APPLICATION FOR PROMOTION
Elizabeth J. Sandell
Fall, 2010

CRITERION 3: CONTINUING PREPARATION AND GROWTH

This section includes discussion of evidence related to Criterion 3: Continuing Preparation and Growth. Careful review of documentation and reflection about my performance over time in criterion 3 makes clear that my achievements do meet the contractual benchmark for "high achievement" necessary for promotion.

Introduction

This section includes discussion of evidence related to Criterion 3: Continuing Preparation and Growth. The first part of this section includes a list of my professional activities that relate to continuing education. The last part of this section includes a reflection about the some of the most significant among those professional development activities. The attachments to my Application for Promotion include documentation, as well as a current curriculum vita with information about my work during the past 35 years. The documents include certificates of participation, registration forms, receipts for payment, membership cards, photographs, and even a videotaped session from the AARE 2009 conference.

My documentation and reflections show that I <u>have</u> met departmental requirements for criterion 3 with regards to a promotion decision:

- Evidence of systematic and regular reading of scholarly publications
- Evidence of participation at national and regional professional conferences
- Evidence of professional growth through other means such as travel, sabbatical experiences

Activities and Documentation

This is a list of my professional activities from AY06 through AY10 that relate to Criterion 3: Continuing Preparation and Growth. This work involves memberships in professional organizations and attendance at conferences and seminars for continuing education and professional preparation. They are presented here, generally in reverse chronological order. Significant activities are also discussed in a section of reflections.

<u>Minnesota Teacher Licensure</u>

1. File Folder: 206987
2. Pre-Kindergarten Teacher License, valid through June, 2011
3. Parent and Family Education, valid through June, 2011

4.	Supervisor of Pre-Kindergarten, valid through June, 2011

Certifications for Child Care

1.	American Red Cross First Aid, valid through 2012.
2.	American Red Cross CPR Certification, valid through 2011.

Memberships in Professional Organizations

1.	American Educational Research Association (AERA), ID# 608169, 2009 – 01/2012
2.	American Evaluation Association (AEA), ID# 68652, 2005 – 10/2012
3.	Association for Childhood Education International (ACEI), ID# 69673, 1990 – 12/2012
4.	Delta Kappa Gamma, "Nu" chapter, ID# 429628, 2005 – 08/2011
5.	Inter Faculty Organization, Bargaining Unit #209, 2005 – 08/2011
6.	Minnesota Association for the Education of Young Children (MnAEYC), 1972 – present
7.	Minnesota Association of Early Childhood Teacher Educators (MnAECTE), 2007 – 12/2011
8.	Minnesota Board of School Administrators (MBSA), 1988 – present
9.	Minnesota Valley Association for Early Childhood Education (MVAECE), 2005 – 09/2011
10.	National Association for the Education of Young Children (NAEYC), ID# 24104, comprehensive lifetime member, since 1972
11.	National Association of Early Childhood Teacher Educators (NAECTE), 2007 – 12/2011
12.	Phi Beta Kappa, (academic honor society for the liberal arts and sciences), ID# 782365, lifetime member, since 1974
13.	Phi Kappa Phi, (academic honor society for all disciplines), ID# 10507157, lifetime member since 1988

Participation in National and International Professional Seminars and Conferences

2010 – 2011 Academic Year

2011, April 13 - 16, "The Right to Education: Reaching Every Child," annual conference and exhibition of the Association for Childhood Education International in New Orleans, LA.

2009 – 2010 Academic Year

2010, June 12, "Successful Educational Leadership," Alumni Conference of the Eurasia/South Asia teaching Excellence and Achievement Program Alumni, Baku, Azerbaijan.
2010, April 28 – May 1, "Brighter Future for Children: Strengthening School, Family, and Community Connections," annual conference and exhibition of the Association for Childhood Education International in Phoenix, AZ.
2009, November 31 – December 2, "Creating Global Networks – A Capital Idea!," annual conference of the Australian Association for Research in Education, Canberra, Australia

2008 – 2009 Academic Year

2009, April 15 – 18, National Conference on Undergraduate Research, LaCrosse, WI.
2009, March 18 – 21, "Children at the Crossroads: Educating All to Move Forward," annual
conference and exhibition of the Association for Childhood Education International in
Chicago, IL.
2008, October 16 – 18, "Celebrating Connections," annual conference of the International
Society for the Scholarship of Teaching and Learning in Edmonton, Alberta, Canada.
2008, October 2 – 3, "Challenges and Tensions in International Research Collaborations,"
University of Minnesota, Minneapolis, MN.

2007 – 2008 Academic Year

2008, June, "Early Education in Russia and the USA" at North-Eastern State University in
Magadan, RU (See conference proceedings and PDR for AY08 and AY09)
2008, June 18 – 21 "The Changing of the Guard: Education for Children in a World Without
Borders," World Conference of the Association for Childhood Education International in
Moscow, RU.
2008, May 23 – 25, "Designing Courses for Significant Learning," Dee Fink and Associates,
Chicago, IL.
2008, March 26 – 29, "Beyond Standards: Reaching Every Child's Potential," annual conference
and exhibition of the Association for Childhood Education International in Atlanta, GA.
2008, January 5 – 8, Annual Hawaii International Conference on Education, Honolulu, HI.
2007, November 7 – 10, annual conference of the National Association for the Education of
Young Children, Chicago, IL.

