

TEACHING & LEARNING

A T A P P A L A C H I A N

Volume 6 2001-2002



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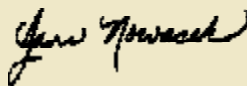
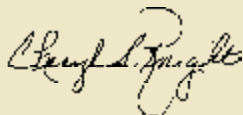
From the Editors

After the excitement and rush of beginning classes this fall, we invite you to pause, relax, and breathe. Breathe in the frigid, fresh air of an Alaskan expedition. Imagine the opportunities of living and working in Poland. Contemplate the experiences of working with others in programs and departments different than your own at Appalachian State and other universities.

This issue of Teaching & Learning at Appalachian recounts the adventures of faculty who have crossed disciplines and borders, reaching to teach within and beyond the boundaries of Appalachian's campus. It celebrates collaboration between university and business, U.S. and foreign media, and faculty and students. It chronicles the opportunities faculty seek to broaden and expand their students' vistas.

In these articles the authors share their own learning as well as that of their students because taking risks to cross into new territory inevitably results in new understandings. We hope their adventures interest and inspire.

Sincerely,



Cheryl Knight, College of Education
Jane Nowacek, College of Education

Cover photo: Sara Levine and Eric Hiegel try sea kayaking on Harriman Fjord.
Photo by Rich Campbell

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Contents

An Alaskan Expedition: Academics Plus Student Development Equals Experiential Education	2
Wayne Williams, Health, Leisure and Exercise Science Rich Campbell, Outdoor Programs	
Being a Stranger in a Strange Land: The International Internship Experience	6
Frank A. Aycock, Communication	
Collaboration Across Disciplines and Institutions: Making Connections in Clinical Education	9
Heather M. Clark, Language, Reading and Exceptionalities Brenda Kennell, Lincoln Medical Center Julie A.G. Stierwalt, Southwest Missouri State University	
Greetings from the Mothership: Library Services for Off-Campus Students	13
Martha Kreszock, University Libraries	
Service-Learning at Appalachian: Crossing the Borders of University and Community	16
An Interview with Shari Galiardi, ACT Service-Learning Coordinator Janice G. Riennerth, Sociology and Social Work	
Silk Screening as a Learning Window	19
Joan M. Meixell, Interdisciplinary Studies	
Involving Advisory Boards in the Learning Process to Increase the Quality of a Student's Education	23
J. Mark Estepp, Technology Suzette Mauney, Fine and Applied Arts	
The RA/Faculty Connection	25
Peter Reichle, Interdisciplinary Studies	
Linking Freshman Composition and World Civilization to Create a Learning Community	28
Harriette C. Buchanan, Interdisciplinary Studies Peter W. Petschauer, History Cathia T. Silver, Learning Assistance Program	
Writing the Web: Linking Computer Technology and Writing Courses	32
Derek Stanovsky, Interdisciplinary Studies Tom Van Gilder, Arts and Sciences	
The Effects of Gender on Attitude Toward Learning by Participation in Games	35
Lawrence L. Garber, Jr., Marketing Stephen W. Clopton, Marketing	
Values in Cross-Disciplinary, Integrative Team Teaching	40
Joan Woodworth, Psychology Sally Atkins, Human Development and Psychological Counseling	
Wiesel's Visit Inspires Multicultural Projects	43
Karla A. McGinnis, English	

An Alaskan Expedition: Academics Plus Student Development Equals Experiential Education

Wayne Williams, Health, Leisure and Exercise Science
Rich Campbell, Outdoor Programs

Introduction

A multi-week group expedition to a distant locale always offers a challenge and offers possibilities of outstanding rewards. Add an academic component to such an expedition and the rewards can be multiplied. In May 1999, we met to discuss the possibilities of planning and organizing a three-week trip to Alaska that would combine efforts of the Outdoor Programs Office of Student Development and the Recreation Management Program of the Department of Health, Leisure and Exercise Science. While Recreation Management had offered travel courses in Europe and Costa Rica, and Outdoor Programs had organized backcountry expeditions to the Everglades and courses in Wyoming, the two areas had never

planning. Outdoor Programs also provided students with necessary gear, including tents, sleeping bags, pads, stoves, and cookware.

Lopez, John McPhee, Adolph Murie, Edward Abbey, and others. Wilderness and the American Mind (Nash, 1967) provided a detailed history of the



A student sea kayaks past Harriman Glacier. Photo by Rich Campbell

Academically Alaska offered opportunities to study the history of natural resources use and misuse on a grand scale.

pooled resources to offer a major study tour. The Recreation Management Program hoped to offer a course in Alaska, and Outdoor Programs had the technical and logistical expertise to make it possible. Early in the process it was agreed that the two areas would share planning tasks and meet on a regular basis to exchange information. All financial operations, such as collection of fees, deposits, and payments, were handled by Outdoor Programs, leaving Recreation Management free to work on course

Trip Objectives

Establishing trip objectives was a major concern. Academically Alaska offered opportunities to study the history of natural resources use and misuse on a grand scale. Recreation Management created the special topics course, Recreation Resources Management in Alaska, while the Outdoor Programs director, as an adjunct professor in Recreation Management, taught Wilderness Experience Practicum, a regularly offered course. Prior to the trip, participants studied the natural and cultural history of the state through an extensive assortment of assigned readings, videos, guest speakers, and web sites. Students read works by John Muir, Bob Marshall, Barry

conservation movement in Alaska, and the resulting Alaska National Interest Lands Conservation Act. Magazine articles from National Parks, Alaska, and Alaska Business and web sites for the State of Alaska, conservation organizations, Alaskan newspapers, and the Library of Congress provided up-to-date information. Through their readings, students were immersed in Alaskan history, Native American concerns, environmental issues, and current regulatory and legislative matters affecting outdoor recreation in the state. Commercial recreation and tourism and their positive and negative impacts on host communities were focal points.

Participants met five times during the spring 2000 semester to

hear lectures and watch videos. During these meetings, two graduate students presented information on Alaskan geography and commercial fishing. Lenny Combs of The Last Great Wilderness Project, a non-profit organization dedicated to protection of the Arctic National Wildlife Refuge, presented a lecture. Leave-No-Trace camping techniques, as applied to Alaskan environments were demonstrated. The spring meetings gave students a chance to share meals, converse with each other, and form bonds that would be essential during the rigors of the expedition. To evaluate their knowledge prior to the departure students completed a take-home examination covering readings and information from web sites.

Student Development objectives centered on the growth of individuals as well as the group. Outdoor Programs has discovered the positive impacts that extended expeditions offer to students and has made them central to their mission. The participants consisted of two graduate students in Geography, a Biology/pre-Dentistry major, twelve Recreation Management majors, and one Interdisciplinary Studies major.

A crucial element for trip success was the addition of two student assistants to our initial leadership team consisting of the Outdoor Programs director and the Recreation Management professor. David Mueller, a graduate student, and Jamie Beard, an undergraduate, prepared meal plans, selected equipment, and advised students on appropriate clothing and gear. Outdoor Programs' mission includes on-the-job training of students as outdoor leaders, and experience helping lead this trip was the culmination of the student assistants' training.

Safety was another major objective. Risk management included extensive research and planning, including interviews with experienced professionals in Alaska. Participants provided detailed medical information and signed waivers. Risk management also dictated a one-to-four staff-participant ratio. To minimize impact on sensitive environments and qualify for Forest Service permits, the group of twenty was subdivided into two

teams for backcountry travel. Each ten-member group was outfitted with a full first aid kit and an "ouch pouch" for minor first aid needs. Both student assistants were Wilderness First Responders with extensive experience as outdoor leaders. The participants were further divided into five-person cook groups, and groups were periodically re-shuffled to give participants a chance to expand relationships.

Planning and Logistics

We planned the trip to include opportunities that reinforced classroom learning. On-site lectures provided real-world examples.

We planned the trip to include opportunities to reinforce classroom learning through on-site lectures in settings that provided real-world examples. Wilderness environments that offered chances to use outdoor skills were selected.

Wilderness environments offered chances to use outdoor skills. The travel plan also included the "high points" of the Alaskan experience. Alaska: A Lonely Planet Travel Survival Kit by Jim DuFresne (1997) served as an excellent starting point for developing the itinerary. It provided detailed information on campgrounds, lodging, van transportation, rail schedules, and museums as well as pinpointed the locations of necessary facilities such as laundromats. Web sites with e-mail addresses made it possible to limit long-distance phone calls. Back-country travel was planned utilizing guidebooks such as 55 Ways to the Wilderness in Southcentral Alaska (Nienhueser & Wolfe, 1994), Trails Illustrated maps, U.S. Geological Survey topographic maps, and nautical charts for Prince William Sound.

Early reservations in Alaska were one of the keys to a successful trip. Campsites at Denali National Park were reserved in October 1999, and lodging in Anchorage was secured by December. Airline, bus, and rail tickets were reserved before January 2000. Arrangements for sea kayaking and off shore fishing likewise were made well in advance. Deposits and/or full payments were made as early as possible to simplify travel and avoid the necessity of carrying large amounts of cash or travelers' checks during the trip. Group permit arrangements were made early with the U.S. Forest Service for travel within the Chugach National Forest.

Alaska Windsong Lodges provided excellent long-distance van service. Their comfortable vehicles and competent drivers made travel easy. Unfortunately, public transportation in Anchorage was unreliable and costly. Rental vans might have provided a better alternative to the combination of buses, taxis, and shuttle services we used. The final leg of the journey from Seward to Anchorage was made via the Alaska Railroad. We arranged lodging in Anchorage with Alaska Pacific University. Their residence halls proved to be safe and comfortable at the incredibly low cost of \$25 a person



Students remove dandelions as part of a service project in Denali National Park. Photo by Wayne Williams



Students share a camp meal. Photo by Rich Campbell

per night. Cree Boll, the Dean of Students and a former Outward Bound instructor, was a most gracious host.

Maintaining the Academic Experience

To expand the knowledge acquired during the spring semester, students were given a second take-home exam to complete during the trip. Answers could be gleaned from on-site lectures by Gordon Olson, Chief of Research and Resource Protection at Denali National Park; Sarah Leonard, Executive Director of the Alaska Wilderness Recreation and Tourism Association; and Joan Frankevich, Program Assistant for the National Parks Conservation Association in Anchorage, as well as through conversations with outfitters and park employees. As a service project in Denali National Park, we volunteered to remove dandelions, not native to Alaska, from an area where they had gained a foothold. Backcountry skills training included reading maps and compasses, using stoves, pitching tents, and paddling tandem sea kayaks. Teachable moments abounded from the roar of icebergs calving from glaciers to the barely visible camouflage plumage of ptarmigan in alpine tundra. Students were assigned the introspective task

of maintaining a journal during the trip, and the events of the day were processed informally around the campfire or cook stove at night.

The Trip

Our first glimpse of Alaska was a panoramic view from our airliner of the mountains surrounding Anchorage, including Mt. McKinley in the distance. While recovering from jet lag, we were introduced to local culture at the Alaska Native Heritage Center. The weather was cool and rainy as we traveled to Denali National Park in the almost round-the-clock daylight of an Alaskan July. This segment of the trip served as a “shakedown” for testing equipment and camping skills. Despite almost constant rain, low temperatures, and mosquitoes, we thrilled at the sight of caribou, moose, Dall sheep, bears, and wolves seen from the windows of the park bus. Foxes at close range became a common sight, and a large grizzly sauntered through the campground to remind us we were in a wilderness. We explored the park through day hikes and took treks up neighboring mountains. On our last day in the park, the clouds lifted as if to provide us a fleeting glimpse of the enormity of Mt. McKinley.

Following a brief stopover in Anchorage, we traveled to Whittier to

be outfitted by Alaska Sea Kayakers and Honey Charters for five days of sea kayaking on Prince William Sound. The sound provided a background of icebergs, glaciers, snow-capped peaks, and waterfalls punctuated by sea otters, bald eagles, and sea lions. After another four days of rain, the skies cleared for a final glorious day of sunshine on the sound.

The final segment of the trip was centered on the fishing town of Seward. Seward offered opportunities for rest and relaxation, souvenir shopping, and a chance to examine the impact of tourism, including cruise ship stopovers, on a small

Teachable moments abounded, ranging from the roar of icebergs calving from glaciers to the barely visible camouflage plumage of ptarmigan in alpine tundra.

community. After a van shuttle, we backpacked for three days in the Chugach National Forest, the highlight of which was a campsite on scenic, high-elevation Lost Lake. The trip ended with a day of off shore fishing. We caught 375 pounds of halibut, silver salmon, sea bass, red snapper, cod, and flounder that provided the main dish for a grilling party with the remainder to be frozen and shipped home.

That last group meal offered an opportunity to examine the Alaskan experience both from the standpoint of its impact on us as individuals and as a group. Several students voiced a desire to preserve the resources of Alaska for their descendants to see and enjoy. All agreed that the experience drew us closer together as a group and taught us to live in a sometimes harsh, sometimes dangerous, but always beautiful environment. The students took home photographs, souvenirs, journals, newfound friends, and an

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All agreed that the experience was one that drew us closer as a group and taught us to grow in order to live in a sometimes harsh, sometimes dangerous, but always beautiful environment.

increased confidence in their backcountry skills. Those wishing to become involved in natural resource management also gained the knowledge, contacts, and tools necessary to have an impact as a professional or volunteer in wilderness conservation.

Post Trip Considerations

After having several weeks for contemplation and time to have film developed, we met for a final time. Over a pot-luck dinner, we shared memories and photo albums, viewed slides, and agreed that we all needed to return to Alaska. Only after time for reflection and processing do students feel the full impact of such an experience. In the final evaluation, the objectives of the trip were not only met, but exceeded. The class learned about complex resource management issues, impacts of recreation and tourism on host communities, interactions between government and non-profit agencies, native groups, and businesses, and the fragility of the wilderness. Our expedition opened the way for future collaborations between Outdoor Programs and Recreation Management. More significantly, it set the stage for the Outdoor Programs office to provide similar outdoor leadership and logistical services to other academic departments that offer field courses.

