

## **ISCT NEWS AND UPCOMING EVENTS**

### ISCT Conference, Friday April 5<sup>th</sup> **Teaching Today's College Student: *Is it Time to Change?***

On Friday, April 5<sup>th</sup> the ISCT will sponsor its first college teaching conference. The daylong event will begin at 8:30 AM with registration and continental breakfast and the keynote address will be at 9:30 AM. Dr. James Anderson will speak on "**Improving Classroom Effectiveness: Adjusting Teaching Styles to Reach Diverse Populations**". Dr. Anderson is an engaging and stimulating speaker, his keynote presentation at the American Association of Higher Education (AAHE) conference last year was one of the highlights of the conference. Our conference will feature 45 minute sessions with an hour-long lunch break at 12:30 PM. The final session will end at 4:20 PM.

The conference theme is **Teaching Today's College Student**. Although the sessions are not yet set we have received many submissions that should be of interest to all faculty. The full conference program with a description of each session will be available early in March. At that time we will give you additional details about special provisions for registration of Stockton faculty. **Please plan to attend**

### **In this issue:**

#### **Profiles:**

#### **1. Designing My First G Course**

Dr. Jennifer Lyke, Assistant Professor of Psychology

#### **2. Experiences of a first year faculty member: The ISCT's contributions to a developing educator:**

Merydawilda Colon, Assistant Professor of Social Work

#### **Tools For Teaching:**

#### **3. ZOOM! ZOOM! ZOOM!:**

Dr. Gloria Edwards, Assistant Professor of Instructional Technology

### **Profiles:**

#### **Designing My First G Course**

Dr. Jennifer Lyke,  
Assistant Professor of Psychology



My semester project for the ISCT was to design a new GIS course. In considering coming to Stockton, one of the most attractive aspects of the position was the opportunity to teach outside the usual curricula and even design interdisciplinary courses, so the decision was not difficult when this option was offered as a possible project to pursue.

Of course, the first problem was deciding on a topic area. My problem has never been idea production, so the challenge was choosing one out of many possibilities. I have always had interests in both science and religion in addition to psychology, so I settled on the idea of a course reviewing various states of

*Continued on page 2*

consciousness from philosophical, psychological and biological perspectives. After gathering some preliminary materials and presenting a rough outline, the idea was approved by the GIS committee.

It was not easy to simultaneously focus on my current classes and begin preparing this one for the spring semester. Because it is an area of particular interest for me, I frequently had to stop myself from spending hours gathering and reviewing articles for my new class when I was not yet prepared for my current classes! As everyone knows, work expands to fill the time available, so it is a good thing I was already busy or I might have indulged myself far beyond what is necessary to teach the course.

The major topic areas of the proposed course became the most widely researched states of consciousness, such as hypnosis, meditation, psychic states, drug induced states, sleep and dreams, etc. There is no shortage of material in these areas, but much of it is conceptually or technically difficult; so sorting through which readings most clearly review the area and are the most readable was no small task. There are only two textbooks in this area, one somewhat simplistic and one too technical. I decided on the simplistic one with multiple supplementary readings each week.

Format was another issue. Not wanting to teach a lecture course, I built student participation into the course format. In particular, the subject matter lends itself to several experiential exercises, and I also wanted to make sure students participate actively in the process by contributing their own thoughts and questions to class discussions.

However, I also need to convey a critical mass of infor-

mation to students so that they have enough background to participate in a discussion. This is the usual struggle to find optimal balance between active and passive learning. While I cannot control how this problem plays out single handedly, I have settled on a 50-50 goal and will aim for this proportion of lecture and discussion in each class. Specifically, I have done this by cutting down my lecture notes, so that I resist the temptation to continue imparting wisdom beyond my allotted time limit, and by creating several specific discussion questions for each topic that are designed to stimulate contradictory opinions.