2006 – 2007 Academic Year

2007, May 27 – June 1, "Preparing Global Citizens," 2007 Annual Conference and Expo,
NAFSA: Association of International Educators, Minneapolis, MN (see PDR AY07)
2007, May 2 – 5, "Education for Transformation: Impact on the Children of the World," annual
conference and exhibition of the Association for Childhood Education International in
Tampa, FL.
2006, November 1 – 5, "The Consequences of Evaluation," 2006 annual conference of the
American Evaluation Association, Portland, OR.
2006, October 25 – 29, "Theory and Research for a Scholarship of Practice," 2006 annual
conference of the Professional and Organizational Development (POD) Network in
Higher Education, Portland, OR.

Participation in State and Regional Professional Seminars and Conferences

2010 – 2011 Academic Year

2010, October, 9, "Reaching and Teaching All Children," the 2010 annual Fall Child Care
Conference, North Mankato, MN.

2009 – 2010 Academic Year

2010, April 17, "Focus on the Children," 36th Annual Early Childhood and School Age Care
    Conference, Rochester, MN
2009, October, "Reaching and Teaching All Children," the 2009 annual Fall Child Care
    Conference, North Mankato, MN.

2008 – 2009 Academic Year

2008, October 11, "Reaching and Teaching All Children," the 2008 annual Fall Child Care
    Conference, North Mankato, MN.

2007– 2008 Academic Year

2008, July 31 – August 2, "Minnesota Reading Corps Pre-K Coaches' Training Institute,"
    sponsored by the Minnesota Literacy Council and the Minneapolis Public Schools, St.
    Paul, MN
2008, January 5 – 8, Annual Hawaii International Conference on Education, Honolulu, HI.
2007, October 13, "Reaching and Teaching All Children," the 2007 annual Fall Child Care
    Conference, North Mankato, MN.
2007, October 11 – 12, "Embracing the Future to Maximize Human Potential," Fall Congress of
    the Minnesota Association of Colleges for Teacher Education, Minneapolis, MN.

2006 – 2007 Academic Year

2007, January 13, "Delta Kappa Gamma, Nu Chapter," Mankato, MN.
2006, November 12, "Diversity in Our Student Population, Delta Kappa Gamma, Nu Chapter,
    Mankato, MN
2006, October 7, "Introduction to Children's Mental Health" with Kristen Wheeler Highland,
    Hennepin Community Technical College at Reaching and Teaching All Children, the
    2006 annual Fall Child Care Conference, North Mankato, MN.

2005 – 2006 Academic Year

2005, October 1, "Reaching and Teaching All Children," 2005 annual Fall Child Care
    Conference, North Mankato, MN.

Participation in Local Professional Seminars and Conferences

2010 – 2011 Academic Year

2009– 2010 Academic Year

February 19, 2010, "Maximizing Study Abroad: A Workshop for Faculty and Staff," Kearney
    International Center, MSU, Mankato.

January 20, 2010, "Language of Respect," by Wanda Viento, MSU, Mankato.

2010, January 14, "Autism Spectrum Disorder," with Robin Boeke, Mankato Public Schools, ISD 77, Mankato, MN

2010, January 6, "Making Big Differences in Small Ways," by Marilyn Lott, MSU, Mankato, MN.

2010, January 6, "American Indians and Education," by David Larsen, MSU, Mankato, MN.

2009, November 30, "SPSS Part 3," by Stephen Bohnenblust, MSU, Mankato, MN.

2009, November 23, "SPSS Part 2," by Stephen Bohnenblust, MSU, Mankato, MN.

2009, November 16, "SPSS Part 1," by Stephen Bohnenblust, MSU, Mankato, MN.

2009, October 23, "120-Credit Conversion Training," by Kimberly Contag and Kim Pederson, MSU, Mankato.

2008   – 2009 Academic Year

2009, April 2, American Red Cross First Aid and CPR – Child and Infant Training, MSU, Mankato, MN. (see PDR AY09)

2009, January 30, "College Textbook Writing 101," Center for Excellence in Scholarship and Research, MSU, Mankato, and Alpha Chapter, Text and Academic Authors Association. (see PDR AY09)

2009, January 8, "Early Childhood Korean Style," with Dr. Linda Good, MN Valley Association for Early Childhood Education, Mankato, MN. (see PDR AY09)

2009, January 7, "Using Electronic Resources in Research," MSU, Mankato, MN. (see PDR AY09)

2009, January 7, "Lecture Capture System," by Marni Dunning and Jeff Heline, MSU, Mankato, MN. (see PDR AY09)

2009, January 7, "International Student Recruitment Tips and Resources for Faculty/Staff Travel," by Ludmi Herath, Diane Berge, and Chris Mickle, MSU, Mankato.

2008, September 24, "Danielson's Framework for Effective Teaching," Office of Field Experience, College of Education, MSU, Mankato. (see PDR AY09)

2007 – 2008 Academic Year

2007 – 2008, "Cooperative Learning Community of Practice," Center for Excellence in Teaching and Learning, MSU, Mankato.

