course several times before, and thus the course itself required less preparation time, thus freeing up some of his time to have these meetings.

Professor Haag Granello – *Using Learning Contracts in Graduate Level Courses*.

Learning contracts are designed to react to wide differences in educational and professional preparation and background as well as wide-ranging future goals that are typical of adult learners. Learning contracts allow each learner to structure his/her own learning. Learning contracts are agreements between students and faculty about what learning will take place, how it will be evaluated, and what will be the end product (Codde, 2001). According to Knowles (1986) a learning contract typically specifies:

1. the knowledge, skills, attitudes, and values to be acquired by the learner (learning objectives);
2. how these objectives are to be accomplished (learning resources and strategies);
3. the target date for their accomplishment;
4. what evidence will be presented to demonstrate that the objectives have been accomplished; and
5. how this evidence will be judged or validated. In academic settings the contract also specifies how much credit is to be awarded and what grade is to be given.

I used the learning contract in a doctoral level course on Leadership. Students spent a few weeks learning about their own leadership style and talking with leaders in the profession to discuss what type of leadership is needed in counseling. They then developed learning contracts that outlined their educational goals and plans for the quarter. In conjunction with this course, students also developed individual websites. As each project was completed, the products were uploaded to the web to allow students to share results with one another and to begin to develop what will become their e-portfolios.

The students in the class engaged in an incredible array of learning projects. Students published, presented, and taught classes based on their projects. Through all of these projects, students found what they could contribute to the profession in ways that would stretch their own emerging leadership skills. The results were win-win. Win for the student; win for the profession.

Professor Joseph – *Painless Ways to Review Materials* – Dr. Joseph discussed 5 different review methods that she uses with her students in School Psychology, and these are briefly outlined below:

- Psych (Bingo) game – students break into group of four, each receives a different game board. The professor reads the question, the first group to signal that they know the answer receives an opportunity to answer the question. If the question is answered correctly, the professor pulls a game piece randomly from an envelope, and the team can cover that number. The first group to complete a row (vertical, horizontal, or diagonal), wins!
- Jeopardy Game – the instructor (or the students) creates a pool of questions and separates them by difficulty level. Students break into small groups of 3-5 people. Each group takes a turn and chooses a difficulty level. If they answer correctly, they receive the corresponding points. If they answer incorrectly, another group can “steal” the questions and try answering it for the point
- Reviewing Using Guided Notes – in this strategy, blanks are left in the notes prepared ahead of time for students. As they listen to the instructor’s lecture, they

PAES Faculty Teaching Tips: A Review of Tips Shared at the Spring Workshop

- (continued) are prompted to fill in the blank lines notes to complete their notes. Dr. Joseph also uses this strategy with learning to write psychological evaluations. She gives students sample reports with missing words for the students to fill in
- Response Cards – to use response cards, instructors ask questions, and each student holds up a card reflective of his/her answer. Typical cards may read: True/False; Agree/Disagree; Yes/No, or A/B/C/D for multiple choice questions
- Incremental Rehearsal Drill – Create note cards with a word/concept on one side and its corresponding definition/explanation on the back. For every one difficult card (e.g., card with a new concept), create 5 “easy” cards with well-known concepts and definitions. Interperse the new concept with the known concepts in an incremental fashion five times. Have students pair up with these cards and take turns drilling each other.

Professor Stein – Leading Discussions. Professor Stein led the group through an activity that began with small group discussions, asking us to consider “What is the role of the faculty member in controversial discussions?” and “How do I respond to views that I struggle with?” Many of us were keen to focus on the imperatives of our respective ethical codes, but Dr. Stein encouraged us to look deeper to our own beliefs and how these affect the classroom.

Professor Goodway – Pass a Problem. Dr. Goodway presented on a classroom activity that could be used to get students to see multiple perspectives on an issue, through a guided discussion activity with their classroom peers. The format of “pass a problem” is outlined below –

1. Split class into groups – tell them to number themselves in the group
2. Ask each group to identify a problem or scenario on the top of a piece of paper (you could give each group a problem you generated)
3. Ask them to identify the issues to consider and possible solutions to the problem – they write this down underneath the problem
4. Stop the group discussion – ask the #1s in each group to take the problem sheet and move to the next group.
5. Next group repeats step 3 – identify the issues and select some solutions
6. Stop the group discussion – ask #2 in each group to take the problem sheet and move to the next group
7. Next group repeats step 3 – identify the issues and select some solutions
8. Stop the group discussion – ask #3s in each group to take the problem sheet and move to

9. the next group
In a smaller class with more complicated issues, I might take the problem all the way around back to the original group – mostly I judge when to stop the activity by whether the group is still able to add new solutions to the problem. Depending on time and circumstances, I might get each group to present to the larger group their problem, issues, and solutions.