Deciding on the assignments for the course was the last challenge. Of course, there will be the usual essay exams to determine whether students have mastered the material; but in an attempt to capitalize on the introspective tradition in this field, I also decided to have students keep journals of their own awareness, which I will collect and review throughout the semester. The idea is for students to explore their own primary and reflective awareness through writing and for me to have some idea of the quality of their thoughts and experiences as they relate to the subject matter. In addition, students will complete a project investigating some state of consciousness (not drug-induced). I am suggesting a few possibilities, such as experiencing a floatation tank or performing an experiment on dreams, but I will basically use this semester to see what kinds of things students come up with, and determine in what ways I may need to guide their projects in the future.

I look forward to teaching this course and discovering the strengths and problems in the design. To me, the material is fascinating, so I hope the students share my enthusiasm.

## Profiles:

***Experiences of a first year faculty member:  
The ISCT's contributions to a developing educator***  
Merydawilda Colon, Assistant Professor of Social Work



I still remember the day I received the first letter from the Institute for the Study of College Teaching (ISCT), it was on July 25, 2001; a description of the services and goals was enclosed. The Instructional Services caught my immediate attention. As a newly hired Assistant Professor, I was eager to teach, but desired knowledge about innovative ways of teaching. Fortunately, the ISCT seemed to be in the position to deliver this knowledge and the guidance to enhance the process.

*Experiences continued from page 2*

On September 12, 2001, Sonia Gonsalves, ISCT Director, presented the first workshop, entitled *Orientation to New Faculty*. She explained her role and the role of the Fellows and provided an overview of the activities planned for the semester. She also informed us of a project we would need to complete and offered suggestions. Of those, modifying a course and developing a new one appealed to me most. While Sonia raised many valuable points her comment, *“The institute is here for you”*, most captured me.

Incidentally, during my seventh week of teaching, the opportunity arose to test the validity of Sonia’s statement. *The stress and uncertainty regarding my classroom performance had seized me!* I needed to learn if the students were pleased with my teaching style. Prompted by the advice obtained in a workshop at the ISCT, I distributed a Student to Teacher Feedback survey in my classes. Immediately after, I passed them to Sonia, who diligently analyzed them and informed me of the findings. As expected some aspects needed improvement and changes had to be made, but overall the results were favorable. Equipped with some ideas Sonia conveyed to me, and reflecting on the content thus far delivered in the workshops, I proceeded to pursue further support from all my colleagues in the Social Work Program and the Dean.

As time advanced, I continued my involvement with the ISCT; subsequently, I met other faculty members, became more familiar with the system at the Richard Stockton College and developed a new sense of confidence. Hence, in a conversation with Arnaldo Cordero-Roman, Assistant Professor of Spanish, the idea emerged of creating a Spanish course for students majoring in the human services. Filled with enthusiasm, we explored reasons to offer this course: First, all students --but particularly those in human services --

can benefit from developing abilities in the areas of communication, cultures, connections, comparisons, and communities as proposed by the National Standards in Foreign Language Education Project. Second, this course presents a cross-listing opportunity between the Social Work and Spanish programs, thus providing with students more flexibility in their course scheduling. Third, students participating in the Social Work Program’s Study Tours to Costa Rica will have the opportunity to enhance their Spanish communication skills before their trip.

A component of this course would be Service Learning, a concept introduced in the ISCT. It serves the purpose of providing students with the option of acquiring life experience by volunteering in an area related to their coursework. As I envision, students placed in government agencies and institutions can utilize their Spanish communication skills to assist individuals and families in need. Furthermore, this Service Learning Project affords the opportunity to initiate outreach efforts to the Latino community in this area. Once approved, I anticipate the success of the Spanish for the Human Service Field course and look forward to the day I can teach it.

As I conclude this personal narrative the words of Napoleon Bonaparte, *“Ability is of little account without opportunity”*, encompasses it all. The Institute afforded me the opportunity to learn about topics such as: Introduction to Library Services, Metacognition: Meaning and Understanding, and Annoying Habits of Professors among others. My experience was enriching and valuable; for that I am most grateful.

