

Faculty Development Newsletter

March 2012

i>clicker: Uses Outside of the Classroom, Part I

Colleagues from across the university are using i>clicker in a variety of situations.

Faculty Spotlight

Concept Mapping – Beth Johnson, School of Nursing, incorporates concept mapping to help her students understand complex content.

The Bookshelf

Teaching and Learning through Inquiry: A Guidebook for Institutions and Instructors

Event Spotlight

Myth vs. Reality: Diversity and Inclusion in Japan – a webinar co-sponsored by the Office of Institutional Diversity and the Office of Educational Excellence.

From Around the Web

Don't Lecture Me – America RadioWorks explores supporting student learning in the 21st century by moving beyond the traditional lecture format

TEMPORARY MOVE: OEE is in the first phase of Teachers College renovation. Beginning January 2012, our location will be 305 N College (south of the Student Center). We will return to TC 4th floor July 2012.

Office of Educational Excellence

www.bsu.edu/educationalexcellence

i>clicker: Uses Outside of the Classroom, Part I

Amberly Pressler

Media Production Coordinator

Office of Educational Excellence

i>clicker has been helpful in lecture classrooms across campus, but how do they fair in other settings? We talked to colleagues across campus that used a little out-of-the-classroom thinking to take their presentations a long way. They found that i>clicker can be useful in a variety of other situations.

COLLEGE FACULTY MEETING



“It just takes that initial exposure for (faculty) to feel comfortable.”

Guillermo Vasquez De Velasco

Dean of the College of Architecture and Planning

The Dean of Architecture elected to use i>clickers in a college faculty meeting that occurs once a semester. Faculty used the i>clicker remote to answer questions anonymously.

The i>clickers replaced “show of hands” votes and pinning votes onto a board. Vasquez de Velasco wanted to reduce the “power of the peers” dynamic where people simply vote for something because everyone else is voting for it.

“People we admire have opinions, and when they say something, we in turn say ‘Well, if it is good enough for them, then it is good enough for me.’ It is an element of trend, and the i>clickers provided us with a way around that.”

Vasquez de Velasco says he will use i>clicker in the future in other faculty meetings to trigger discussion and collect group data. While most College of Architecture and Planning classes have studios, he recommends the use of clickers in lecture classes.

Vasquez de Velasco also recommends that faculty become familiar with this new technology. Sometimes new technologies can be challenging, but he says that this technology is easy to learn.

“Sometimes it takes faculty to use it once to see how to use it, and they can implement them in the future. It just takes that initial exposure for them to feel comfortable.”

ALUMNI CENTER PRESENTATION

“This technology is so intuitive that it doesn’t take a tech savvy person to understand it.

Dom Caristi

Associate Professor of Telecommunications

Dom Caristi used i>clicker at a presentation he gave to the Association of Life-Long Learners, a group of Ball State Alumni at the Alumni Center. The group was composed of retirees and most of them were 60 years old and older.

“This technology is so intuitive that it doesn’t take a tech savvy person to understand it. It uses A-E so it is simple enough for people to deal with.”

Caristi created a 50-question trivia contest and the group used the clickers to choose the answers. Whoever answered the most questions correct won a prize.

Caristi had heard of colleagues using i>clicker in their classrooms. Although he doesn’t plan on implementing them in his classes, he says he enjoyed the out-of-the-classroom experience and would use them again for another talk. He says that using the clickers during his trivia contest made the presentation interactive and entertaining. “It made the presentation somewhat whimsical, because it was nothing like, ‘have you done the reading?’”

Aside from the benefits the clickers gave to his presentation, he commented on the ease of obtaining the clickers. “The Office of Educational Excellence was tremendous. I was provided with 60 i>clickers and a base unit for a one time use at no cost to me or my department.”

TRAINING SESSION

“We’re hoping to integrate them into our research instruction sessions to help gauge student understanding and to increase interaction and engagement in the classroom.”

Lisa Jarrell

Instructional Service Librarian - Ball State University Libraries

Lisa Jarrell and the library staff have been participating in i>clicker training sessions to help better prepare them for future uses. Jarrell says they plan to use them in research instruction sessions to increase student engagement and encourage interaction and conversations during classes.