Accomplishments—Continued from Page 1.

- each of the four sections) to carry out their work, and they presented an overview of their plan at the Spring Teaching Tips workshop.
- Workshop
 - Spring teaching tips
 - Five PAES faculty presented teaching tips to 12 PAES faculty in attendance.
 - June 5: Eggheads & Eggrolls (Topic: *Developing a Philosophy of Instruction*).

Each Quarter

- Newsletter
 - Autumn quarter – feature article by doctoral student (School Psychology) Roger Sasnett entitled “Strategies for Enhancing Instruction for Learning Disabled Students”
 - Winter quarter – feature article by Dr. David Stein entitled “Facilitating On-line Discussions”
 - Spring quarter – feature article by Dr. Darcy Haag Granello, on an overview of the material presented at the PAES Spring Teaching Tips workshop.
- E-mail reminders – sent each quarter
 - Beginning of the quarter – suggestions for diversity statement on syllabi
 - Mid-quarter – FYI website (www.ureg.ohio-state.edu/fyi)
- Disseminated article on teaching to all PAES faculty

Best wishes to everyone, for a wonderful, relaxing, productive, and enjoyable summer!!



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To become more involved in the initiative,
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PAES TEACHING INITIATIVE WEBSITE:

WWW.EDUCATION.OSU.EDU/PAES

THEN, LOOK UNDER "INSTRUCTIONAL ENHANCEMENT"

Diversity Update: Accommodating the Needs of Disabled Learners in the On-Line Environment

By Roger Sasnett, M.A., NCSP &
Wendy Naumann, Ph.D., PAES
School of PAES Diversity Initiative

In recent years, online education has become a ubiquitous, convenient and effective means of delivering instruction. This trend is well represented in the PAES department where, in the present quarter, 14 web-based courses are offered. Unfortunately, students with disabilities may not have access to the benefits of e-learning that other students enjoy. The purpose of this article is to raise awareness of the responsibility that instructors have to make web-based courses accessible to disabled students, and to point to resources on campus that can assist instructors.

Undoubtedly, there are many advantages to web-based learning that might aid some individuals with disabilities, such as overcoming physical obstacles on campus, and maintaining physical anonymity while fully participating as an online class member. However, there are also unique challenges to online learning for some disabled students. Cook and Gladhart (2002) describe some of those shortcomings:

1. Web pages divided into segments or frames can confuse software programs that translate text to voice.

2. Graphics that have not been labeled with text will be read only as "image" by the software reading the text on the screen and will deprive students of valuable content.

3. Web pages with a long list of hyperlinks crowded together can confuse a student with visual, cognitive, or motor disabilities.

According to Lang & Steely (2003), deaf and hard of hearing students have been at a particular disadvantage when it comes to benefiting from "advances" in technology. Especially problematic for these students is the heavy emphasis that is often placed on text-based messages, projects, and materials, commonly associated with e-learning courses.

Interestingly, technological modifications designed to enable access for disabled students may result in serendipitous benefits for all students. This effect is analogous to curb cuts in the sidewalk, used by mothers with strollers and skateboarders, which were initially created for wheelchair access.

Providing accommodations to make e-learning fully accessible to students with disabilities is not merely right, it a legal responsibility that is mandated by state and federal laws. Individuals with disabilities are protected by Title V, Section 508 of the reauthorized Rehabilitation

Act of 1973, and by the Americans with Disabilities Act, both of which ensure equal educational access for postsecondary students. Section 508 provides standards regarding e-learning, such as computer and Internet systems and software applications.

Help in designing web-based courses is readily available to OSU faculty. In our own department, Joe Wheaton teaches a course entitled "Designing Accessible Internet Content for Persons with Disabilities" (PAES 796). The course teaches instructors to design World Wide Web content that is accessible to persons with disabilities and that complies with applicable accessibility standards. Another outstanding campus resource is the Web Accessibility Center (WAC) located in the OSU Office for Disability. Whether you are new to e-learning, want to know more about specific accessibility issues, or are an expert multimedia developer, information relevant to your needs is available through the WAC. A responsibility of higher education teachers is to meet with knowledgeable technical aids and representatives from the institutions' disability office, to meet the unique educational needs of disabled students. With such a coordinated effort, the educational "playing field" can be leveled.