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Wayne Williams and students plan a hike at Denali National Park. Photo by Rich Campbell

Being a Stranger in a Strange Land: The International Internship Experience

Frank A. Aycock, Communication

Faculty realize the benefit of Appalachian students having a greater understanding of and appreciation for other cultures and societies. Businesses look for employees who have international experience that enables them to adapt when the business expands abroad. Similarly, communication media are seeing extensive global expansion of American media corporations as countries throughout the world

Businesses look for employees who have international experience, because those employees will be able to adapt when the business expands into a new country.

become democratic or quasi-democratic and move toward market-driven economies. Even the countries of the developed world such as Canada, Japan, New Zealand, and the countries of Europe are undergoing profound changes in media. Former state-run and state-supported radio and television stations succumb to, or compete directly with, private advertiser-driven radio and television stations as well as trans-border satellite-delivered radio and television services. Students prepared to work in this new global media environment have the opportunity to move quickly to positions of authority and become leaders in their respective media industries. The Department of Communication is preparing students for this new media environment by offering majors international internship opportunities.

During the fall 1994 semester, I took a leave of absence to establish a broadcasting program at the Ameri-

can University in Bulgaria and to consult with private radio and television stations there. In 1995, while in Bulgaria, Clinton Parker, Senior Associate Vice Chancellor for Academic Affairs, Ming Land, Dean of the College of Fine and Applied Arts, and Marv Williamsen, Director of International Programs, asked me to consult with the University of Gdansk, Poland, to establish a graduate journalism program at the university. That visit ultimately led to a number of different opportunities for Department of Communication faculty and students to work and travel throughout Poland over a six-year period.

Upon returning from Bulgaria, Dean Land asked me to lead a study abroad trip to Central Europe, specifically Poland. After realizing that I was not able to develop the study abroad

program (although Dr. Nina-Jo Moore has developed a very successful study abroad to Poland), I decided to develop an internship program in the country. This past summer was the fifth for the Poland internship program. It has grown dramatically since that first experience in summer 1997.

The Poland Internship

Each summer since 1997, students from the Department of Communication have held internships in media outlets in Warsaw, Poland. The first year I placed three students, one in print journalism, one in broadcasting, and one in advertising. In 1998 and 1999, there were seven students in advertising, print journalism, and broadcasting. Last year there were five



Aycock utilizes media to extend student understanding of communication challenges in Poland. Photo by Mike Rominger

students in advertising, public relations, and print journalism. However, for summer 2001, the fifth year of the program, the number of students grew to twelve. The first four summers the maximum number accepted for internships to Poland was ten, the largest number of students manageable during the early years of the program.

3) students benefit from having completed the majority of their coursework. For much the same reasons as stated above, second-highest priority goes to seniors graduating the following December. Finally, I select students who will be graduating the May following their internship. I seldom take a student

and shopping. Students begin to develop relationships with each other, and consequently, bond as a group.

The interns arrange for their air travel, getting the best ticket prices possible. They provide me with their arrival information. An individual from the Warsaw College of Communication and Media who serves as the Polish coordinator meets the students at the Warsaw airport then takes them to the college where they live throughout the experience. I attempted to place the students in private homes when the program first began, but quickly realized that living at the school was preferable. The weekend prior to beginning work the interns tour the city using public transportation, a good learning experience in itself. They receive their first shopping lesson at a grocery store located near the school and are introduced to restaurants and cafes. They locate various money-changing businesses called "Kantors." They purchase a map of the city with bus and tramlines marked and are given a quick, but fairly thorough overview of where to find what they need during their five-week stay. On the first day of work, the Polish coordinator accompanies the



Frank Aycock prepares students for the Poland experience. Photo by Mike Rominger

I choose students using a variety of criteria. Interns must be majors in the Department of Communication at Appalachian, although communication minors will be considered under special circumstances if the quota is not filled. I attempt to distribute the opportunities equally across the concentrations; however for a number of reasons, the program has attracted more print journalism and advertising students. Public relations students are now beginning to take advantage of the program. To date, no students from the applied communication concentration have participated. I give highest priority to seniors who defer graduation to August. There are three reasons for this criterion: 1) senior students have this last opportunity to participate; 2) students usually receive job offers while in Poland, therefore, by deferring graduation, they have the opportunity to take advantage of them; and

any further removed from graduation because of lack of preparation for the internship. Students also must have a 3.0 G.P.A. in their major.

Once they have been selected to participate, I meet with students as a group once a week for two hours throughout the spring semester to prepare for the experience. Even though students are not required to participate in these sessions, for the most part they do so eagerly. These meetings are designed to prepare the students as much as possible for living in an international setting with minimal supervision. We discuss the history, economy, currency, and culture of Poland. We talk about what it is like to live abroad with unfamiliar traditions and norms. We also learn how to read signs at bus stops. I teach "survival Polish" so the students know the rudiments of greeting others, buying food, asking questions,

What makes the program valuable to students is that it provides them the opportunity to live and work on their own in an international setting.

interns to their work sites. The coordinator introduces the supervisors to the interns, then conducts a meeting to ensure the responsibilities and requirements of the internship are clear, and that there are no "cultural misunderstandings." Depending on the difficulty getting to the internship site and the independence level of the individual intern, the coordinator will continue to assist the intern in travel for one to three additional days. By that time, the student is expected to be knowledgeable of routing and capable

of getting to the internship site alone. In reality, unless there is only one intern from a particular concentration, at least two interns are assigned to each site; therefore, travel to and from work will be with someone else. In addition the coordinator is always “on call” by using a cell phone.

The students work twenty-five hours a week for five weeks at various media outlets in Warsaw to earn three hours of academic credit. The internship runs from the last Monday of June to the last Friday of July. Students are required to arrive in Warsaw no later than the Friday before they begin work on Monday. The advertising students are placed in Polish subsidiaries of U.S. global advertising agencies. The print journalism students are generally placed at the *Warsaw Voice*, an English-language newspaper, while the public relations intern was placed in a Warsaw public relations firm that works with several major western clients. This placement was so successful that subsequent public relations students probably will be placed with this firm. Finally, the broadcasting students were placed at the major private radio and television outlets that broadcast nation-wide.

The students are expected to work! The internship is designed for July when media firm employees often take their summer vacations; consequently, the students perform the duties of vacationing employees. As such, print journalism students come back with published stories and/or photographs from a major international English-language newspaper, and our advertising and public relations majors return with a portfolio of work done for major, often-western, clients.

Benefits

The Poland program combines an international experience with an internship opportunity. The program provides students the opportunity to live and work on their own in an international setting. I visit interns only at the end of the program, primarily for feedback on how to improve the experience, to observe in

the work environments, and to talk with supervisors. While the Polish coordinator is available to them at any time, the interns are encouraged to make contact with him only when absolutely necessary. For these students, getting lost or taking a wrong bus is not a crisis worthy of contacting the coordinator, especially after the first week. It is, at worst, a problem to be solved, and at best, a great adventure. Students are expected to cook for themselves or find restaurants they prefer, get around the city using mass transit, and shop for food, clothes, and whatever they need. In general, they live and work as a resident of Poland for five weeks. They have to meet their obligations of arriving at work on time, getting there by utilizing a variety of means including trams, buses, or taxis, and working with Polish nationals who are fluent in English. The intern is the “international,” and, in essence, an American expatriate. The results are stunning.

Results

It is amazing to see the changes in the student from the time they leave until I see them in Poland the last week of the internship. During the spring semester, they are nervous, excited students. When I see them in late July, they are calm professionals, strong and confident in their abilities and comfortable in the knowledge that they are ready to tackle whatever comes their way, wherever they work. Many of the students consider the possibility of working internationally in the future because they know they can.

The New, New Zealand Internship Program

Because of language problems faced by the broadcasting students in Poland that are not faced by interns in other geographic locations, I developed a second internship site in New Zealand, which began during summer 2001. I chose New Zealand for two reasons: (1) it has a university where I have contacts with professionals who are excited about working on the project, and (2) there is no language barrier.

The New Zealand program is somewhat different. It is eight weeks long, running from the first Monday in June until the last Friday in July. Students work thirty hours a week and receive six hours of internship credit. Six students participated in the internship. They worked in national and regional, private and public radio and television outlets. The program is basically the same as that in Poland, although it was limited to students who are graduating seniors deferring graduation and seniors graduating the December following the internship. The New Zealand program coordinates with the New Zealand Broadcasting School, a division of Christchurch Polytechnic Institute of Technology, the oldest and by far the most prestigious broadcasting school in the country. As such, there will be an impact on their reputation should our students not meet expectations. By working with only six students at the project’s beginning, we both hoped to avoid such problems.

The Future

I am truly excited about the future for our students in the international arena. As the university expands its international program, I plan to expand the number of international locations where our students can hold internships. I am convinced that the international internship experience benefits the students. My goal for the Department of Communication is to have an international internship opportunity for every departmental major who wants one, no matter where in the world that might be. I look forward to the day when, instead of ten or twenty students participating in international internships, our department will have fifty or sixty. The phrase the students most often use to describe the internship is a “life-changing experience.” I completely agree.

Collaboration Across Disciplines and Institutions: Making Connections in Clinical Education

Heather M. Clark, Language, Reading and Exceptionalities, Appalachian State University
Brenda Kennell, Lincoln Medical Center
Julie A. G. Stierwalt, Southwest Missouri State University

"Today let's consider Mr. Jones. He has had a stroke on the left side of his brain, affecting his ability to move the right side of his body and his ability to speak. His speaking ability is affected not only in the quality of his speech, but also in the ability to formulate the ideas he wants to communicate. In this class, we will be learning about how to manage his slurred speech. Who has some ideas for how we can help him?" the professor asks the class.

"Well, if people have trouble understanding him, we could give him a communication board that lists common phrases and he could point to what he wants to say," a student offers.

"Good idea," replies the professor, "but Mr. Jones also has a disorder called 'aphasia,' which impacts his ability to read, but we won't learn about that until next semester."

What Were Our Challenges?

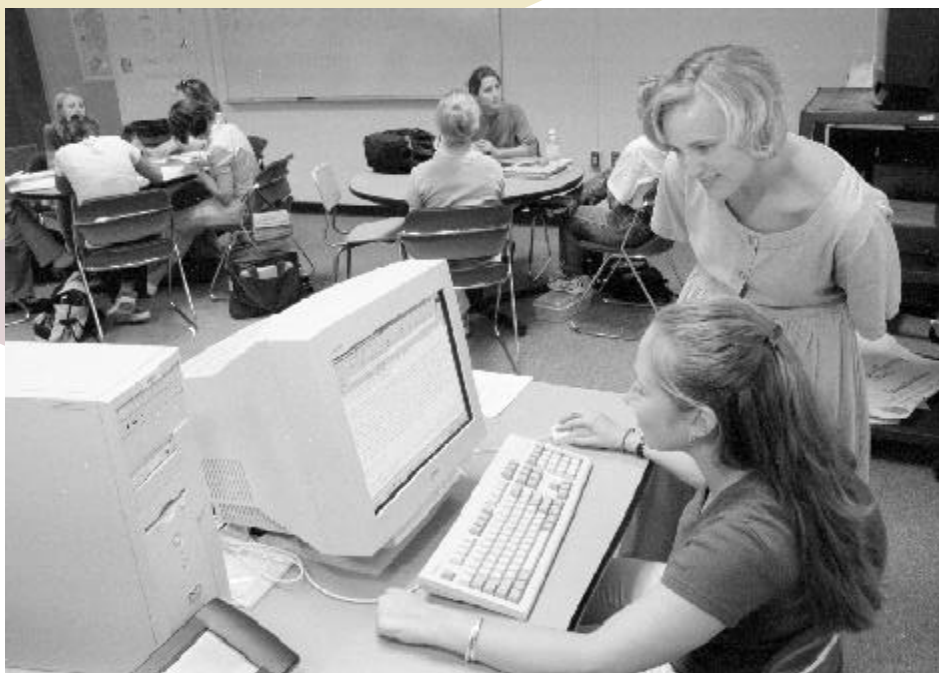
As university or college instructors, we have all dealt with the issue of addressing students' questions or comments that are thoughtful, insightful, relevant, but, unfortunately, outside the scope of the course. Our challenge is to help students appreciate the broader issues impacting their current scope of study, while maintaining a level of "simplicity" that facilitates their mastery of the content.

For programs training future healthcare providers, this broad issue is reflected in two specific instructional challenges. The first challenge is to address topics that, in reality, are not technically separable (e.g., assessment versus treatment or the management of co-occurring disabilities). Some topics may be segmented in the curriculum for the purposes of administrative ease (i.e., the standard

three semester hour course). However, when this is the approach, there are many instances such as the illustration offered above where patients with strokes may experience communication disorders resulting from impairments to the motor system (slurred speech) and/or the language system (aphasia). Yet we ask students to attend to only one aspect of the patient profile, teaching as if disorders occur in isolation.

The second challenge is very similar to the first, but at a different level. In the above example, the patient

A benefit of the interactions was the opportunity to explore how healthcare practices vary across different geographic regions and cultural settings.



Dr. Clark and her student share communications from fellow students via email listserv.

exhibited two different communication disorders. However, he also experienced weakness of the right side of his body—impairments that are addressed by professionals other than those who address communication difficulties (e.g., occupational therapist and physical therapist). Like concurrent communication impairments, management of each of these "separate" disabilities rarely occurs in isolation. For example, occupational therapists cannot help patients learn to use their non-dominant hand for daily activities without being able to explain (communicate) how to compensate for a paralyzed arm. Because of the interactions among different disabilities, healthcare professionals in training must understand not only the relationships among disorders within their

own profession, but also the impact of other disorders and the methods with which collaborating professionals will address these impairments.

Large training institutions often address this second issue by incorporating interdisciplinary seminars into the courses of study for related disciplines (e.g., speech language pathology, occupational therapy, nursing). However, at institutions such as Appalachian State University, where there is a limited scope of training in allied health professions, such interdisciplinary collaborations must take different forms.

How Did We Address the Challenges?

We addressed the instructional challenges identified above by developing a discussion forum involving three clinical training programs across the two healthcare disciplines of speech language pathology and occupational therapy. Specifically, graduate students enrolled in the communication disorders programs at Appalachian and at Southwest Missouri State University and occupational therapy students at Lenoir-Rhyne College participated in guided case study discussions. The students involved were enrolled in courses related to the rehabilitation of individuals experiencing neurological or other medical conditions impacting their self-care and communication. Although the specific courses varied from semester to semester, a sample semester would consist of communication disorders students from Appalachian enrolled in a course addressing speech and language disorders, communication disorders students at Southwest enrolled in a swallowing disorders course, and occupational therapy students at Lenoir-Rhyne studying rehabilitation methods across disorders.