Jarrell and the library staff have wanted to use clickers for several years but the purchasing the system was cost prohibitive.

“When I heard that the Office of Educational Excellence had sets to loan out, I jumped at the chance to try them out.”

Jarrell also says that the training sessions have been very helpful and have made the staff more comfortable with the system. She is appreciative of the opportunity to try out i>clickers in the library setting.

SHOWCASE SEMINAR



“We wanted to give flexibility to our audience—It gives the audience power.”

Chad Menning

Associate Professor of Sociology

Dr. Chad Menning used i>clickers in a Showcase seminar that derived from a Virginia Ball Center program he directed last spring. During the Showcase, Menning played a DVD with five different sexual assault scenarios. The audience used the clickers to choose the defense mechanism that they wanted to be played out in front of them.

“We wanted to give flexibility to the audience.” Menning said that sometimes it’s difficult for audience members to talk, but the iclickers give everyone a say.

Menning also uses i>clickers in his classrooms and says he likes the immediacy of feedback because the students can see exactly how they’re fairing in the classroom.

He plans to use i>clicker in future demonstrations and highly recommends them in audience-based settings. “It works really well in an audience based setting. It gives the audience power. They get to choose their own adventure.”

All participants in this article expressed their gratitude for the support provided by Angela Nickoli (Criminal Justice and Criminology), OEE’s i>clicker Support Fellow.

In next month's newsletter: **i>clicker - Uses Outside of the Classroom, Part II**

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EVENT SPOTLIGHT

WEBINAR - Myth vs. Reality: Diversity & Inclusion in Japan

Tuesday, March 20, 2012

2:00-3:30 pm

BL 104

Japanese culture is very different from any other in the world. However, focusing on the variety of the Japanese population, such as differences in gender, age, region, social class, and minority-majority status, demonstrates that diversity in Japanese society may not be so different from that in other countries. The status and trends in Diversity & Inclusion in Japan will be addressed based on recent research results. The webinar presenter will be Hiroko Tatebe, Founder and Executive Director of the Global Organization for Leadership and Diversity (GOLD).

Following the webinar presentation, Sadatoshi Tomizawa, Professor of Japanese, will conduct a Q&A session with participants.

FACULTY SPOTLIGHT

Concept Mapping

Amberly Pressler

Media Production Coordinator

Office of Educational Excellence

Elizabeth Johnson, Assistant Professor in the School of Nursing, teaches the lecture part of Nursing 340 *Adult Health 2: Nursing Care Across the Adult Lifespan*, which includes both a lecture part and a lab. She uses the prepared lecture material to teach students to perform procedures correctly while in the laboratory, hospital or other community setting. Because she teaches upper-level courses, most of her students are on track to graduate soon after they take her class. Therefore, Johnson also helps students to prepare for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).



Johnson has implemented Concept Mapping into her teaching. This technique has provided a way for students to understand difficult content in these higher-level classes. She uses Concept Mapping in place of a traditional lecture with bullet points and slides. In addition to helping students work through difficult content, it also keeps them more engaged.

Johnson describes Concept Mapping as picture or diagram of a concept or idea. Generally, the main concept is in the middle, in some type of circle or cloud shape, with relating ideas placed in boxes or different shapes around the main topic. From there, she starts connecting the outside components to the main concept. When finished, it looks like a web of ideas or, as her students say, a plate of spaghetti.

Student response to this hands-on technique has been positive. Johnson says students are especially receptive when drawing their own concept map.

Johnson prepares concept maps before class if she knows she will be teaching a difficult concept. However, she cannot always account for what students might find difficult. Therefore, she also creates concept maps during class on the whiteboard. She encourages student input

and they often suggest components that she has not considered.

For those interested in using this technique, Johnson advises colleagues to start with a concept they are familiar with and draw the map out from there—it can be something as simple as a recipe or a textbook definition. As her students grow, she challenges them to create more complex maps that have multiple layers of components.