2007 – 2008, "Department Chairs Community of Practice," Center for Excellence in Teaching and Learning, MSU, Mankato, MN. (see PDR AY08)

2008, April 2, "Courageous Conversations about Race," College of Education, MSU, Mankato. (see PDR AY08)

2006 – 2007 Academic Year

2006 – 2007, "Family – School – Community Connections Learning Community," Professional Development School, Center for School – University Partnerships, College of Education, MSU, Mankato, MN

2006 – 2007, "Faculty Teaching Certificate Program - II," Center for Excellence in Teaching and Learning, MSU, Mankato, MN (see PDR AY07)

2006 – 2007, "Department Chairs Community of Practice," Center for Excellence in Teaching and Learning, MSU, Mankato, MN. (see PDR AY08)

2007, May 16, "Process Oriented Guided Inquiry Learning Workshop," Center for Excellence in Teaching and Learning, MSU, Mankato. (see PDR AY07).

2007, January 10, "Recognizing Bullying in the Workplace," with Susan Taylor, Professional Development Day, MSU, Mankato. (see PDR AY07)

2007, January 10, "Navigating the Journal Review Process: Tips on Getting Published," with Rick Auger, Professional Development Day, MSU, Mankato. (see PDR AY07)

2007, January 10, "International Opportunities for Faculty," with Caryn Lindsay, Don Friend, and Brad Cook, January 10, 2007, Professional Development Day, MSU, Mankato. (see PDR AY07)

2007, January 10, "Equivalencies, Substitutions, and Waivers…Oh, My!" with Andrew Hlubek and Marcius Brock, Professional Development Day, MSU, Mankato. (see PDR AY07)

2006, December 4, "Search Training," Human Resources Office, MSU, Mankato. (see PDR AY07)

2006, November 12, "Diversity in Our Student Populations," with Mary Lou Kudela, sponsored by Nu Chapter, Delta Kappa Gamma, North Mankato, MN (see PDR AY07)

2006, November 3, "Adjunct Hiring and Payroll Process Training," Human Resources Office, MSU, Mankato. (see PDR AY07)

2006, October 12, "Community and School Partnerships: Creating a System Committed to Educational Equity and Social Justice," Neighborhood House, St. Paul, MN. (see PDR AY07)

2006, September 13, "The North Star Quality Rating System" with Nancy Johnson, MN Valley Association for Early Childhood Education, Mankato, MN.

2005 – 2006 Academic Year

2005 – 2006, "Faculty Teaching Certificate Program – I," Center for Excellence in Teaching and Learning, MSU, Mankato (see PDR AY06)

2005– 2006, Russian Language Lessons sponsored by the Foreign Language Initiative (FLI) at MSU, Mankato. These classes are free and taught by native Russian speaking students.

2006, April 18, "Kindergarten Expectations: Implications for Preschool Professionals," MN Valley Association for Early Childhood Education. (see PDR AY06)

2006, January 11, "Globalization at MSU," Professional Development Day, MSU, Mankato. (see PDR AY06)

2006, January 11, "Developing Short-term International Study Tours," Professional Development Day, MSU, Mankato. (see PDR AY06)

2005, November 8, Wireless and Teaching Technology Conference, MSU, Mankato, MN (see PDR AY06)

2005, November 3, "Literacy – Infant, Toddler Preschool," MN Valley Association for Early Childhood Education (see PDR AY06)

2005, October 24, "History and Background of the Children's House," MN Valley Association for Early Childhood Education (see PDR AY06)

2005, "D2L: Quizzing," MSU, Mankato (see PDR AY06)

2005, "D2L: Ongoing Course Administration and Communication," MSU, Mankato (see PDR AY06)

2005, "D2L: Introduction and Basic Course Setup," MSU, Mankato (see PDR AY06)
2005, "D2L: Gradebook and Assignments," MSU, Mankato (see PDR AY06)

Reflection on Significant Activities

This section provides my reflections on some of the significant activities that represent my continuing preparation and growth as an instructor and a scholar.

Maintaining Credentials

During AY06, I completed 125 clock hours of continuing education that was pre-approved by the Minnesota Association of School Administrators, Falcon Heights, MN. In 2006, I submitted this documentation and successfully renewed my Minnesota teaching licenses:
    1. Pre-kindergarten Teacher
    2. Parent and Family Education Teacher
    3. Supervisor of Pre-Kindergarten (Administrator)
    File Folder No. 206987.   These licenses will expire June 30, 2011.

Preparation and Growth for Teaching

Conferences and seminars gave me opportunities to learn about new developments in early education and teacher education. My reflection on professional growth has also been included in various sections of the application material, including information about the results of the Summer Teaching Scholar Fellowship grant.

MSU's CETL Faculty Teaching Certificate Program (FTCP) I

The FTCP I consisted of 12 contact hours, divided into eight, 90 minute seminars scheduled approximately once each month beginning in the final week of September. Faculty members were required to attend 7 of the 8 seminars in order to receive the certificate.

All college deans support the FTCP at MSU and will count the certificate and capstone project as part of "continuing preparation" in article 22 for promotion and tenure. The certificate and capstone project were evidence of continuing preparation as teaching faculty.