The case study discussions were directed, in that each student was assigned a role in the discussion of a specific case. The roles were designed to provide students with a model framework for addressing interdisciplinary management. For example, one of the first steps in the clinical process is to predict from the patient's history

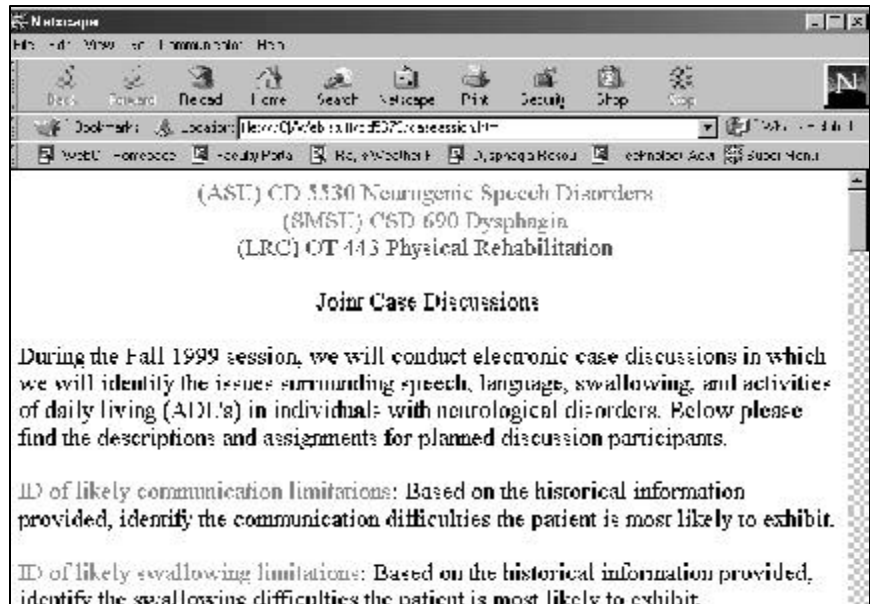


Figure 1: The web page describing the discussion roles and due dates for each submission.

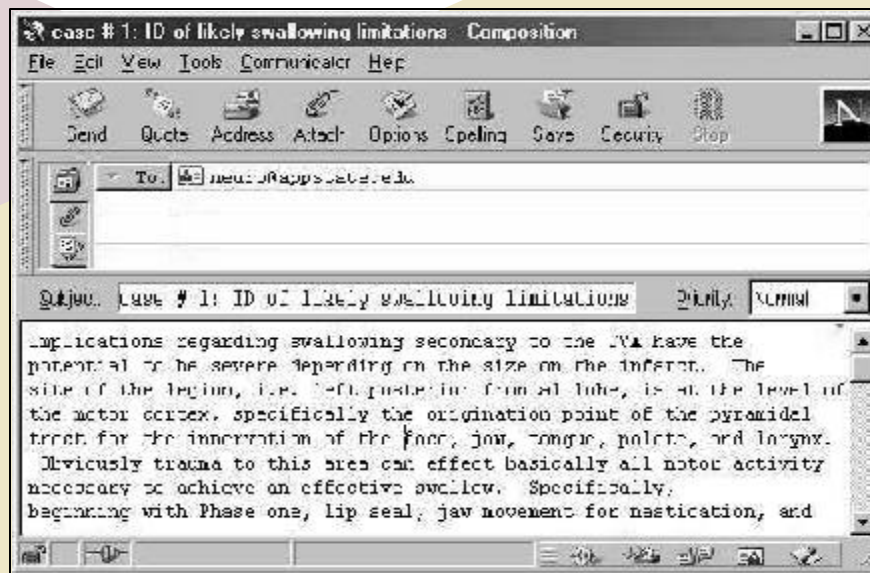


Figure 2: Example of an email submission.

what limitations in activity and performance might be present. Thus, the roles assigned to the first four students in the discussion were to identify potential limitations in communication (addressed by students in the communication disorders class), in swallowing (addressed by students in the swallowing disorders class), and in basic and complex activities of daily living (ADL) (addressed by students in the rehabilitation class). Many roles were assigned by discipline (e.g., assessment of and identification of treatment targets for each limitation area), but three of the roles in the discussion were not

assigned to students in specific disciplines. First, any student could address the discussion of prognosis because it crosses discipline boundaries. The final two roles in the discussion were those designed to specifically target higher level thinking skills (e.g., analysis, synthesis, evaluation) and required the students to review carefully the information provided by the other students. These roles were assigned across disciplines so that students gained skill in interpreting information provided by individuals outside of their class or even their discipline.



Dr. Clark uses computer technology to introduce the concept of using professional collaboration for quality clinical education.

The mechanics of the discussion were facilitated in a variety of ways. The role assignments were posted on a web page accessed through the individual course web sites (Figure 1). The flow of the discussion was managed by incorporating due dates. The individual contributions by students were distributed to all members of the discussion group via email listserv (Figure 2). Students were required to utilize appropriate “netiquette” by using proper subject lines, respecting bandwidth, and monitoring address lines. The case studies were ultimately compiled so that each case was documented in full on a single web page, allowing the students a “friendly” format for viewing and printing. When each case was completed, the final narrative described the clinical process from referral to discharge (or nearly so) addressing all the needs of the patient related to the two disciplines.

How Did the Students Benefit from this Project?

We identified several outcomes of the case study projects:

1. Students gained an appreciation of the impact of specific medical diagnoses, seeing the patient more holistically rather than as a conglomeration of separate diagnoses.

One of the assigned roles was to identify the expected impairments and disabilities associated with the medical diagnosis. Students were encouraged to identify the impairments both specific to and extraneous to their own discipline. This was a new experience for the students who were accustomed to being immersed in their own discipline. This aspect of the project facilitated the students’ understanding of the nature of specific illnesses and conditions, as well as heightened their appreciation for all of the issues their patients will be facing.

2. Students were able to identify the various aspects of care within each discipline.

Through our collaboration we experienced a heightened appreciation for the capabilities of students in other disciplines and the richness of their training, leading to an ever-increasing respect for our practitioner colleagues in the various disciplines.

As indicated in the scenario at the beginning of this article, patients may exhibit a variety of different impairments that would be addressed by a single profession (e.g., slurred speech and language deficits). Additionally, the management of such deficits must be addressed at several levels, including assessment, direct and indirect treatment, family education, and staff training. The case studies allowed the students to follow individual cases throughout the continuum of care, addressing all of the aspects of care provided by the individual disciplines.

3. Students were able to identify the unique contributions of each discipline. **Interdisciplinary management is**

the hallmark of modern healthcare. However, in training programs, students rarely have the opportunity to see how other disciplines approach the management of related disabilities. The case studies provided not only exposure to the practices of another discipline, but also an opportunity to practice communicating with other healthcare professionals using appropriate terminology. These interactions also fostered a growing respect for the contributions of other disciplines.

4. Students approached clinical problems with higher levels of thinking.

We always encourage our students to demonstrate higher order thinking skills, including thoughtful analysis, synthesis, and evaluation of information. The case studies provided several opportunities for students to use these high level skills. First, students often had to synthesize information obtained in two or more courses to develop their response to the case study. Additionally, one of the assigned roles was to review and summarize the case information. Such a role allowed students to synthesize the information from other participants, sometimes questioning the conclusions or assumptions made by other contributors or otherwise asking for clarification.

5. Students gained an appreciation for diversity in professional education and service provision.

Most courses offered at Appalachian and other institutions have a single instructor, and often a single instructor teaches all the courses in a related area of the profession. While this may be necessary due to the specific areas of expertise held by individual instructors, it may limit the variety of instruction, both in terms of content and instructional style. These case studies provided the students with the opportunity to interact with professors with similar expertise but different clinical and professional experiences and different instructional strategies. We believe that individual students benefited from the contributions of the professors from the cooperating institutions in ways that they perhaps had not from the professor at their own institution.

Another benefit of the interactions was the opportunity to explore how healthcare practices vary across different geographic regions and cultural settings. Appalachian, set in the mountains; Lenoir-Rhyne, located in a more urban but still relatively small industrial center, and Southwest, a large university located in a major cultural and educational center, each offered different perspectives with regard to patient demographics and also healthcare resources. The case studies provided an opportunity for students to see how some aspects of care are not necessarily determined by clinician expertise, but rather by cultural standards or financial viability.

6. Students gained skill in professional communication.

Healthcare, like other professions, has its own language and communication culture. Medical terminology and abbreviations are the most obvious examples of the communication genre, but other, subtler characteristics exist and are not typically directly taught in professional coursework (e.g., using the word “declined” instead of “refused”). The case studies provided an opportunity for students to practice medical communication in a forum that allowed for clarification and suggestions by other students and by the instructors. This aspect was particularly valuable, as students quickly realized that the students and professors in other disciplines did not have the same foundational knowledge, forcing them to be clear and professional in their language. Again, this skill is critical to healthcare providers because, as practitioners, they will have to communicate on a daily basis with individuals from other disciplines or those without a medical background.

7. Students gained skill in the use of professionally relevant technologies.

A final benefit of the case studies was the opportunity for students to interact with a variety of technologies that will assist them in their professional development beyond graduation. Specifically, the case studies utilized an email listserv and web-based summaries. Healthcare professionals commonly use both of these technologies to discuss challenging cases and current issues in healthcare and to provide

information such as job announcements or opportunities for continuing education. We felt it was imperative for our students to gain the technical skills and professional savvy to effectively use these technologies.

How Did We, as Instructors, Benefit from the Collaboration?

In addition to the learning outcomes demonstrated by the students, we, as instructors, also benefited from the collaboration. Potentially the greatest benefit we received was the opportunity to be a part of a community of learners and practitioners that crossed institutional and disciplinary boundaries. Even though our clinical backgrounds and instructional styles were varied, we shared similar goals for our students and consonant philosophies about how to help students in our own disciplines meet these goals. We were challenged to expand our conceptualizations to incorporate students in other disciplines. For example, we had to overcome the tendency to speak in jargon that only individuals in our own discipline would understand. We also had to hone our comprehension skills to validly assess the contributions of students who expressed their thoughts using unfamiliar terms or unique organizational strategies. Through our collaboration we experienced a heightened appreciation for the capabilities of students in other disciplines and the richness of their training, leading to an ever-increasing respect for our practitioner colleagues in the various disciplines.

The case studies further provided a means of assessing the students’ comprehension and application of the course content. Incomplete or inaccurate conceptions became more apparent as students attempted to simplify and paraphrase concepts in order to communicate effectively with the students from other disciplines and courses. Finally, we benefited from the sharing of responsibilities of developing the case histories, monitoring the flow of discussion, and providing feedback to the students.

Where Are We Going?

Many changes have taken place since this interdisciplinary project was first undertaken. First, at Appalachian, the three separate courses that formerly addressed the medical issues of practice have been combined into an integrated course sequence. This restructuring has allowed Appalachian students to contribute to a greater variety of roles in the case studies within the same semester. Second, the instructor formerly at Lenoir-Rhyne has returned to full-time clinical practice at Lincoln Medical Center. While it is likely that we will maintain interactions with the classroom educator at Lenoir-Rhyne, we also will now be able to incorporate students enrolled in clinical practicum or completing internships under the supervision of practitioners. Third, and perhaps most exciting, is the incorporation of streamed audio and video, allowing students not only to consider fictitious “potential” cases, but to apply the information they are learning to actual case examples which can be accessed electronically.

This project is an example of how teaching and learning do not have to be limited by the boundaries imposed by individual disciplines or institutions. In our case, a willingness to collaborate and adequate technology skills were all we needed to help our students begin to think more globally about the individuals they will serve and professions they have chosen.

The collaboration described in this article arose out of personal and professional relationships already in place. Dr. Clark and Dr. Stierwalt completed their doctoral studies together and have maintained professional ties through teaching and research collaborations. Dr. Clark and Ms. Kennell began collaborating several years ago by exchanging guest lectures. The project described here was a natural evolution of our shared commitment to quality clinical education and to interdisciplinary care of our patients with communication and physical limitations.

Greetings from the Mothership: Library Services for Off-Campus Students

Martha Kreszock, University Libraries

Appalachian's off-campus programming efforts have increased significantly in the past several years. Along with a strong Extension tradition of faculty "taking it on the road," or traveling to off-campus sites to deliver instruction, several departments now offer classes via the North Carolina Information Highway. Teleconferencing capabilities in five distance-learning classrooms across campus make it possible for faculty to remain in Boone while teaching students in distance learning classrooms throughout western North Carolina. Two-way audio and video capability allow real-time verbal and visual interaction between faculty and students during class, while web-based technologies such as e-mail, streaming audio and video, and supplementary instructional materials provide convenient communication channels outside of class. A growing number of totally

Community College, and Cleveland Community College provided access to classroom and computer laboratory space, marking the first time that students could earn an undergraduate degree from Appalachian without having to travel to Boone to meet their classes.



Extension/Distance Education Librarian, Martha Kreszock, monitors teleconferences between Appalachian State University and distance education classes.

ate University Librarian accompanied him to meet and develop library services agreements with the Deans of Learning Resources and Librarians at each site. Students could present their Appalachian ID cards to utilize a number of services and resources at the community college libraries. Two computers and a printer were placed at each library to ensure access to the University Libraries web site, Internet, and word-processing. The community college librarians were willing to provide reference services and orientation sessions, and Appalachian faculty could place materials on reserve for their students to use at those libraries.

With the increased focus on off-campus programs came additional funding for library services for these students. About this time I assumed the position of Extension/Distance Education Librarian to work as a liaison between off-campus students, faculty, the community college librarians, and the Office of Extension and Distance Education.

Offering an appropriate array of services for off-campus students requires a library-wide commitment. An early step was the formation of a group that came to be known as OFFCAMP. Membership reflects the various teams who work together within the Library to provide all of our services. In addition to those on the front line who provide reference and research assistance, access to materials, library instruction, and technical assistance, there are also behind the scenes personnel who handle selection, organization, and processing of resources. A comprehensive document developed by The Association of College and Research Libraries, entitled "Guidelines for Distance Learning Library Services," was useful as we began developing the specialized services. We also

We realize that it would be incumbent upon us to actively reach out to the off-campus students and the faculty teaching them.

web-based courses are offered as well. One of the challenges resulting from this shift in the delivery of programming is the provision of library services for those who live long distances from Boone and may seldom, if ever, come to campus.