Although Concept Mapping can be done on a white board or just on notebook paper, Johnson uses *Inspiration 9* software to encourage this technique. Within this application are examples of concept maps from all disciplines. Johnson says the software has made it easier to create intricate and interesting maps for her students.

Links of interest:

- A [video](#) of Beth discussing her use of Concept Maps
- [Inspiration Software, Inc](#)
- [The Florida Institute for Human and Machine Cognition](#) (IHMC) has a [free concept mapping tool](#) available online.

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THE BOOKSHELF

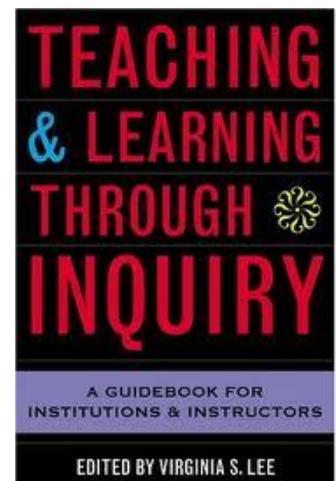
TEACHING AND LEARNING THROUGH INQUIRY: A GUIDEBOOK FOR INSTITUTIONS AND INSTRUCTORS

Lee, Virginia S. (ed.). *Teaching and Learning through Inquiry: A Guidebook for Institutions and Instructors*. Sterling, VA: Stylus Publishing, 2004.

“. . . [Inquiry-guided learning] refers to a range of strategies used to promote learning through students’ active, and increasingly independent, investigation of questions, problems and issues, often for which there is no single answer.” (p. 5)

Inquiry-guided learning (IGL) refers to an array of classroom practices that promote student learning through guided and, increasingly

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independent investigation of complex questions and problems. Rather than teaching the results of others' investigations, which students learn passively, instructors assist students in mastering and learning through the process of active investigation itself. IGL develops critical thinking, independent inquiry, students' responsibility for their own learning and intellectual growth and maturity.

The 1999 Boyer Commission Report emphasized the importance of establishing "a firm grounding in inquiry-based learning and communication of information and ideas". While this approach capitalizes on one of the key strengths of research universities, the expertise of its faculty in research, it is one that can be fruitfully adopted throughout higher education.

North Carolina State University is at the forefront of the development and implementation of IGL both at the course level and as part of a successful faculty-led process of reform of undergraduate education in a complex research institution.

This book documents and explores NCSU's IGL initiative from a variety of perspectives: how faculty arrived at their current understanding of inquiry-guided learning and how they have interpreted it at various levels -- the individual course, the major, the college, the university-wide program, and the undergraduate curriculum as a whole. The contributors show how IGL has been dovetailed with other complementary efforts and programs, and how they have assessed its impact.

The book is divided into four parts, the first briefly summarizing the history of the initiative.

Part Two, the largest section, describes how various instructors, departments, and colleges in a range of disciplines have interpreted inquiry-guided learning. It provides examples from disciplines as varied as ecology, engineering, foreign language learning, history, music, microbiology, physics and psychology. It also outlines the potential for even broader dissemination of inquiry-guided learning in the undergraduate curriculum as a whole.

Part Three describes two inquiry-guided learning programs for first year students and the interesting ways in which NCSU's university-wide writing and speaking program and growing service learning program support inquiry-guided learning. Part Four documents how the institution has supported instructors (and how they have supported themselves) as well as the

methods used to assess the impact of inquiry-guided learning on students, faculty, and the institution as a whole.

The book has been written with three audiences in mind: instructors who want to use inquiry-guided learning in their classrooms, faculty developers considering supporting comparable efforts on their campuses, and administrators interested in managing similar undergraduate reform efforts. It will also appeal to instructors of courses in the administration of higher education who are looking for relevant case studies of reform. While this is a model successfully implemented at a research university, it is one that is relevant for all institutions of higher education.

from styluspub.com

FROM AROUND THE WEB

Don't Lecture Me

As a part of their [Tomorrow's College Series](#), American RadioWorks explores supporting student learning in the 21st century by moving beyond the traditional lecture format.

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