## Tools For Teaching:

### **ZOOM! ZOOM! ZOOM!**

Gloria Edwards  
Assistant Professor of Instructional Technology

If you are like most faculty, there are times when you need real-time data results. Maybe you and several colleagues want to pilot test some simple survey items, but the physical distance between you makes it impossible to do a quick, joint turnaround of the data collection and analysis. Perhaps you need to collect and compile some basic information from your students and share the analysis with them in graphical format, immediately. Imagine those same students are in an online market research course. How about using the Internet to help capture and compile your data? Good idea! But what if your technical skills are a tad limited to



*Continued on page 4*

*Zoom continued from page 3*

engage in such a venture? It's still a good idea. You simply need access to a user-friendly tool that will do the job for you, particularly when time is of the essence and computer skills are at a minimum.

**Zoomerang** by MarketTools, Inc. may serve your purpose. It is an Internet service that has been around since 1999 and caters to individuals and businesses in need of creating and sending dynamic surveys via the Internet. Data collection and analysis is easy, graphical and tabulated in real-time. For starters, Zoomerang contains over 100 templates in four specific categories (e.g., Business, Community, Personal and Social, and Education) with 11 supported question types. Each template contains predefined survey items that you can use as is or modify. Additionally, each template is available in a choice of 10 design themes which makes them aesthetically pleasing to complete. Real time results are shown as bar chart format and displayed with both frequencies counts and percentages. Zoomerang is also capable of collecting qualitative data and tips for building better surveys are readily available. As such, your attention can be directed towards the critical thought process necessary to create a survey instrument that will get you quick results, rather than time trying to figure out the technology.

Zoomerang is confidential, secure and non-intrusive. You determine who will respond to your survey by soliciting client input via personal email invitation and/or by posting the URL to the World Wide Web. And best of all, Zoomerang is extremely affordable. The price – FREE! But FREE brings with it some limitations. You are limited to a maximum of 20 survey items per instrument and a maximum of 50 respondents per survey. Real-time results are viewable for only 10 days. And you do not have access to the

data file, which means that your ability to manipulate the data is severely restricted.

But don't knock it until you've tried it. Stockton faculty in the Masters in Instructional Technology (MAIT) program were able to deploy a survey to all its students in December 2001. Ninety students responded in one week. (Speak with us privately to see how we were able to exceed the maximum number of responses.) As a result, we were able to make some critical decisions regarding future directions of the program based upon student responses. Additionally, some of our students have used Zoomerang to collect data for their class projects.

If the free service is too restrictive, for a fee you can get better service. For \$600 per year you can include up to 30 items per survey, obtain responses from a maximum of 1500 individuals total, access real-time cross tabulated responses, receive the data file in spreadsheet format, have unlimited viewable access to your results, personalize your surveys with images, share results with others, and access new templates on a monthly basis. But be forewarned! Zoomerang is great when simplicity and speed are required. But, if you need to do serious market research, do not use Zoomerang. For that, use **zTelligence** (<http://www.zintelligence.com/>), a full market research and consulting firm owned by MarketTools, Inc. offering affordable sample size, fee based survey services.

Interested in seeing how Zoomerang can add Web-based interactivity to your course? Visit them on the World Wide Web at <http://www.zoomerang.com> or plan to attend either of the sessions entitled *The Black Widow's Guide to Facilitating the W(eb) W(e) W(eave)* offered by the ISCT.

The Institute would like to welcome a new member, Danijela Divac, to our ISCT team. As you know Shobana, who had been with us for the past two years, has left us to return home to India. Danijela is currently enrolled in Stockton's Masters Program in Instructional Technology. Her main interest is in integrating computer-based and web-based tools in college teaching. Therefore, she is very excited about meeting and helping faculty members and looking forward to learning from this experience. Danijela is enthusiastic, knowledgeable and friendly. Please, feel free to come and see her to discuss the possibilities of integrating technology in your teaching. Her office hours are Monday through Wednesday, 8 AM to 4 PM, and Thursday and Friday by appointment.

**This month's guest editors were institute fellows David Burdick and Marilyn Vito.**