An increased focus on off-campus programming occurred in 1995 when Appalachian began delivering undergraduate degree programs on three community college campuses. Formal agreements with Western Piedmont Community College, Isothermal

Developing Services

While faculty at the University Libraries were already developing web pages and acquiring electronic access to a number of resources, we realized that it would be necessary to actively reach out to the off-campus students and the faculty teaching them. The Library personnel also made a commitment to keep as much of a human touch in our services as possible.

The library professionals at the community colleges were an immediate resource for our undergraduate students. As the Director of Extension and Distance Education traveled to the community colleges to develop the original agreements, the Associ-

began regularly surveying all off-campus students to ask how we might better serve them.

All Appalachian students, whether taking classes on campus or off, may visit the University Libraries web site. It provides access to a variety of resources including the catalog, electronic databases, and links to subject and class-specific web pages. Students may set their home computers for remote proxy and use a confidential password and user identification number to be recognized as authorized Appalachian affiliates to gain access to a number of subscription databases. The "Library Support for Off-Campus Students" web site provides links to the catalog and databases, instructions for ordering materials, and e-mail links and phone numbers for reference assistance. The "Ask-A-Librarian" electronic reference service offers 24-hour response time.

In addition, our Document Delivery Office offers several specialized services for students who take their classes off-campus. After students use our Web catalog to identify materials they wish to borrow, they fill out an online form and the items are mailed directly to their homes. Mailers and labels are included to facilitate return of the items. Articles from journals owned by the Library can be mailed, faxed, or sent as "PDF" files. While budgetary restrictions have prevented the Library from offering this service to all Appalachian students, it has proven an effective method for ensuring that off-campus students have access to services comparable to those available for on-campus students.

Another popular service is electronic reserves. Faculty traditionally identified supplemental journal articles and book excerpts for assigned class readings and had them placed on a reserve shelf in the Library. These items can now be scanned and mounted on the Web for students to access at any time from their computers. The convenience of this service has proven especially popular with off-campus students because many of them are taking classes in addition to having full-time jobs and family obligations. Faculty also appreciate the Library providing guidance about copyright compliance.

Perhaps the greatest challenge for the Library has been the provision of reference and instructional services for off-campus students. As noted earlier, our numerous web-based resources are accessible to all students and faculty. What is harder to provide to off-campus students is the human touch that frequently makes the difference in whether they find the information they seek. There is always a relative degree of isolation that is a part of the distance education experience. On-campus students can come into the library building and have the luxury of



Susan Jennings responds to a document delivery request from an off-campus student.

physical cues—signs, library personnel, and other students—to help them find their way. Students on the other end of a computer are totally reliant upon what they see on a screen.

While we have continued to mount and refine what we hope are clear and easily navigable web-mounted library resources, we are also aware of the need to retain the human contact in our communications with library users. Reference librarians understand the value of the reference interview—the opportunity to hear the initial question and ask further questions to be sure that we understand exactly what it is the student wants. Research indicates that this process helps provide patrons with a clearer focus regarding what they are seeking and provides the opportunity for them to ask further questions as the procedure unfolds. The result is a more successful reference experience.

With that in mind, we have added to our evening and weekend reference coverage, the times that we find off-campus students are more likely to be doing their research. Two profes-

The Library made a commitment to keep as much of the human touch in our services as possible.

sional librarians work during these times to receive telephone, fax, and e-mail inquiries. We advertise the availability of these librarians to all students enrolled in off-campus courses. When the students contact us, we offer to call back to cover the cost of lengthy phone conversations. When not working directly with students, these librarians are developing and posting course-specific bibliographies and other user aids to support off-campus programs and courses. We also work to inform librarians at the community colleges where our classes meet about the resources we are developing.

Reaching Out

It is the faculty member who provides a critical link between off-campus students and library services. The advent of the Web, e-mail, teleconferencing, and real-time chat capabilities has moved us far beyond the old "books in a box" approach to off-campus library services. At one time faculty assumed that the only library resources they could expect their off-campus students to use were those that the faculty member put in a box and took to class. Today's technology makes it possible for the off-campus student to have access to the same level of support as students taking the class on campus. We actively promote our off-campus services to the faculty so that they are aware of the resources available to their students.

Effective library instruction also plays a crucial role in the student's

success. For this reason, librarians are available to visit off-campus classes in person or by teleconferencing, at the invitation of the instructor. We frequently make arrangements to meet in a computer lab at the community college so that the students can follow along as we familiarize them with our resources and teach database searching and other information-seeking skills. They know that reference assistance is a phone call or e-mail away should they need further help. We also tell them that if they wish to come to campus for help we can schedule an individualized appointment offered through the Research Assistance Program.

Not Second-Class Citizens

One of my first activities as Extension/Distance Education Librarian was to accompany my colleagues from the Office of Extension and Distance Education to their orientation sessions for each new off-campus cohort. I wanted to meet the students to gain a better understanding of this new population we were beginning to serve, and I wanted them to know that we are committed to providing them an equitable level of library service. I also wanted to help affirm their status as a part of the Appalachian family.

At the beginning of a library instruction session I sometimes joke with them that I bring "greetings from the Mothership." I explain that it is my hope that when they come to campus to walk across the stage to receive their Appalachian diplomas, they will feel that they have had access to the same level of library support as if they had pursued their degrees on campus. Then I describe the services the University Libraries have developed for them.

The students I have met confirm what we know about adult learners. They are mature, focused, and serious students who have the drive to obtain a degree while juggling home, family, and work responsibilities. They know what they want and will readily tell you, but at the same time they are quick to say how appreciative they are that Appalachian is bringing our programs to them. During my first semester of working with this group I traveled to Morganton for an evening library

instruction session. As I packed my computer to head to my car the students noticed a severe thunderstorm in the area. They were genuinely concerned for my safety and made sure that I knew where there was a lounge in the building to relax until the storm passed.

The students frequently provide positive feedback for us. Our document delivery librarian was surprised one day when a distance learner with whom she had been communicating by phone and fax showed up in the

Perhaps the greatest challenge for the Library has been the provision of reference and instructional services for off-campus students.

Library. The student was visiting Boone for the day and had made a special effort to come by to say thanks in person. We have received electronic Christmas cards and thank-you notes from some of the students.

Expanding Our Services

With the growth of the Appalachian Learning Alliance, a partnership between Appalachian State University and a number of regional community colleges in western North Carolina, the University now offers classes on nine community college campuses. Modeling the first three library services agreements, we have since signed agreements with six additional Alliance libraries. In the meantime, graduate level courses continue to be offered at a number of high schools and other off-campus sites. Over 600 students were enrolled in off-campus classes as of January 2001; enrollment for fall 2001 is just under 1,000 students.

While not without challenge, the University Libraries are pleased to play a role in the delivery of services to our off-campus students. When

they cannot come to campus we will make every effort to go to them whether it be in person, by teleconferencing, or via the Web.

Notes

Visit the University Libraries web site at:

<http://www.library.appstate.edu>

Visit the Office of Extension and Distance Education web site at:

<http://www.ext-dl.appstate.edu>

See The Association of College and Research Libraries "Guidelines for Distance Learning Library Services" at: <http://www.ala.org/acrl/guides/distlrng.html>

In addition to Appalachian State University, Appalachian Learning Alliance members include:

Caldwell Community College and Technical Institute

Catawba Valley Community College

Cleveland Community College

Forsyth Technical Community College

Isothermal Community College

Mayland Community College

McDowell Technical Community College

Surry Community College

Western Piedmont Community College

Wilkes Community College

Service-Learning at Appalachian: Crossing the Borders of University and Community

An Interview with Shari Galiardi, ACT Service-Learning Coordinator

Janice G. Rienerth, Sociology and Social Work

Since Shari Galiardi began as the Coordinator, the Appalachian Community Together (ACT) Service-Learning Program has broadened its focus and expanded its involvement into a number of academic programs and disciplines. The information that follows comes from an interview in which Shari responded to questions concerning the definition, goals, benefits, and challenges of service-learning.

1. What is service-learning?

Service-learning is a progressive way of teaching that has been adopted by university faculty nationwide. As distinguished from traditional community service, service-learning is intentionally linked with an academic course and incorporates specific pedagogical goals for community service, including structured reflection activities within the classroom. With social justice at its philosophical root, service-learning pedagogy naturally combines the “life of the mind with habits of the heart.” In recent years, Appalachian faculty members from a variety of disciplines have adopted service-learning as a teaching tool in their classrooms and have found that service projects complement and enhance other traditional learning vehicles such as reading and writing.

2. How does service-learning differ from an internship or field experience?

As with internships and field experience, service-learning is a type of experiential education. It differs from other forms of experiential education because a great deal of emphasis is placed on social change by instilling in students the impor-



Students help to refurbish a homeless shelter.

tance of civic responsibility. Some of the tenets of service-learning are: a) both the service provider and service recipient should benefit; b) a strong emphasis is placed on active collaboration between service providers and recipients in an effort to “level the playing field” between the “haves” and the “have nots;” c) a direct connection to classroom learning is emphasized through critical reflection activities—students are often asked the questions: What? So what? And now what? They respond through activities such as journaling and classroom discussions.

3. What is the value of service-learning?

Benefits for Students

Service-learning can help students develop critical thinking and interpersonal communication skills. In addition, it helps students see the applied aspect of the theories they

have learned in their respective disciplines. After they have participated in a service-learning project, they can, hopefully, retain relevant information about the complexities of social injustices and systemic problems. Lastly, students learn the importance of civic responsibility through hands-on work in a non-profit community environment, while gaining valuable work experience.

Benefits for Faculty

Through service-learning, faculty develop more powerful curricula by providing students with a “real world” context for academic theory. Within the classroom, they engage students in discussions that invite new perspectives and the sharing of personal experiences. This activity also helps faculty identify new areas for research and publication, thus increasing opportunities for professional recognition and reward. Engaging in service to the local community by actively participating in the direct service or research projects that their students are doing

or offering professional skills and expertise is vital.

Benefits for Academic Departments

In addition to providing benefits to students and faculty, service-learning also increases the exposure of academic departments within the community and thus enhances their public image and presence. Also, making prospective students aware of the fact that Appalachian provides service-learning experiences may actually attract more students to certain departments. These students will see that the departments are providing experiences that are useful and applicable in the “real world.”

Benefits for Community Partners

The agencies and programs that utilize service-learning students encourage an educational partnership between the university and the non-profit community. Service-learning further enhances the local non-profit agencies’ abilities to deliver services to their clients by providing more workers. These agencies and programs hope to benefit by encouraging a lifelong commitment to civic responsibility from Appalachian students, faculty, and staff.

Faculty members must be very flexible and become comfortable with letting go of some control that they have over student learning. Another drawback affects students who may be resistant to this concept because a service-learning course often takes more time than a strictly lecture-based course. It also may require that they have access to transportation. In addition, it may be difficult for them to find the time to do their service-learning project in an effective manner. Lastly, agencies may end up with students who are not excited about working with them. Thus, unmotivated students may hinder an agency more than they help.

5. How much time does a service-learning project take?

It depends. Some service-learning courses require students to complete a specified number of hours at a particular agency, usually somewhere between twelve and forty hours, while others have students complete a project for agencies (e.g.,

6. How would you respond to someone who asks about the academic value of service-learning?

This is an important and legitimate concern for all who are concerned with quality higher education, and it is the focus of much of the past and current research on service-learning. These experiences are intended to produce real academic learning. Credit is not given to students for the service hours that they complete; rather, they are given

Students learn the importance of civic responsibility through hands-on work in a non-profit community environment, while gaining valuable work experience.

credit for the class projects that they complete in combination with their service.

7. For what kinds of classes is the service-learning model relevant?

With a little bit of creativity and research into community needs, service-learning can be integrated into just about any discipline within the University. During the 2000-2001 academic year, Appalachian students in twenty-three different classes have completed service-learning hours/projects. Examples of these classes include: “Student Action with Farm Workers,” Cynthia Wood, Interdisciplinary Studies; “Sustainable Development in the Modern World System,” Jeff Boyer, Anthropology; “Behavior Change,” Carol Marchel, Psychology; “Theories and Practices of Persuasion,” Norman Clark, Communication; “Social Responsibilities of Management,” Robin



Appalachian students expand their learning through service.

4. Does service-learning have drawbacks?

One drawback is that it may take a couple of semesters for faculty to get a handle on how to effectively use this new pedagogy within their classroom.

brochures, promotional videos, etc.). For service-learning to have the greatest impact on both students and agencies, students should serve at least twelve hours over four separate occasions during a given semester.

Byerly, Management; “Family Economics,” Sammie Garner, Family and Consumer Sciences; and “Health Program Planning and Evaluation,” Debra Vinci, Health, Leisure and Exercise Science. As you can see, these examples cross a number of disciplines and boundaries.

8. How can service-learning be accomplished?

It can be accomplished in a wide variety of ways—through direct service, indirect service, and social action research. In direct service students provide a service directly to the clients of a community-based organization. This may include

With social justice at its philosophical root, service-learning pedagogy naturally combines the life of the mind with habits of the heart.

tutoring children, assisting elderly residents in a nursing home, or serving meals at a homeless shelter. In indirect service students serve at an agency and/or on behalf of an issue/population by providing administrative assistance, developing fundraising programs, creating marketing plans, or participating in painting/construction projects. Lastly, in Social Action Research students conduct research on a particular issue identified by a community agency. The research project is designed to address informational needs of the agency and provides situations where students can apply classroom theory to the real world life situations.

9. Who can a faculty member contact to find out more about service-learning?

The Service-Learning Coordinator will work with faculty members to develop service-learning projects for



Students combine classwork and service as they work with community agencies.

their courses, help them locate community agencies whose services pertain to their curricular goals, and design effective preparation/reflection activities for their students. Contact her at galiardisl@appstate.edu or 262-2193. In addition, the ACT Service-Learning Program has a comprehensive website (www.act.appstate.edu). Faculty members will find ideas for integrating service-learning into various disciplines, forms for service-learning, a list of Appalachian State University service-learning courses, information on national/international publishing opportunities, upcoming service-learning conferences/workshops, grants/funding sources, and multiple resources that will help faculty increase their teaching effectiveness and advance their research/scholarship efforts.

The agencies and programs that utilize service-learning students encourage an educational partnership between the university and the non-profit community.