I attended eight seminars during the 2005-2006 academic year. The seminars were designed to assist faculty members early in their careers to develop and enhance their teaching skills and establish a foundation for a lifetime of creative and engaging teaching. All seminars included a mix of presentations, discussion, and reflective thinking on the part of participants. Participants received a "Faculty Resource" CD complied by CETL along with articles to read prior to seminars. The seminars and topics are listed below.

    Seminar I—Creating a Quality Syllabus
    Seminar II— Active Learning Strategies for the Classroom

        Seminar III— Teaching with Technology (meets in TnT lab in library)
        Seminar IV— Diversity in the Classroom
        Seminar V— Classroom Assessment Techniques
        Seminar VI— Course Development/Restructuring
        Seminar VII— Faculty and Student Portfolios
        Seminar VIII— Capstone Project Presentations.

Another component of the FTCP is a one peer faculty consultation through the Center for Excellence in Teaching and Learning. My consultation was conducted by Dr. Stewart Ross, Director, CETL, observed one of my classes, talked with students, and presented his findings to me in an encouraging, supportive environment. There was no evaluation in this process. It was simply an opportunity to have a discussion about teaching and learning between the consultant and faculty member.

As part of the FTCP, I completed a capstone project that can be used in the classroom. My project was about including active learning strategies in the classroom. The capstone project had two goals. The first is to motivate participants to try something new and innovative in their teaching. The second goal is to provide deans with evidence of innovation in teaching that can lead to improved student learning at MSU (and improved rates of tenure and promotion). The project was shared at the final seminar with other participants. The project was further evidence to department chairs and college deans of my interest in innovative teaching and desire to improve student learning at MSU.

The FTCP is for any faculty member teaching a course during the academic year who is interested in talking about teaching with other faculty and learning more about teaching at the University. In practical terms, however, the program is designed especially for faculty in their first five years at the University who are responsible for the design and teaching of at least one course per year.

Through the FTCP I, I learned more about teaching and met other faculty from around the University in a safe, supportive, positive intellectual/social atmosphere. I learned how to be more effective and efficient as a teacher while making teaching more fun and less stressful.

My course portfolio about EEC 365/366 documents my inclusion of active learning strategies in EEC 365, Methods and Materials for Teaching Infants and Toddlers. This gave me an opportunity to build on professional development experiences and continue to refine the course.

"Lecture Capture System," January 7, 2009, Professional Development Day, MSU, Mankato

I attended this session at the 2009 Professional Development Day at MSU. After that, I tried out the Lecture Capture System for my course, EEC 590. I think this session is now available at the following locations:

Direct Links to Echo:

Rich Media:
http://echo360.campus.mnsu.edu:8080/ess/echo/presentation/c0152654-9892-4956-99fa-80a45b51c605

Vodcast:
http://echo360.campus.mnsu.edu:8080/ess/echo/presentation/c0152654-9892-4956-99fa-80a45b51c605/media.m4v

Enhanced Podcast:
http://echo360.campus.mnsu.edu:8080/ess/echo/presentation/c0152654-9892-4956-99fa-80a45b51c605/media.m4b

Podcast:
http://echo360.campus.mnsu.edu:8080/ess/echo/presentation/c0152654-9892-4956-99fa-80a45b51c605/media.mp3

RSS Feeds:

Podcast: http://echo360.campus.mnsu.edu:8080/ess/feed?id=78ac17fe-b4fb-4306-9e43-4c2d6d411513&type=MP3

Enhanced Podcast: http://echo360.campus.mnsu.edu:8080/ess/feed?id=78ac17fe-b4fb-4306-9e43-4c2d6d411513&type=M4B

Vodcast: http://echo360.campus.mnsu.edu:8080/ess/feed?id=78ac17fe-b4fb-4306-9e43-4c2d6d411513&type=M4V

Preparation and Growth for Research

Attendance at conferences and seminars provided opportunities for me to network with colleagues. Through the past five years, I have met colleagues with whom I already am collaborating on research or writing projects. And I received feedback on my own ideas presented during conference sessions. These experiences also gave me ideas about involving undergraduate students in research and scholarly projects. My participation in conferences and seminars has resulted in many student projects, conference presentations, journal articles, and grants.

AARE is the national association for fostering educational research in Australia. AARE facilitates contact between educational researchers and supports the development of high quality educational research. Through its annual conference, AARE encourages researchers from Australia and international colleagues to bring local, national and global perspectives to engage in issues of inclusion and diversity through new approaches to teaching and learning, innovative forms of leadership and management and new approaches to meeting challenges in research methodologies, production and publication. Conference proposals go through a process of peer review before presentation and before publication.

AARE sponsors many Special Interest Groups (SIGs), groups of AARE members with shared research interests. They support networking with fellow researchers. SIGs undertake a diverse range of activities including organizing events, discussion groups, research training, convening symposia, contributions to AARE NEWS and The Australian Educational Researcher, etc. The corresponding organization in North America is the American Educational Research Association. Membership is reciprocal.

Sandell, E. J., O. V. Klypa, and V. G. Azarova. (2009, December). *Pilot Test of a Quality Rating and Improvement System.* Panel presentation at the annual conference of the Australian Association for Research in Education, Canberra City, ACT, Australia.