Silk Screening as a Learning Window

Joan M. Meixell, Interdisciplinary Studies

Introduction

I was motivated to write this article when two of my students came into my office to relate the results of their group's service-learning project. The look of accomplishment, pride, and happiness on their faces turned me immediately to the computer to write this article with the hope of sharing this rewarding teaching experience with others at Appalachian.

The overall objective of the Watauga College course I teach, *The History and Culture of Printmaking as Seen Through a Silk Screen*, is to use the silk screen process as a window into other printmaking methods and their histories, as well as into teaching, art business, community service, and

My goal is to show students that art is not something passive that is separate from the people creating it.

creativity, plus a glimpse into philosophy and psychology. My goal is to show students that art is not something passive that is separate from the people creating it. It is not something that only art majors do as evidenced by the fact that most of my students are not art majors. In addition, I want students to regard art as part of life and not just "super deluxe framed wallpaper to decorate the houses of the wealthy" (O'Connor, 1973, p. 19).

Through several years of experience teaching silk screening to all ages in a continuing education course at The University of Memphis, I found the process to be user friendly. Regardless of artistic ability, students can have



Students learn the process of silk screening under the direction of Dr. Joan Meixell.

rewarding creative experiences using multiple screen-printing methods. Memphis graduates from my class have gone on to form T-shirt businesses as well as to use the method to produce cards and fine art prints on paper. I also have found that the process can be effectively used in group-bonding activities, which makes it especially suitable for community service. Because of these attributes, I feel that using this method provides students a hands-on method of bringing art appreciation to a very personal level. As artists and printmakers themselves, they will hopefully relate more to the processes and history of printmaking.

Description

In a nutshell, silk screening is a method of printing using stencils. These stencils, formed by using a variety of methods, are adhered to a

piece of porous material that has been stretched on a frame. Inks are forced through this material with a squeegee, creating prints most commonly seen on paper and T-shirts. Silk screening also has a variety of other commercial applications, including warning lights on interior car panels. Although different from other printmaking applications, it does share a major similarity—delayed gratification. Unlike painting and sculpting, artists do not see the immediate results of their creations. Printmakers work for long periods of time on the print mechanism, whether it be a block of wood, a piece of metal (etching and engraving), or a piece of stretched material, before ever seeing the image produced by the inked mechanism.

In the belief that students can better understand a concept if they actually work with it, I spend the beginning part of the class teaching them how to do screenprinting. Learning the process provides a way for students to "see" other areas. Much of the studio work is done outside of the classroom setting.

In addition, they study the history of its development. Because the artistic employment of this medium was not fully explored until the Depression through the WPA/FAP (Works Progress Administration's Federal Art Project), its history is relatively fresh in comparison with other printmaking methods (e.g., woodcut, engraving, etching) that have been used for centuries. Anthony Velonis actively promoted this medium as an art form and helped coin the phrase *serigraphy* (i.e., a term once used for silk screening to differentiate it from its commercial applications). Reading about the WPA/FAP era provides an excellent opportunity for examining

emerging Social Realism as exemplified by printmakers (e.g., such as Harry Gottlieb and African American artists) influenced by Jose Clement Orozco and Diego Rivera.

After students learn how to create prints using basic forms of silk screening (i.e., paper and crayon stencils), their first art assignment is to prepare five prints for exhibition and sale in a booth at the September Olde Boone Street Fest. All students are required to work the booth with

It was truly a great chance to get to know some of my classmates better, while also helping a part of our community.

me in three-hour shifts. Through this experience, students get the opportunity to see what it is like to be a working artist as well as to gain experience describing their work and the process of its creation. Teaching is an excellent way to learn, and I believe this opportunity to explain their work reinforces students' class studies. When we process the event in the class session following the fair, students express their positive feelings about the experience. They relate how they gained confidence the more they spoke with booth visitors. They also are connected with crafts fairs of different eras through discussion, reading, and visuals (i.e., a passage from Ellis Peters' Saint Peter's Fair which gives an idea of what a fair was like during the twelfth century and a seventeenth century engraving, Callot's "The Fair at Impruneta"). Students understand that what they did is part of a continuing procession of artisans through the ages.

A related assignment involves students interviewing artisans who support themselves through their craft art. In the resulting paper and class presentation, I feel students have another opportunity to connect art with real people who deal with everyday concerns such as mortgage payments and bills. Several students have remarked that their image of

artists has been expanded beyond previous stereotypes as a result of this exercise.

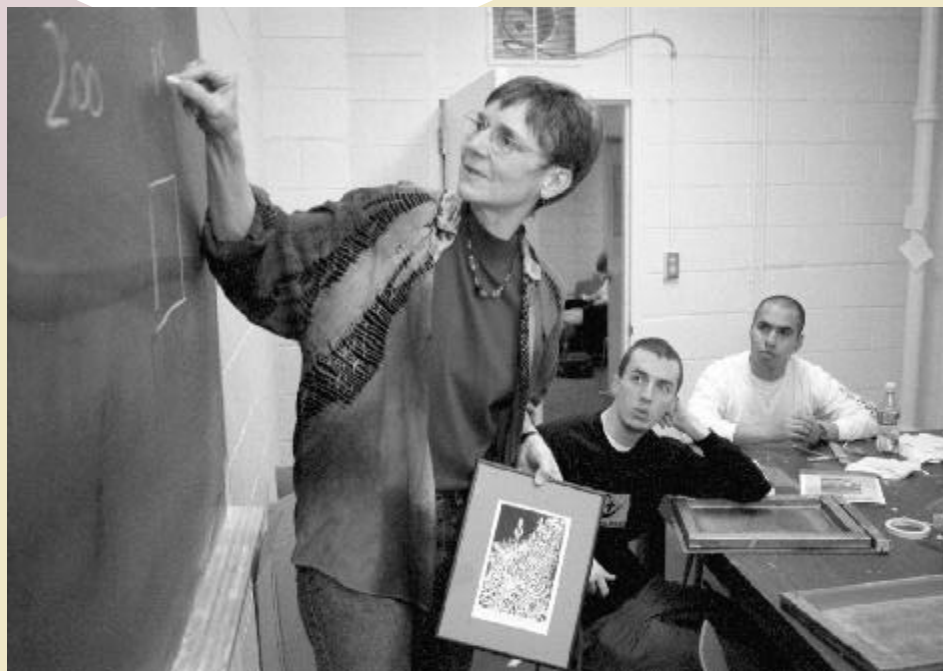
To introduce them to still another business aspect of art, students give an exhibition of their remaining fair prints in a small gallery in East Hall. We work together in creating a press release that is e-mailed to all IDS/Watauga College faculty to share with their students. Again, this provides students with an insight into what is involved in putting together a show and publicizing it.

The T-Shirt Service-Learning Project

The T-shirt service-learning assignment is perhaps the most

with a department-identifying design and helped other members of the department print their own shirts. We wore them at the bank picnic as well as on subsequent casual Fridays. It surprised me to see how much the staff enjoyed this activity and how often they wore the resulting T-shirts. When I taught "Introduction to the University," a class similar to Appalachian's Freshman Seminar, I used this activity again as a group-bonding experience. Students laughed and talked as they printed each others' shirts at a social breakfast. Lively conversations occurred between those who had not interacted much before.

To begin the T-shirt project in my Appalachian class, Shari Galiardi of



Dr. Meixell explains to students that silk screening is a method of printing using stencils.

challenging and rewarding project for my students. In reading their comments and hearing their observations, this community experience appears to be educationally rich because it gives them an opportunity to learn about community groups, work in a group, build consensus, and educate others.

I discovered the value of silk screening as a group bonding experience when I was working in the Trust Accounting Department of First Tennessee Bank, Memphis. A small group of employees and I came up

Appalachian and Community Together (ACT) spoke with the class about ACT in general as well as the three specific community groups identified for our printmaking activity. The groups involved were the New River Institute, Woodend Academy, and the Watauga Youth Network. In order for the work to be evenly distributed, we divided the class into three groups of four students each. Students were asked to make first and second choices, and all but two were able to work with their first choice. Later in the

semester, in preparation for the project, the class was required to read "Identity Announcement in Mass Society: The T-Shirt" (Darden and Worden, 1991, pp. 67-79) and portions from two masters theses ("Psychological Factors Associated with T-Shirts and Runners," (Simon, 1995); and "Moral Callousness as Evidenced by Trash Talking Tee Shirts," (Rudd, 1995). Keeping the reading material and discussion in mind, I assigned the three groups the task of creating a simple design that represented their particular student group. After consensus, the design was put on a thermal screen (similar to photo emulsion using a thermax machine), printed on that group's shirts, then on shirts for the entire class.

Viewing artistic expression in different ways through the window of silk screening helps students gain a better understanding and appreciation for the many different forms of printmaking in their historical and cultural contexts.

These T-shirts could be old ones with other designs on the front, or ones purchased at a thrift store. The basic objectives of this session were for students to work with each other to come up with a group design and to help others print it, something that they were to do with their ACT groups.

Each group also selected individuals to fulfill four roles: spokesperson (one who spoke with the ACT group leader and coordinated meetings with the class and community groups); educator (person involved in doing the initial teaching of the process to the community group); videographer (person in charge of getting video equipment and filming the event); and presenter

(one who described the community group and the printmaking activity during the designated Watauga class period). All students were to attend the initial meeting with their community group to discuss the design and the subsequent printing meeting. All students were to work with community group members, showing them how to print their own shirts.

The first semester I taught this course (1999), students worked with groups of their Appalachian peers in this group-building activity. Although this worked well, I wanted the next class to gain experience working with a more diverse population. Getting two groups together, whether peer or community, proved a difficult task. All three groups expressed frustration in trying to arrange meetings. However, once the participants got together, the experience appeared to be rewarding for all. During the presentations, students were animated in their descriptions of the time spent with their groups, both student and community. In the required two-page reaction paper, students discussed the difficulty of getting groups together but stated repeatedly how much they enjoyed the experience. Some of their comments included: "I really enjoyed this opportunity to serve;" "It was good to know that we helped them (students at Watauga Youth Network) gain more confidence and appreciate their abilities more;" "It was truly a great chance to get to know some of my classmates better, while also helping a part of our community." T-shirts enhanced the group experience when the Watauga Youth Network members planned to wear their shirts as a group when attending a future basketball game.

History of Printmaking

During the second half of the class, students studied other forms of printmaking. Through class discussion and readings, such as *Prints and Printmaking* (Griffiths, 1996) we learned the histories of printmaking using rubbings, woodcut, engraving, etching, mono-prints, and lithography. As often as possible, I taught a silk screen method that emulated the

printmaking method discussed to further highlight the material. For example, there are ways to do rubbing and etching-type prints using silk screening. Based on comments from students and their responses to the material discussed in class, I feel that becoming screen printers helped students gain a better understanding of the other printmaking methods discussed. Asked what was the most valuable aspect of the course on an evaluation form, a 1999 student said "the hands-on approach in learning history of art."

Culminating Projects

The emphasis of this course is to use the silk screening process to experience several different ways of looking at the world of printmaking. One of the perpetual arguments in the printmaking world is the issue of original prints as opposed to reproduction prints of art work done in other mediums, such as watercolor painting. Original prints are those where the intent of the creation is the print itself. In addition to material discussing this concept in their text, students read part of Walter Benjamin's essay, "The Work of Art in the Age of Mechanical Reproduction," (1968) to examine this from one other view point. On the final day of class, students divide into three groups. Two groups are the "lawyers" and one, the "judge." Each group selects a spokesperson, and based on their readings, presents arguments in favor of the sale of reproductions at craft fairs while the other takes the opposite position (i.e., only original prints should be allowed). The "judge" hears the presentations and then makes the decision. This activity provides students with an opportunity to act out what they have learned. In future sessions, I plan to incorporate a reward system so that each group will get added points when they refer to a particular reading source, such as the Benjamin essay.

The final class project is the creation of a limited edition, illustrated book that is distributed to every class member and me. The book contains three prints as well as

six pages of accompanying text, which may be in the form of three short stories, one long story, or poems. The creativity that emerged throughout this project has been wonderful. The course (emphasized), through discussion and reading Julia Cameron's *The Artist's Way* (1992), that everyone has creative abilities whether they are expressed in written, visual, musical, or theatrical ways. To encourage each student's individual expression, I deliberately avoid showing previous examples or giving restrictive requirements regarding text. The only print requirement is that the students employ three different silk screen techniques. At the exam period, students discuss each print (i.e., the techniques and thought processes involved) as well as their books and present their copies to each other.

Conclusion

Viewing artistic expression in different ways through the "window" of silk screening helps students gain a better understanding and appreciation for the many different forms of printmaking in their historical and cultural contexts. This teaching approach helps students connect people with art. Rather than just thinking of art as something hanging on the wall, I hope my students come to understand that art and creative expression are a part of everyone's experience. It is not the domain of a select few.

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Involving Advisory Boards in the Learning Process to Increase the Quality of a Student's Education

J. Mark Estep, Technology
Suzette Mauney, Fine and Applied Arts

Introduction

Ask yourself the following question: Will an advisory board assist students in the learning process? If you believe the answer is NO, then skip to the next article in TLA. If you think it might, perhaps the following information will be useful to you. Allow us to provide some information about our Graphic Arts/Imaging Technology Advisory Board.

The Department of Technology at Appalachian is eclectic, with program areas ranging from Graphic Arts & Imaging Technology to Appropriate Technology. All program areas share at least one common trait, however the need to stay "connected" to business and industry. We do this in a variety of ways. We have a "Technology Showcase" day when we invite individuals from industries across the southeast to spend a day in our department to see what our students do. We also have an annual internship/job fair day. Occasionally we do "Professor for a Day" presentations. In Spring 2001 we began a joint venture with Corning Cable Systems called the CCS Excellence in Manufacturing Lecture Series in which we bring industry executives to campus to speak on some aspect of manufacturing excellence. All of these connections have had varying levels of success in getting industries interested in us. Providing new and different learning opportunities for our students, are our two main goals.

One activity that has been successful, while also being quite labor intensive and sometimes exasperating, is the Graphic Arts & Imaging Technology (GAIT) advisory board. Our hope is to share with you some thoughts from our experiences should you consider creating an advisory board for your department or program area.



Peter Krusa, Chair of the GAIT Advisory Board.