From: Ruth W Jeffery [ruth@aare.edu.au]
Sent: Sunday, September 27, 2009 7:20 PM
To: Sandell, Elizabeth Jill
Cc: Olga Victorovna Klypa; Azarova, Vera Grigoryevna
Subject: [AARE09] Refereed Paper Accepted
Dear Professor Sandell et al:
Your refereed paper, SAN091474 "PILOT TEST OF A QUALITY RATING AND IMPROVEMENT SYSTEM," has been accepted for presentation at AARE 2009 International Education Research Conference in Canberra in November / December pending receipt of your conference registration payment/s.
Thank you and looking forward to your participation in this event.
Ruth W Jeffery, Convener
ruth@aare.edu.au
AARE 2009 International Education Research Conference

Reflection:

This presentation provided me with practice in organizing my data and research and in preparing and presenting it to other scholars. The discussion that followed the presentation provided me with new insight and ideas for additional ideas of how to further develop my own presented work. Audience members asked questions about teacher preparation and licensing and its relationship to quality in early education. They also asked questions about international partnerships and how research was accomplished across international "boundaries."

Barker, K., R. Craven, J. Archer, H. Watt, A. Anderson, and R. Walker. (2009, December). *The big theories: Making a real difference to advancing research and practice.* Panel presentation at the annual conference of the Australian Association for Research in Education, Canberra City, ACT, Australia.

The panel presented and discussed:
Achievement goal theory (Archer)
Self-concept theory (Craven)
Expectancy value theory (Watt)
Behaviorism (Anderson)
Socio-cultural perspective theory (Walker)

The panel applied each theory to a specific case study scenario (see photo below) to consider how each theory actually described, explained, and predicted behavior.
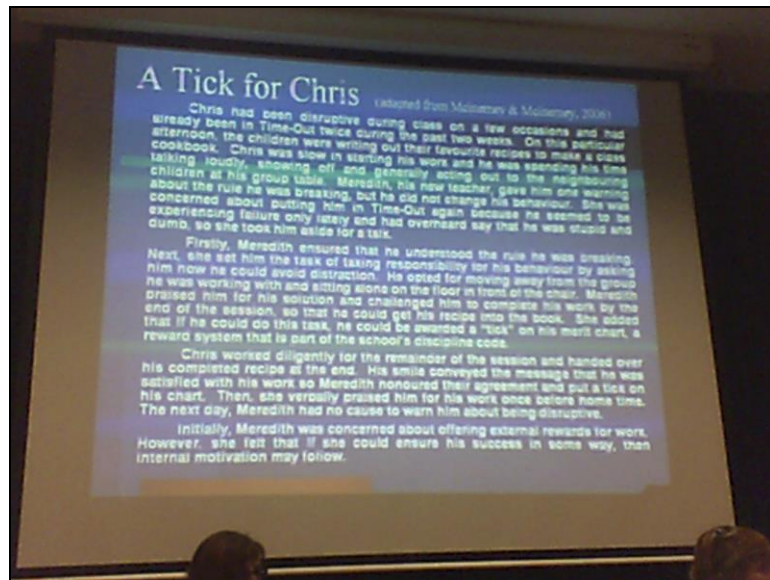
I videotaped the panel and discussion. After the conference, I edited the material and shared it with the panel members. A copy of the videotape is included on CD along with my Application for Promotion.

This presentation provided me with new insight and ideas for the book project that I am working on with Olga V. Klypa from Russia. The idea of applying "big theories" to a case study is intriguing. I will propose that our book concept use a case study in each chapter to help focus our discussion of the theories of child development and learning in Russia and in the US.

From: Sandell, Elizabeth Jill [mailto:elizabeth.sandell@mnsu.edu]
Sent: Sunday, December 20, 2009 6:55 AM
To: Katrina Barker
Subject: Videotape of presentation at AARE

Hello, Katrina:

It was a privilege to be in the audience for your panel's presentation about "Big Theories of Motivation and Learning" at the 2009 International Conference of the Australian Association for Research in Education earlier this month. The panel members gave me several good ideas for teaching and scholarship in early education at my university. I was happy to be able to videotape the discussion section of the presentation. I have entry-level skill at video editing, but I tried my best. You can view the hour-long edited version at http://msustr0.campus.mnsu.edu:8080/coe/sandee1/BigTheories.wmv   Please let me know if you can access it or if you have any difficulty getting to it. If you would like a CD version, just let me know your "snail-mail" address and I will send one to you. Thanks again and best wishes for a great "summer" vacation. Beth

Elizabeth J. Sandell, Ph. D.
Элизабет Дж. Санделл, Assistant Professor, Early Childhood Education
328 Armstrong Hall, Minnesota State University, Mankato 56001
office: 507-389-5713
fax: 507-389-5853

From: Katrina Barker [K.Barker@uws.edu.au]
Sent: Sunday, December 20, 2009 5:46 PM
To: Sandell, Elizabeth Jill
Subject: RE: Videotape of presentation at AARE

Dear Beth,

Wow, the videoing of the session is fantastic, and the editing in brilliant. Thank you so much, you've done a fabulous job. The video will be a useful and valuable tool for teaching purposes. I can't thank you enough for all your efforts. I will forward the resource to the panel members and also ask for written permission (although I already have verbal permission), to use the video for teaching purposes. I will forward the permission on to you in case you would like to use it too.

I hope you have a lovely Christmas and a Happy New Year.

Most grateful, Katrina

From: Katrina Barker<K.Barker@uws.edu.au>
To: Jennifer Archer <Jennifer.Archer@newcastle.edu.au>, Helen Watt
<Helen.Watt@education.monash.edu.au>, Rhonda Craven <R.Craven@uws.edu.au>, Angelika|
Anderson <Angelika.Anderson@education.monash.edu.au>, Richard Walker
<r.walker@edfac.usyd.edu.au>
Date: 21/12/2009 11:09AM
Subject: FW: Videotape of presentation at AARE

Dear 'Big Theories' Presenters,

Thank you so much for participating in the 'Big Theories' session at AARE. It was great to be a part of the session and there was lots of positive feedback regarding this session at the conference. At our ML-SIG AGM, we brainstormed some more innovative sessions which we hope will be as successful as the 'Big Theories' symposium.

Below in Beth's email is a link to the video of the second half of the presentation. Beth Sandell from the US kindly offered to video tape our session. Beth had an hour of videotaping on her phone, and I requested that she tape the scenario analysis section of our presentation. The scenario analysis section commences 6 mins 10 seconds into the video. I was able to view the video using Windows Media Player. If you have any problems accessing the video, please let me know so that I can help you access it. Please note that each presenter provided verbal consent to be taped and to use the resource as a teaching tool and to promote the AARE ML-SIG. If you have any objections, please let me know so that we can edit the resource accordingly (is this passive consent?!).

Best wishes, Katrina

From: Helen Watt [Helen.Watt@education.monash.edu.au]
Sent: Sunday, December 20, 2009 6:53 PM
To: Sandell, Elizabeth Jill
Subject: Re: FW: Videotape of presentation at AARE

Dear Beth,
thank you so much for doing this - much appreciated! please could I request a snail-mail CD version to my mailing address as below? with every best wish for the festive season, Helen

Helen M. G. Watt, PhD Associate Professor,
Faculty of Education, Monash University (Clayton campus)
Melbourne VIC 3800 AUSTRALIA
http://users.monash.edu.au/~hwatt/

Chamberlain, D. and Mehmi, A. (2008, October). *Culture and Pedagogy: Asian Learners' Experiences in Canadian Higher Education*. Presentation at the 2008 annual conference of the International Society for the Scholarship of Teaching and Learning, Edmonton, AL, Canada.

Mid-term feedback revealed that Asian students in management department courses were challenged by "cultural differences" in the academic majors. This study examined how Asian students' cultural backgrounds affect their learning experiences in a course with highly culturally-dependent topics (e.g., Canadian Business law). The researchers used a grounded theory approach and discovered four themes that seemed to be barriers: Motivation, Case studies, Study groups, Terminology. Curriculum development and teaching pedagogy have an influence on learning by Asian students. I find this material useful for organizing my own research agenda. The presentation mentioned several research bloopers, such as:

- Confusion about China and Taiwan … let them self-identify
- Timing of interviews at end of term … and students were leaving for tourism or to return home
- Other competing research on campus with international students

I will also find this material useful related to as teaching international students, American student from cultures other than my own, and undergraduate students in Human Relations in a Multicultural Society.

The study found that motivation was influenced by factors such as:

- Desire to study in America. Canada was not their first choice of location for studies. (USA was first choice). Canadian visa standards were looser and therefore more accessible.
- Desire to escape their home educational system (e.g., few choices or low grades and not approved for study at elite university in home country). ("The way to 'golden yourself' was through study abroad and through learning English.")
- Desire to learn English
- Desire to immigrate to another country.
- Limitations of financial considerations. (Goal to pass courses on time and graduate on time so they do not waste money in re-taking courses.) And family relies on them to send money home.
- "In Canada, I'm talking about my hope, future, passion, motivation. In China, I'm talking about family, marriage, kids… really different things."

Case studies and illustrating examples helped students understand and remember terms and concepts. Learning would be fostered by:

- Shorter case studies and shorter texts
- Examples and humor that is understandable to everyone, across cultures, without required prior cultural knowledge (examples of fishing and logging … were not meaningful to students who had never experienced fishing or logging).

Study groups were used by half of the international students
- International students were primarily in self-contained groups because they shared language and culture
- Acknowledged value of being in groups mixed with national students but instead they grouped with international students because of language issues (such as nervousness or intimidation).
- If non-traditional national student (about age 25 or 30) is in group, the international students would defer to those older students out of respect

Terminology was of paramount concern for all international students.
- Dictionaries were useless for translation of field-specific or technical terms because their home systems use different concepts.
- Academic terminology is steeped in discipline and culture
- Terminology is not easily accessible on its own

Suggestions for pedagogy. Bring the subject to life for international studies, through strategies such as: Give specific explanations of terms, use short case studies and examples, and facilitate group work.

 Preparation and Growth for Graduate Student Advising

Lassig, C. and L. Dillon. (2009, November). *Writing together, learning together: The value and effectiveness of a research writing group for doctoral students.* Panel presentation at the annual conference of the Australian Association for Research in Education, Canberra City, ACT, Australia.

The panel presented their experiences and ideas about supporting doctoral students in writing their dissertations. The students showed a copy of a book by Dr. Andrew P. Johnson, Professor, Department of Special Education, College of Education, Minnesota State University, Mankato.