The GAIT advisory board has been in existence for about ten years. During that time, we have made the following observations:

Boards need a well-defined mission. Our board struggled at first because neither the program nor the new board members knew their mission. Only after we developed the document, A Program Improvement Plan that stated exactly where we were and where we wanted to go with the program, did the board really begin to become effective. Boards are often comprised of business people who like plans. Don't disappoint them. Give them well-organized binders and folders where they can keep board materials in sequential order. Ask the board to write the mission statement, sign it, and prominently post it in the meeting area.

Boards need educating. Most individuals outside the academic community have no idea what we do or how we do it. For example, one of the first questions a board member asked

us was "Can we fire a faculty member?" We are happy to report that the board member had not actually identified whom he wished to fire, but was just asking in general. We subsequently spent a good deal of time explaining how a university works, (e.g., how we hire, how we fire, how courses are created and approved, and how budgets work). This turned out to be one of the most beneficial activities we have done with the board. Members needed to understand their and our limitations. Do not waste time on things the board cannot have a part in changing.

Boards members need to be a part of the process. We believe that having a board and not capitalizing on the members' expertise is a waste both for

In the case of Graphic Arts & Imaging Technology, advisory boards have played a key role in the growth and success of the program.

our programs and our students. We observe that board members without defined tasks can inadvertently create difficulties. They come to meetings feeling that to be useful they must contribute something. That perception can manifest itself in questionable comments or recommendations. Boards can serve as council in an advisory role, or as proponents for change in the program. The key is letting them know what it needed.

Our board is structured in subcommittees. There are four standing subcommittees—Curriculum, External Student Learning, Equipment Needs/Fundraising, and Faculty Development. Each subcommittee is co-chaired by a faculty member and an advisory board

member. Our goal is for the subcommittees do their business between board meetings, rather than at board meetings. Generally board meetings are reserved for presenting sub-committee reports and attending to program matters that concern everyone. When the entire board attends to the business of the subcommittees, the meetings usually bog down into administrivia. For board members who want to keep in contact with the department or program throughout the year we make phone calls, send e-mails, or mail newsletters.

Boards need to bond regardless of the expense. Our board meets twice a year, once on campus and once at the facilities of a board member's company. This is a minimal number of meetings per year. Board members are often competitors in the business world. For them to bond as a team in support of the department or program, they need to be comfortable with one another. Socializing is important, but it can be expensive. We generally hold the fall meeting on campus in October, tying it to a football weekend including a couple of dinners and/or receptions. We have found it beneficial to invite students, board members, and board members' spouses to these activities. As you can see, this weekend event can be an expensive endeavor.

Selecting board members can be a hit-and-miss process. The "original" board may not be the most productive board. As members cycle on and off, a mix that produces a productive board will emerge. Definitely select several alumni for the board. They have a vested interest in the program and usually welcome the opportunity to reconnect with the department. Look for members who fill particular needs in your program. This requires some preparation on the part of the faculty. For example, your department may have a need for a particular type of equipment. If so, look for individuals who will be in a position to assist you.

Faculty members have to buy into the process. There may be an inclination among faculty to be wary of the participation and input of those outside academe into what we perceive as our domain. Some preparatory meetings with faculty, and perhaps a select

number of students, can help pave the way for successful interaction among the faculty and the board members. In these meetings or workshops, faculty can go through a process of determining the strengths, weaknesses, opportunities, and threats (SWOTS) of the department, and lay the groundwork for the board's participation. It is our experience that the board will jump right into these issues, and having the faculty do some prep work helps assure



Rocky Profit, board member, President, CEO and founder of NAPCO, Inc. (custom packaging solutions), talks with a student during the internship job fair.

them that they are an important part of the process too.

Students! Students! Students! Advisory boards want to meet and interact with students, both formally and informally. Having student participation in the meetings and during social events is essential. A good cross-section of students, male, female, minority and non-traditional students, is best.

So, in the end, how will my students benefit? Our students have benefited in the following ways:

- Increased internship opportunities. The companies represented by the advisory board have taken the lead in providing internships and have helped us find other internship locations for our students.
- Increased job opportunities. Board members, because they are involved in the program, have opportunities to meet and "screen" potential employees. They also help spread the word to other companies about our graduates.
- Mentoring. We have tried to pair

students with mentors from industry, using the board to assist us in finding these individuals. The mentors can work directly with the students on resumes, mock interviews, developing social skills needed for business interaction.

- Donations to the program. We often remind board members that we really seek their time and expertise. However, board members have also given hundreds of thousands of

dollars to the program, in cash, scholarships, planned gifts, or in-kind contributions. They have also helped us establish industry contacts.

- A more relevant curriculum. It sometimes hurts when a board member says, "Why are you teaching that?" But isn't it always a good question to be considered?

Conclusion

This information is intended as an overview of involving advisory boards in the learning process. We realize that advisory boards may not be for everyone. However, in the case of Graphic Arts & Imaging Technology, advisory boards have played a key role in the growth and success of the program. The Department of Technology is in the process of establishing another board in construction/building science. We hope the process will be eased by what we have learned from our first advisory board.

The RA/Faculty Connection

Peter Reichle, Interdisciplinary Studies

Introduction

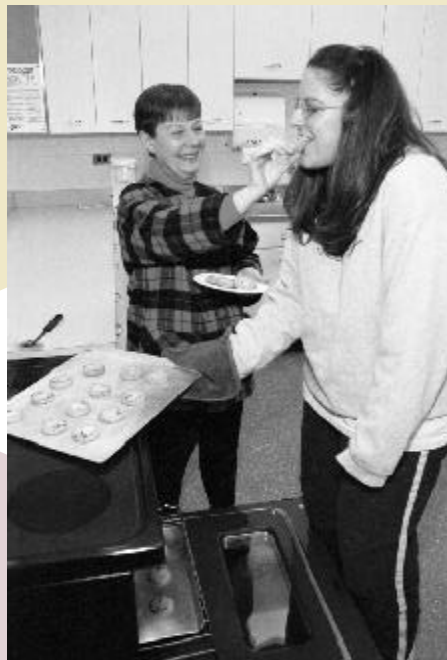
Enhancing the academic climate is an important goal on every college campus. It makes sense, then, to be intentional about encouraging multiple connections between two groups who can truly influence the attainment of this goal—faculty members and resident assistants (RAs). Faculty members are the primary academic resource and RAs are the most vital student life resource on any residential campus. If the groups work together to increase the contacts between learners and teachers, the campus can expect a direct and positive impact on academic success. Furthermore, as the campus becomes a more inviting and engaging learning environment, retention rates can be improved. This knowledge led to the Fall 2000 implementation of an innovative partnership between Appalachian's Office of Academic Affairs and the Office of Student Development known as the RA/Faculty Connection.

RAs have an awesome responsibility that influences the lives of students who live in a residence hall. This is particularly true regarding Appalachian freshmen, because all of them are required to live on campus. Setting rules, building community, connecting students and resources, dealing with common problems of adjustment, and interpreting ways of achieving academic success are all part of an RA's role with students. Faculty members are charged with being knowledgeable in their chosen fields, and they participate in service, research, and creative activities. But, most importantly, they are given the opportunity to inspire and develop with students a passion for learning, a thirst, a hunger for knowing. RAs want to work here because Residence

Life at Appalachian is known nationally for the quality of its program. Students and faculty want to learn here because of Appalachian's reputation for outstanding teaching.

History of the Project

In 1981 Residence Life hired four people in newly created positions—Area Coordinators (AC)—to supervise the Resident Directors (RD). RDs are graduate students living in residence halls who supervise the Resident Assistants who reside on each floor of the four campus residential living communities. I began consulting with



Becky Cranston works with Raina Deno on a cookie project.

the four new employees continuing an involvement with Residence Life that had begun years earlier when I began doing numerous programs in the residence halls.

Providing programs and working with Residence Life gave me a marvelous introduction to how students live at

Appalachian and to how housing operations are run. I immediately applied some of the details of these experiences to my teaching, counseling, and advising with students.

Faculty gained a much greater appreciation for the job Residence Life staff does and how important it is for the academic success of all.

Clearly, I gained a much keener sense of “where students are.” Master teachers influenced me to create the “teachable moment” by meeting students “where they are” as a method of introducing them to course concepts and ideas and to making material relevant. I began paying more attention to RAs in my classes, and spent more one-on-one time with them. They told me they were delighted to be able to get to know a faculty member better. It seemed to be a mutual relationship where both of us benefited.

The RA/Faculty Connection

These experiences, coupled with many conversations with faculty colleagues and student development personnel, laid the groundwork for conversations with the Residence Life Central Staff (RLCS). Specifically, we discussed the need to invite other faculty to join in the planning. I then met with the RA Advisory Board. They, in turn, recommended a group of RAs and faculty they thought might be interested in forming a committee to explore this idea. The members of

the RA Advisory Board were excited as they talked about the best teachers they had at Appalachian and who they would like to see on the steering committee. Thus Paul Gates, Communication; Ellen Carpenter, Family and Consumer Sciences; and Joni Petschauer, Freshman Learning Communities, were chosen. Other

Development Gregory Blimling. Each agreed to contribute money to encourage the pairs to share meals and engage in activities. They also agreed to support opening and closing gatherings of all participants. A joint letter of support was signed by each administrator and sent to the entire faculty along with a brief

leave that decision to each pair. Then we considered who should be invited—faculty, staff, part-timers? This issue was solved when the list-serv used by the Provost to send out the notices went to all those teaching, be it full or part-time, faculty and staff. How the pairs would be matched was another issue that was partially decided when some individuals had an idea who they wanted their partner to be through prior contact. We decided four to five “connections” a semester would define success.

Discussions with the Hubbard Center provided excellent support and guidance. Matt Trainum secured a \$250 grant from the Southeastern Association of Housing Officers to pay for the initial gathering because there was difficulty in getting campus funds transferred to the correct budget. Matt and Josh Chambless, RAs in Winkler Hall, also were responsible for producing a short newsletter for all the connections.



The RA Faculty Exchange Committee. Seated: Trey Standish, RD; Joni Petschauer, Freshman Learning Communities; and Pete Reichle, Interdisciplinary Studies; back row: Matt Trainum, AC, Paul Gates, Communication, and Josh Chambless, RA. Not pictured: Ellen Carpenter, Family and Consumer Sciences

faculty, Karl Campbell, History; Larry Keeter, Sociology and Social Work; and Donna Horbury, Psychology, were also mentioned. The Council appointed RAs Kelly Cross, Brandy Kirby, Xan Harrington, and later Josh Chambless. Matt Trainum, an AC, volunteered from RLCS to help coordinate the committee.

As our meetings began we searched the literature for similar programs, reading articles appropriate to our purpose. In some universities faculty live with fraternities and sororities in their housing. Other schools, particularly small private colleges, may provide faculty apartments in the residence halls. The Watauga College Freshman Program is a well-known living/learning community at Appalachian. We decided to begin our pilot program with perhaps no more than twenty RA/Faculty Connections. Committee members met with appropriate administrators asking for their support. Provost Harvey Durham heartily endorsed the program, as did Vice Chancellor for Student

explanation of the goals of the project and an application form. Those faculty who expressed an interest were invited to a meeting to discuss the particulars. Committee members then met with RAs and asked interested individuals to sign up and indicate a faculty preference. Thus the pairs were chosen. (See list at conclusion of article.)

Central Issues

The committee has had lively debates about goals. All agreed that it would be important for both groups to get to know each other better and that faculty should provide a specific, direct, and supportive academic connection for RAs outside the classroom. Other important questions arose. Should the RA be used as a gateway to a residence hall floor and/or building or was the main purpose to remain focused on the pair? Should the committee be very specific and direct or should the teams be allowed to structure their own “connection?” We decided to

If the groups work together to increase the contacts between learners and teachers, the campus can expect a direct and positive impact on academic success.

Findings

At the end of the fall 2000 semester, the committee got together with the connection pairs for a discussion of what worked and what did not work. Some clear differences emerged between RAs and participating faculty. First, RAs are generally night people and faculty seem to be early morning or day folks. The RAs come back to the residence hall and begin having meetings and seeing their residents mid to late evening. Further, RAs are often more scheduled than faculty. Class work, committees, and extra curricular activities plus their residence life work (e.g., one-on-ones with their residents

and RD, community meetings and motivating/cooperating with the building Resident Student Association) occupy an RA's time. Finally, RAs are often much more in the present than faculty, responding to emergencies and day-to-day living situations while faculty seem to be planning ahead and focusing on future events.

Obstacles

The group was able to verbalize some things they felt did not work. Both members of each pair often saw themselves as too busy to continue to follow up with one another. Long range planning within the pairs was

It seemed to be a mutual relationship where both of us benefited.

seen as difficult. There were different perceptions about connection roles and some students were nervous about approaching faculty. Some faculty members were timid about going into a residence hall. Some faculty and RAs wanted more structure. Initially there was difficulty in getting the funding for planned activities. One team member failed to appear when the other had prepared a meal.

What Worked

The "positives" that resulted from the pairings were exciting. Frequent communication between the pairs—phone, e-mail, visiting each other in faculty offices and on floors of residence halls—were reported. Sharing meals together, especially in a faculty person's home seemed important to many RAs. One pair had lunch once a week. Faculty members met with other RAs. Touring the building and working on community service projects with students were reported as positive events. Raina Deno shared, "I was enrolled in twenty-two hours this

semester. Ms. Cranston has been a complete lifesaver. She gave me a quiet place to study when I needed it and helped me with laundry in the midst of stressful times. She was my complete sanity. I do not know if I could have made it through the semester without her support." Another faculty person went caving with the students on a RA's floor, and several faculty members did programs on the RAs' floors. Cindee Pratt, at the request of her RA Angie Elkins, did a well-received series of hall programs on dating and relationships. Becky Cranston hosted a pumpkin carving.

Conclusions and Future

Did faculty members see how important RAs are, how busy most are? Will faculty be able to support RAs and get to know what life is like for a student here without the constraints of grading them?

Can they see students as colleagues in a very important joint learning venture? Will RAs come to see more clearly the passion their teachers have for their work, how involved most are outside the classroom? I believe much progress was made toward these goals, and continuing the program will further their success. Claire Mamola was shocked to learn that RAs do not have single rooms. RAs have almost no alone time. Faculty gained a much greater appreciation for the job Residence Life staff does and how important it is for the academic success of all. RAs appreciated the many things faculty members do, especially their concern for them.