They said their department gives every student a copy of A Short Guide to Academic Writing (University Press of America, 2003) to use as they prepare their writing products. I took a photograph of the students (see below) and sent it to Dean Miller and Andy, so they could see how his book is being used.

Reflection:

This session was valuable for me to learn more about the student experience of graduate-level academic advising. I will probably use Andy's book as a reference in my work with advising graduate students about their theses and alternate plan papers.

Preparation and Growth for Undergraduate Student Research

Wuetherick, B. and D. Berry. (2008, October). *Academics' Perceptions about the Integration of Research, Teaching, and Learning: A Disciplinary Case Study*. Presentation at the 2008 annual conference of the International Society for the Scholarship of Teaching and Learning, Edmonton, AL, Canada.

Described a disciplinary (History) case study to explore academics' perceptions of the role that research can and should play in the UG learning environment. Results were presented about a survey of FT and contract academic staff in history departments. My conclusion from this presentation is that faculty members are not being explicit with our students about their opportunities and experiences in research. See Mick Healey, 2004.

Barnhagen, C. and N. Randall. (2008, October). *Teaching and Learning through Research and Discovery*. Presentation at the 2008 annual conference of the International Society for the Scholarship of Teaching and Learning, Edmonton, AL, Canada.

The Carnegie Academy for the Scholarship on Teaching and Learning Institutional Leadership Program group on Undergraduate Research is concerned with designing the learning environment to help UG students develop skills they need to make sense of and contribute to society. My conclusion from this presentation is that I will do these things: write a position description for an undergraduate student research assistant, seek funding for undergraduate research, and develop teams of undergraduate students for mentoring them in research as a learning opportunity.

Presenters outlined the criteria they identified to describe different learning environments.

What is UG research?
Honors research project
Summer UG research experience
Embedded in a course
Discovery learning
Community service learning
Internship or field experience
Cornerstone project
Publishing and/or presentations and/or reports/monographs
Methods course
Canned lab
Discovery lab
Independent research
Project teams
Club projects
Community-based project
Grant-funded project

Which students?   All students vs. honors students   Early in program at university vs. later in program/senior   Cornerstone vs. Capstone

Who initiates? Student initiated vs. faculty initiated vs. community request

What are the goals? Student, process vs. outcome, product   Original research to student vs. original research for the discipline

How is the experience organized? Curriculum- or course-based vs. extramural, co-curricular   Multi/interdisciplinary vs. discipline based

What level of ownership and responsibility? Collaborative (faculty/student/student) vs. individual project

Who is the audience? Campus/community vs. professional audience

What are the benefits? College credit vs. Paid positions vs. volunteer

Dabrowski, M. (2008, October). *Learning as Teaching: Engaging Students through Collaborative Publishing*. Presentation at the 2008 annual conference of the International Society for the Scholarship of Teaching and Learning, Edmonton, AL, Canada.

University students create notes, essays, presentations, and other useful materials to fulfill course requirements. Most of these materials are discarded at the end of the semester or at the end of the degree; there is no perceived value in the work created. Our goal is to harness this development effort. The project is designed to engage past students in dialogue with peers currently in university programs by using their learning objects in the classroom after their completion of the course or program. See Boud, Cohen, and Sampson 2001 reciprocal peer learning:

"Peer teaching involves students learning from and with each other in ways which are mutually beneficial and involve sharing knowledge, ideas, and experience between participants. The emphasis is on the learning process, including the emotional support that students offer each other."

Examples of assignments:

Life altering event (250 – 300 words)
Letter to the editor (300 – 400 words)
Journalistic article (400 – 600 words)
Original short story (500 – 1000 words)
Research paper (1500 – 200 words)

+ Writing journal (18 entries about 200 words each)

Steps in Each Assignment:

1. Select topic based on criteria outlined for the assignment
2. Review sample works from previous students as models and inspirations
3. Discuss topics with peers – 10 minute to present topic to groups; group discusses topic in relation to project outline; peer interaction to mold the content, structure, and approach to the creation of the text
4. Write draft 1 – focus on content; no negative consequences; no grades at this point; unhindered creativity
5. Peer grammar corrections – students examine peer work and analyze them sentence by sentence, actively discussion areas they felt need to be corrected: subject/verb agreement; correct use of tenses; sentence structure; selection of appropriate vocabulary; justify changes. Professor walks about the room.
6. Peer review for content: meaning as intended; development of ideas; logical presentation; consistency in creative works; analyzing writing style.
7. Revisions and draft 2 incorporating peer revisions and corrections
8. Peer commentary to be sure the content met the requirements of the assignment.
9. Write final version and turn in to professor, along with the other two drafts.

Outcomes:

1. Student increased motivation
2. Student improved understanding of grammar
3. Student increased engagement in learning process
4. Student improved critical skills
5. Student and teacher were "on the same side"
6. Students were teachers and learners
7. Student work was creative, imaginative, and interesting
8. Students were less concerned about grades
9. Students were able to articulate and apply grammatical rules

Permission released by students for use in future classes and to be published on the web.
Student essays turned into learning objects (lessons, exams, learning aids)
Released under creative commons licensing for any educational purpose.