As the program continues, we will use this information to better select pairs by providing them with more information. A comprehensive evaluation will be undertaken. We hope this is just the beginning.

RA/Faculty Connections Fall 2000

Xan Harrington, Appalachian Heights, with James Ivory, English
Denise Adler, Belk Hall, with Rosemary Horowitz, English
Mary Teague, Belk Hall, with Bonnie Gordon, Summer Ventures
Erin Reilly, Bowie Hall, with Art Quickenton, Curriculum and Instruction
Paula Calton, Bowie Hall, with Tracey Wright, Center for Student Involvement and Leadership
Cameron Lovelace, Cannon Hall, with John Goodell, Technology
Raina Deno, Cannon Hall, with Becky Cranston, Family and Consumer Sciences
Maureen Broderick, Coltraine Hall, with Carter Hammett-McGarry, General Studies
Seth Poole, Doughton Hall, with Diane Sides, Foreign Languages and Literatures
Gina Eaves, East Hall, with Karen Purdue, International Studies
Batrice Smith, Eggers Hall, with Claire Mamola, Curriculum and Instruction
Anthony White, Frank Hall, with Herbert Hash, Philosophy and Religion
Angie Elkins, Gardner Hall, with Cindee Pratt, Sociology and Social Work
Brian Boyer, Hoey Hall, with Bunk Spann, Human Development and Psychological Counseling
Garit Gemeinhardt, Hoey Hall, with Rebecca Kaenzig, Accounting
Matthew Hall, Hoey Hall, with Carol Marchel, Psychology
Sarah Clay, Lovill Hall, with Ellen Carpenter, Family and Consumer Sciences
Tracy Byrnes, Lovill Hall, with Jerry Fox, Management
Beverly Atkinson, Winkler Hall, with Barbara Zaitzow, Political Science/Criminal Justice
Clay Henley, Winkler Hall, with Mark Esteppe, Technology
Josh Chambless, Winkler Hall, with Bob Speir, Military Science

Linking Freshman Composition and World Civilization to Create a Learning Community

Harriette C. Buchanan, Interdisciplinary Studies
Peter W. Petschauer, History
Cathia T. Silver, Learning Assistance Program

Appalachian State University has a long history of fostering learning communities. The Watauga College Program and the Honors Program¹ are well-established living-learning communities that have strong academic reputations. In 1997, General Studies² began experimenting with a variety of other types of learning communities in order to enhance the general academic climate on campus, especially for freshmen. The first of these focused on specific themes and on specific majors. In fall 2000,



Harriette Buchanan and Peter Petschauer work together to link composition with "World Civilization," forming a learning community.

As Buchanan and Petschauer engaged in planning, they realized that they could restructure what they had traditionally done in their courses to enhance the learning community.

another variation in learning communities was established: the linked courses learning groups. The Student Support Services Program (part of the federally funded TRIO programs that target low income and/or first generation students) decided to enhance its learning community by linking two of the core courses that all students must take for graduation—English 1000, "Expository Writing," and History 1101, "World Civilization I." The goal was to help the students become more aware of the nature of their learning community and to strengthen their skills in both courses. The results are

that the students have bonded as a stronger community and the faculty have experienced an exciting sense of renewal.

Structure of the Learning Community

The Student Support Services Coordinator, Cathia Silver, worked with Joni Petschauer, the Director of Freshman Learning Communities in General Studies, to coordinate the program with veteran instructors for English 1000 and History 1101, Harriette Buchanan and Peter Petschauer. At planning sessions in spring 2000, Buchanan and Petschauer shared their separate goals for their courses. These goals were mutually compatible so the planning of complementary activities was relatively easy. A group of 34 Student Support Services students were placed into one section of History 1101 and into two sections of English 1000.

As Buchanan and Petschauer engaged in planning, they realized

that they could restructure what they had traditionally done in their courses to enhance the learning community. Buchanan was excited to include discussion of learning skills for history as well as discussion of the outside texts that Petschauer planned to teach in history. Petschauer was pleased that instruction in research skills and writing research papers could be covered in English so that he had more time to concentrate on history in his class. During the fall term, the instructors met once a month to discuss their calendars and the progress of the students. When students were perceived as having problems, Silver was notified so she could talk with the students about the assistance opportunities available to them, such as tutoring and meetings with the instructors. Most of the students were also, as a traditional component of Student Support Services, assigned to study halls composed primarily of students from the linked courses.

Implementation in Fall 2000

The English sections of the link met on Monday, Wednesday, and Friday, so as the fall semester began, the students met their English classes first. Some of the students had met Buchanan in the special Phase I Orientation activities for learning communities in July. Others who had been unable to attend that session met the English instructor and each other for the first time the first day of classes. Buchanan, to start building the community as soon as possible, conducted ice-breaking activities the first day. The next day, she and Silver attended Petschauer's first day of class for World Civilization, which met on Tuesdays and Thursdays. Their presence helped reinforce the nature of the learning community for the students as Petschauer took time to talk about how working with the English instructor would help with the writing for history and how working with their academic advisor would help with other concerns about life at Appalachian. Buchanan also took notes during the first history class as a way of modeling note taking which she then discussed the next day in English. Students thus were introduced immediately to the value that the faculty and their academic advisor placed on the learning community and on their success as students.

When the initial outside book, *The Epic of Gilgamesh*, (Sanders, 1972) was to be discussed in history, the students were prepared by having discussed it first in English. Buchanan made sure that the students understood the basic content of the book and also discussed *Gilgamesh* as a traditional hero. Consequently, students were better prepared for the discussion in history that focused on the development of cities and for the quiz that was given on the book. Later in the term, Buchanan attended the history class session in which the students and Petschauer discussed the mid-term. From notes in that session, she prepared a study guide for the students to use both as a tool for preparation for the history test and as a model for preparing study guides

based on topics discussed in class. As the later books for history were assigned, Buchanan generated English assignments that reinforced the students' knowledge of each text.



Harriette Buchanan works with a student on learning skills for application in Peter Petschauer's history class.

The students were asked to write an analytic paper about one of the tales from *Tales from the Thousand and One Nights* (Dawood, 1973) and were asked to prepare PowerPoint presentations comparing two of *The Canterbury Tales* (Chaucer, 1958). The assignments broadened the students' understanding of each of these texts as historical and literary documents.

The students' history research papers were developed in draft stages in both English and history and turned in to both instructors for grades. Although they had been told that the instructors would each be focusing on different aspects of their work in the grading, the students did not understand that the same paper would receive different grades from the two instructors. Buchanan was looking at the basic structure and documentation practices in the papers while Petschauer was looking at the students' treatment of the history of the topics they had chosen. The result was that some students received very different grades from the two instructors: a fact that

dismayed them, but that the instructors regarded as a valuable learning experience.

Results

The instructors felt that this experience was successful, as did the students. Students reported that they really benefited from having the same texts covered in two courses and from doing the same research paper for each course. They also became not only supportive fellow students but also friends. When a student was absent from either class for more than one period, that student was missed, and the students and faculty were encouraged to find out what the problem was. When one of the students was confused about an assignment, others quickly helped that student understand what was required and helped the student make up missed work. Students and study hall leaders reported that they

Over the course of the semester, the students peer editing skills, practiced on both history and English papers, improved dramatically.

worked cooperatively in the study halls to remind one another of what work was due to what instructor so that they stayed current with assignments. Over the course of the semester, Buchanan noted that the students' peer editing skills, practiced on both history and English papers, improved dramatically. Students not only marked mechanical errors on each other's papers, but also began providing substantive feedback about content improvements or additions that would strengthen the papers. This increased depth and scope of perception and mutual assistance are probably accounted for by the fact that the students knew each other so well and had come to know the expectations of the two instructors.

Improvements in Spring 2001

The linking of English 1000 and History 1101 in the fall was so successful that the instructors decided to expand and continue the learning community in the spring semester by linking English 1100, "Introduction to Literature," with History 1102, "World Civilization II." They not only continued the practice of sharing outside readings, but they strengthened the advising component. The monthly meetings now included Silver so that a stronger connection between instructors and advisors was formed. As soon as a student was seen to have missed class or been late too frequently (Petschauer's history class met from 8:00 to 9:15 on Tuesday and Thursday, not a first choice for the students), Silver immediately contacted the student to reinforce the importance of regular, on time class attendance.

Another innovation involved the introduction of film analysis as a component of each course. To help build the community further, the team planned an evening in which the entire community had dinner together and watched the film *Life Is Beautiful*. Students later discussed the film in both history and English classes, focusing on both the historical accuracy of the film's view of the treatment of Italian Jews in the late 1930s and in World War II and on the structural components of the film. Students then wrote a film review for English to serve as a model for other film reviews that they had to write on two of a variety of suggested films for history. The film evening was a huge success. Attendance was 100%, something extraordinary for an out of class, after hours experience. Students thoroughly enjoyed having dinner together and liked the film from which they learned about the Holocaust and about structuring responses as academically satisfactory reviews.

Once more the two instructors taught the same outside texts, Fatima Mernissi's *Dreams of Trespass* (1994), Elie Wiesel's *Night* (1982), and Matsuo Basho's *The Narrow Road to*



Students discuss a draft of a research paper that will be evaluated according to criteria unique to each course.

the Far North (1966). The students again benefited from working on the same material in two courses. As in the fall, discussing the literary aspects of the texts in English helped prepare the students to discuss the cultural issues in history. The friendships among the students also strengthened throughout the second semester. A negative aspect of the community that became evident in the second semester was that students may have gotten to know each other too well, leading to teasing bordering on insult in some cases. This forced Buchanan to begin to document negative participation (disrespect to classmates and inappropriate chatting) as well as positive participation. Also, some students became more cavalier about regular, on time class attendance,

forcing Petschauer to lock the door at 8:05 AM (something he only had to do once before students either were on time or absent).

Unanticipated Benefits

The link between the history and English classes was proposed as a means of enhancing the Student Support Services learning community. In successfully meeting that goal, another, unanticipated benefit was achieved. Both Buchanan and Petschauer experienced a renewal of excitement for courses that each has routinely taught for over twenty years. The faculty development benefit of participating in linked courses cannot be overstated.

Veteran faculty who teach freshman level core curriculum courses frequently experience a kind of burn out from dealing with the same material year in and year out. Discussing this material in a different context and seeing it through the eyes of a colleague from a different discipline renewed the material and, therefore, the faculty member's own interest in it. The monthly meetings were a way to forge relationships between faculty members and to provide opportunities to discuss course material as well as student welfare. The results were both a stronger learning community for the students and a renewed enthusiasm for the faculty. This enthusiasm, in turn, made itself felt in the classroom, thereby further strengthening the learning community.

Conclusion

General Studies is fostering Freshman Learning Communities to enhance the academic climate for freshmen at Appalachian by helping new students become more actively engaged in course work and become more closely connected with a particular group of classmates and

The results were both a stronger learning community for the students and a renewed enthusiasm for the faculty.

faculty and an academic advisor. The experience with the Student Support Services learning community linking freshman English and the World Civilization courses successfully created a stronger learning community among the students who were enrolled in both courses and resulted in renewed excitement by the faculty and closer involvement of the academic advisor in the instructional process. Any faculty engaged in

teaching core curriculum courses could initiate similar efforts. The small amount of extra time for planning yields big benefits for students, faculty, and academic advisor as all become more actively engaged in the learning community.

¹ The Watauga College program, begun in the 1970s, is open to any Appalachian student and offers an integrated living and learning experience. Students all live in East Hall and take interdisciplinary courses that satisfy the freshman English, World Civilization, and many humanities and social science Core Curriculum requirements. The Honors Program is another living learning community, open to the top 10% of the entering freshman class, in which all students live in Coffey Hall and take interdisciplinary General Honors courses as well as honors courses in specific departments.

² General Studies is the unit within Enrollment Services that works to ensure that students make a smooth transition to academic life at Appalachian. They administer the Orientation program in which students learn basic regulations at Appalachian as well as registering for courses; they deliver academic advising for new students until those students are eligible to declare their majors and have their records moved to one of the degree-granting colleges; they provide academic support services for all students and coordinate activities and advising for special populations such as athletes and students with disabilities.

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Writing the Web: Linking Computer Technology and Writing Courses

Derek Stanovsky, Interdisciplinary Studies
Tom Van Gilder, Arts and Sciences

Web page authoring poses a double challenge as both a technical and a writing task. During fall 2000, Watauga College offered two linked courses aimed at providing first-year students with both the technical and editorial know-how to write for online audiences. Tom Van Gilder, computer consultant for the College of Arts and Sciences, taught "Exploration of a Wired World," a hands-on course designed to give the students the technical background needed to create content for the World Wide Web. These same students enrolled in Derek Stanovsky's sections of Watauga College's "Tools of Human Understanding," an interdisciplinary writing course required of all entering Watauga College students. These sections, entitled "Future Histories: Reading, Writing, and Remembering After the Internet," dealt with the

intersections of technology, writing, and culture and asked students to produce writing specifically for this new medium. These courses were made possible through the support and encouragement of Cynthia Wood, Director of Watauga College; Richard Carp, Chair of Interdisciplinary Studies; and Linda Bennett, Dean of the College of Arts and Sciences.

Exploration of a Wired World

The premise of the "Wired World" course was not only to learn about creating for the World Wide Web, but also to integrate computer skills learned in this class with "Tools" from the writing class. Almost all of the students who took the course had little computer experience. We began the course by

discussing the brief history of the Internet and the World Wide Web. Many students did not realize that this technology is relatively new and that they were truly at the forefront of learning in a new medium. We also spent some time learning about the technology that allows Web pages to be delivered from a server to a person's Web browser. This proved to be fairly complex for the students, as the terminology was new to them. To not overwhelm the students with an

Students were encouraged to explore connections between texts and their own evolving relationship with the Internet.

over-abundance of computer jargon, at this point in the course we began to delve into hands-on learning.

Although there are many graphical editors that allow people to easily create Web pages, it helps to know how to create and edit the HTML code. Therefore, the students began learning the old-fashioned way by typing HTML code within a simple text editor and then previewing their pages in a Web browser. The students recognized that this was a very time-consuming task and were quickly ready to move on to an easier graphical editor.

The first big project for the students was creating personal Web pages. Students had to plan an outline for their project and then create a rough draft of a personal



Tom Van Gilder and Derek Stanovsky offer a hands-on course designed to connect students with the World Wide Web.