Kotow-Sullivan, C. (2008, October). *Nurturing and Supporting Intercultural Competency in International Students' Experiences while Studying in Canada*. Presentation at the 2008 annual conference of the International Society for the Scholarship of Teaching and Learning, Edmonton, AL, Canada.

How are students prepared for entrance to another cultural context?
How does the cultural community support their development of understanding and appreciation of human differences, cultural competency, and social responsibility?

This study documented the development of intercultural maturity in a cohort of students who come to study in Canada.

Design experiences to support student development:
Introductory course (Culture's Consequences) to orient students
Revisions in course delivery to intentionally include international students
Informal meetings with groups and individuals
Online tutorial for academic honesty and active learning
Online electives to practice the skills of North American education
Communication skills to foster cross-cultural connections
Student Mentors

Teachers' workshop in Canada so that North American teachers understand academic background of students (e.g., teaching to the test, academic plagiarism). Teachers' workshop in India so that teachers could understand participatory learning and academic approach in North America and prepare their students for the exchange.

Based on a developmental model of intercultural maturity developed by Patricia M. King and Marcia B. Baxter Bagolda (2005).
- Acceptance of multiple perspectives
- Capacity for interdependent relations with others
- Internal sense of self
- Self authorship

Be aware of colonial establishment of education around the world… and therefore the Western European approach to teaching and learn is not culturally relevant for many students.

Challenges
- Women in education and society
- Class or caste in society
- Family violence
- Consumerism

Renc-Roe, J. and R. Gale. (2008, October). *Supporting the SoTL in Central Europe through International Connections and Residential Workshops.* Presentation at the 2008 annual conference of the International Society for the Scholarship of Teaching and Learning, Edmonton, AL, Canada.

Identified major issues in post-Soviet countries:
1. Lack of books
2. Lack of databases
3. Lack of expertise (e.g., sociology is a new discipline)
4. Lack of understanding of scholarship
5. Lack of assessment of student learning
6. Professor-centric approach to teaching

7. Inability to question the professor or make suggestions about curriculum because of authority of the professorial position
8. Asking for evidence and asking how do you know is a new idea
9. Historical issues about active learning and CAT (e.g., videotapes to gather evidence are threatening from the oppressive past).
10. Lack of faculty development
11. Lack of creativity and collaboration about course development
12. Federal directives about courses and content required, as well as methodology (one lecture, one seminar each week).
13. Lack of financial resources to afford travel and writing
14. Pedagogy (teaching) is one of the most despised professions in the former Soviet Union. Students in pedagogy are those that cannot get into other university programs. Lowest possible status. Pedagogy is about elementary or primary school.

Central European University (CEU) holds faculty development programs for faculty from eastern Europe and former Soviet systems. A course design program promoted the use of portfolios to contribute to reflective practice and writing residencies. (ISSOTL, Pat Hutchings, Carnegie Foundation, writing residencies at Georgetown University). CEU has built collaboration among faculty members toward international dissemination of scholarship.

Criteria for selection: Predisposition toward SoTL, Readiness for SoTL, Social sciences or humanities. Interested faculty members submit a proposal (80 to 100 per year). Select 5 to 10 faculty members to participate in each cohort.

Year I: One-week writing residency helped faculty develop research design and proposals for doing scholarship while teaching courses at home university.
  Day 1: Teach what scholarship is. Collaborative workshop approach to share assumptions, institutional contexts, etc.
  Day 2: Reading on-line material from Pat Hutchings, etc. Reading examples of scholarly writing. Faculty members realize that they do not have to have pre- and post-survey or any survey at all in order to do SoTL. Discuss evidence. Discuss ethics of consent and privacy. How do you gather data obliquely so students do not give answer that professor expects?
  Day 3: Distill an actual research question from their interests. Work in library for literature search. Finding K-12 literature to be very useful.
  Day 4: Workshop to write and re-write a piece of writing. (Scaffolding activities, individual writing, group consultations, feedback.

During the year, faculty members return to teach at their universities and to complete the data collection. Suggestion that faculty members also teach a SoTL workshop at their universities. Post-residency focus group.

Year II: One-week writing residency helped faculty write papers for publication. Content is about their research that was completed during the previous year..

What works:
1.   Developmental journey of reflective teaching.
2.   Developmental journey toward SoTL.
3.   Process creates a whole new language of SoTL that pre-dates inquiry projects.
4.   Process of reflection is different at every educational institution.
5.   Shifting foci from teaching to learning and evidence of student learning
6.   Creating scholarly teachers
7.   Training scholars of teaching

What needs work:
1.   Continuing support networks (in spite of technical infrastructure and lack of English-language journals)
2.   State goal from the beginning: that they are going to develop a publish-able paper. This makes their university administrators more likely to approve the participation.
3.   Takes time and space and place to learn about new concepts that they have never heard before.
4.   Building a culture of inquiry is needed at their home universities
5.   Need access to journals (English and otherwise)
6.   Need access to resource center
7.   Need access to conferences (in English and otherwise) for presentations

Considering impact:
1.   Individual inquiry – identities are encompassing scholar and researcher roles
2.   Departmental change – difficult when only one faculty member comes from an institution
3.   Institutional influence – curriculum changes with university changes
4.   Regional application – some programs in other organizations are incorporating SoTL principles
5.   International implication – unknown