Web site with the use of Netscape Composer, which is a free, basic Web editor. Students learned quickly that the planning part of creating for the Web is much more difficult than the actual development of simple Web pages. This project was revisited throughout the semester. As students learned more advanced software, they modified their personal pages. For the culminating project each student posted a final product to a personal University VAX account.

When developing the curriculum for this course, the goal was for students not only to learn how to create Web pages, but also to actually create a usable Web presence for the University community. Our class took on four major projects:

1. The Centroid, edited by Greg Foley, Mathematical Sciences. (<http://www.centroid.appstate.edu>)
2. The Office of International Programs. (<http://ww.oip.appstate.edu>)
3. The Psychology Department.
4. The Appalachian Journal, edited by Sandra Ballard, English. (<http://ww.appjournal.appstate.edu>)

Students spent the majority of the semester learning Macromedia Dreamweaver, an industry-standard Web development software and the choice of many Web professionals because of its built-in site management tools and advanced design capabilities. Students also learned graphic design software—Macromedia Fireworks—that integrates well with Dreamweaver. Students collaborated in small groups on these University projects. The process included researching other similar Web sites, brainstorming, planning, developing a minimum of three variations of a Web presence for their “client,” presenting their rough drafts to the class and clients, creating a final project, and final presentations to the class and clients. These projects gave the students real-world experience as well as a sense of accomplishment in producing a usable Web presence. Three of the four projects are used at Appalachian and became available online in Spring 2001. Several students were even offered part-time employment from their clients to continue the work they started.

Future Histories

These same students also enrolled in a tech-friendly version of Watauga College’s “Tools of Human Understanding,” entitled “Future Histories: Reading, Writing, and Remembering After the Internet,” taught by Derek Stanovsky. A course Web page that includes the syllabus, readings, assignments, resources, and student projects is posted at: <http://>



Students create a draft of their personal web pages.

www.appstate.edu/~stanovskydj/tools.html. Along with a number of other first-year students not enrolled in “Exploration of a Wired World,” students in “Future Histories” spent the semester reading, writing, and discussing issues connected with the history of technology and its impact on culture, society, and writing. Resources for the class ranged in selections from Nietzsche and Freud to Charlie Chaplin’s *Modern Times* and to a novel by Marge Piercy. Students were encouraged to explore connections between texts and their own evolving relationship with the Internet. At the same time, the course offered writing instruction in both the time-honored traditions of English composition and in the new fields of Web page style and online

publishing. Assignments were geared toward improving students’ writing skills and introducing them to the unique problems and possibilities of writing for the Web, including the use of links, graphics, and other design elements that rarely intrude in print media.

For instance, students read Nathaniel Hawthorne’s essay “Fire Worship” in which Hawthorne laments the loss of the open hearth

and its replacement by that new-fangled invention, the airtight woodstove. Into this seemingly trivial technological change, Hawthorne reads portents of the demise of social and domestic life. Winter evenings, which had been spent gathered around the fire in conversation with family and friends, now seem to give way to more solitary pursuits in corners of the house that used to be too cold to inhabit. Who could foresee what pernicious effects this disruption of family life might have on future generations? Students discussed the social impact of this example of nineteenth century technology and wrote about the connections they found between Hawthorne’s stove and the impact of the Internet on their own lives.

After approaching such questions through a variety of texts—historical, theoretical, and fictional—the final project was for students to produce their own “future history” describing how the Internet of today will be remembered, and to tell these stories in the form of a group Web project. Students from the “Wired World” course were teamed with classmates from “Future Histories” not in that course, and, together, they worked at designing and publishing a Web site containing a cross-section of their semester’s writing. There were the usual ups and downs of group dynamics coupled with the added technical difficulties of publishing

As a team-teaching strategy, linked courses provide a great deal of autonomy for both instructors in organizing their courses while allowing each to rely on and use the specific skills and information the students are learning in the other course.

their work online, but all of the groups overcame these challenges and produced wonderful work.

Lessons Learned

We were very pleased with how well our students performed in these linked courses. Along with the inevitable adjustments and trial and error that are part of every new course, there was the added element of linking these courses together and relying on the students’ ability to put the skills they learned in one class into practice in the other. Overall, this worked well. However, if we have the opportunity to teach these classes again, we would begin the group work much earlier in the semester,

spend less time on the preliminaries, and get the students involved right away in writing and publishing Web pages. This would ensure they learned the common pitfalls and mistakes early on so that by the end of the semester they could focus on honing their new skills. It also might help to have all the students involved take both courses, so that the “Wired World” students do not shoulder too much of the technical burden for the group Web projects.

It was very gratifying to see how students with little or no prior knowledge of computers became proficient at creating Web sites by the end of the semester. It was also exciting to see the creative ways in which they used these new tools and how they integrated them into their writing. As a team-teaching strategy, linked courses provide a great deal of autonomy for both instructors in organizing their courses while allowing each to rely on and use the specific skills and information the students are learning in the other course. Such pairing of technology and writing courses could also be put to work in other contexts. In “Future Histories” we took our subject matter from the Internet itself. This provided a helpful thematic link, but it is certainly not necessary. Any subject could provide the content for the students’ writing, the theme for their Web sites, and the occasion for learning about writing for the Web. These skills benefit our students now, but as the Internet expands in the years ahead, they may be needed even more.

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The Effects of Gender on Attitude Toward Learning by Participation in Games

Lawrence L. Garber, Jr., Marketing
Stephen W. Clopton, Marketing

Introduction

With the steady growth in female enrollment in business education over recent decades, to the point where female enrollment in Appalachian's John A. Walker College of Business is roughly equal to male enrollment, disparities in learning styles between women and men have become an important pedagogical concern for business educators.¹ Because we administer a computerized strategic game in our Principles of Marketing classes, we are particularly interested in identifying any gender effects in the types of contexts and tasks that these games impose on our students (i.e., experiential learning, group decision-making, competitive games, and problem-solving exercises). Although there is considerable research profiling women as learners, there is little or no research that empirically and conclusively examines the pedagogical effects of disparate, gender-based learning styles in the learning contexts in which we are interested. Therefore, we conducted a study to examine empirically the effects of gender on learning through participation in games. In this article, we present our results and discuss pedagogical implications.

Computer-Based Strategy Games

Computer simulations provide a form of interactive, out-of-class experience that qualifies as experiential learning exercises. Computer simulations have been described as a form of loosely structured experiential activity because they are broad in scope, long in completion time, and relatively uncontrolled. Hamer

(2000, p. 27) characterizes such complex activities as follows:

- Students are faced with unstructured, ambiguous situations;
- A great deal of student learning may take place outside of class and away from the instructor;
- Students must deeply process course materials and creatively apply those materials to the situation;
- Students have a great deal of control over what they learn from the activities and the process through which they learn.

These characteristics accurately describe The Marketing Game! (Mason and Perreault, 1995), a strategic simulation used in our Principles of Marketing classes. Cossé, Ashworth, and Weisenberger (1999, p. 99-100) provide the following description:

"The Marketing Game! simulates a personal computer software

industry consisting of four firms, with a student team acting as each firm's marketing department. The market consists of six [consumer] segments served by two channels of distribution ...student teams must allocate funds to various activities including advertising, sales promotion, product development, and marketing research. They also must make decisions regarding the sales force (size, commission rate, proportion of non-selling time, and allocation to channels), the intensity of distribution, type of advertising, the price, and production order quantities. Teams were given the objective of maximizing net contribution to profits."

The uncontrollable environment in which business inevitably operates is represented by the actions of each competitor firm, in this simplified format.



Garber and Clopton review results of their research.

The advent of the computer has dramatically increased the availability of active learning tools for the classroom. The efficacy of computer-based learning tools may be particularly pronounced for business education, where there is a performance aspect to a mastery of the subject. Business students must not only acquire knowledge of the fundamental principles of sound business practice, but also realize the implications of having to integrate and apply those principles in a highly complex, dynamic, and competitive environment, which they must confront with only partial information and an awareness of the need to act. Strategic business games are highly valuable because they realistically portray such challenging environments and circumstances in the classroom. Students can first experience the vagaries of actual business practice in a relatively fail-safe context and begin to develop the broad insights and coping skills that actual business practice requires.

Increasingly, students expect to be more and more involved in their own education. They are less tolerant than their predecessors were of passive, monolithic, lecture-based classrooms, and more responsive to active learning environments, which is why we, like many of our colleagues, are incorporating active learning exercises into our classrooms.

Gender-Based Learning Styles

Another attractive feature of active learning is its apparent ability to accommodate diverse styles of learning, presumably including the disparate learning styles of women and men. Much has been written in recent years about the particular needs of women as learners in the classroom, stemming in large part from concerns that women learners are disadvantaged by a formal learning environment that is oriented to the learning styles of men. From this literature has come interview research that yields a well-formed learner profile for women, and a less-well-formed profile for men. The latter are overlooked, no doubt,

because men are viewed to be served well by a classroom environment that favors masculine styles of learning. This body of research provides a basis for the development of learning tools that are considerate of the disparate learning needs of women and men.

The conclusions of this research indicate that, as learners, women tend to be communal by nature and particularly benefit from an encouraging, confirming community that fosters intellectual growth. However, this research also indicates that women may experience a lack of confidence, may feel alienated, and, although many women prefer to learn in small groups, they may be reluctant to invite themselves into small groups. Women tend to believe that they perform less well in the classroom than they actually do, and lack confidence in their ability to succeed in future endeavors regardless of the degree of their classroom success. Given such feelings, it is not surprising that many women tend to remain silent in the classroom, even when they may have much to contribute.

Men, on the other hand, tend to be solitary by nature, and therefore tend to set themselves apart from community. Men also tend to be confident in their abilities and often are strong and assertive in the classroom, even when their preparedness for a task, or their performance in it, may not warrant such confidence. One strategy that sustains such confidence for men is the tendency to blame others or circumstances for poor performance.

In reviewing this literature, we found several limitations for our pedagogical purposes. First, virtually all the research defining gender-based learning profiles is qualitative interview research, based on small samples and thus difficult to generalize. Additional insight can be gained from more structured quantitative research. Second, in the laudable effort to profile women as learners in order to formulate ways to better meet their classroom needs, an equivalent profile of men and their needs has been overlooked. An equivalent male profile is needed,

both for the study of males as learners, and for comparison with female learners. A third limitation is that there has been little effort to extend this research to the examination of gender effects in the learner contexts pertinent to the administration of strategic games: experiential learning, group decision-making, competi-

Computer simulations provide a form of interactive, out-of-class experience that qualifies as experiential learning exercises.

tive games, and problem-solving exercises. Finally, there is little evidence that these profiles have been applied to the practical problem of creating a gender-friendly classroom, particularly in the experiential contexts of interest here.

The Effects of Gender

We solicited student attitudes toward the game experience by having participants complete exit surveys upon game completion. During the spring and fall terms of 2000, 167 undergraduate Principles of Marketing students, mostly business majors, filled out a pencil-and-paper survey. Respondents rated their level of agreement with each of forty-six statements that collectively were designed to elicit student perceptions and beliefs concerning the game experience on all higher-order dimensions that the researchers determined a priori to be significant contributors to the formation of overall student attitudes toward the game experience. The learning dimensions of interest focused on the game as: experiential learning; an analytical, problem-solving task; a general learning experience; a realistic computer simulation; a group decision-making task; competition; and an ambiguous and open-ended task. It is important to note that these statements collectively were introduced as a test of whether the

respective attitudes of men and women toward the game experience would reveal and permit elaboration on the gender-specific learner profiles formed from prior research.

The table reports mean responses for female and male students, ranked in descending order by the magnitude of difference in means between women versus men. The attitudinal statements for which the mean female response was significantly greater than the mean male response rating are found near the top of the table. Those statements for which women indicated a significantly greater agreement revealed that women felt more distressed by and less able to cope with the uncer-

tainty and ambiguity of the game exercise, though they also showed a greater appreciation for the benefit of confronting such experiences. More broadly, women also indicated a greater appreciation for the learning that the game experience affords, as well as a greater appreciation of how that knowledge applies to a real-market context. The female learner profile also revealed a greater proclivity for taking a detailed analytical approach to solving the strategic problems that the game presents.

By contrast, inspection of those statements for which men indicated a significantly greater agreement than women revealed that men were

relatively competitive, detached, confident to the point of hubris, and more cognizant of performance aspects than they were of the need to study and learn in order to improve. A comparison of pair-wise means

Strategic business games are highly valuable because they can portray realistically challenging environments and circumstances in the classroom.

does not refute the notion that men feel confident and aggressive in the classroom, tend to gloss over details, and take a broader, more intuitive approach to learning generally. Men appear to treat classroom games more as a contest to be won or lost, rather than as a learning opportunity.

To further summarize the data, and for ease of interpretation, a two-group discriminant analysis was performed on a reduced set of six attitudinal factors obtained by factor analysis. The purpose of the discriminant analysis was to reveal distinct learner profiles by gender. Those attitudinal factors associated with female learners were "Learning" and "Analytics." That is, women showed a greater appreciation than men for the game as a learning tool, and showed a greater willingness than men to confront and address the logistical aspects of the game on a detail level.

Those attitudinal factors more highly associated with male learners were "Competition," "Group Dysfunction," and "Fun and Accessible." These results indicate that men show a greater propensity than women for viewing the game as a competitive exercise and a performance task, have more conflicted feelings about group membership likely driven by a greater desire to work alone, and display a greater appreciation for the game as fun to play, with fun as an

TABLE
Response Means for Attitude Toward Learning, by Gender

Attitudinal Statements ^a	Mean Ratings ^b		df	t-stat	P	
	Female	Male				
The complexity of the game made me feel uncomfortable.	-2.84	-1.64	148	2.10	0.0193	**
I think that performance will be a target segment, and just overall performance, is the very best, in that it is a game performance.	0.70	0.25	166	2.07	0.0192	***
The game gave me a great sense of how changes in distribution actually work.	1.28	0.85	125	1.70	0.0446	**
I feel that the game gave me a much better sense of how product differentiation affects marketing outcomes in the real world.	1.56	0.98	167	1.88	0.0322	***
I feel that the game experienced gave me a much better sense of how product differentiation affects marketing outcomes in the real world.	1.75	0.91	166	1.88	0.0323	***
I feel it was crucial to buy the marketing research reports, to do well in the game.	0.96	0.68	166	1.18	0.1190	*
I feel that the game gave me a much better sense of how pricing actually works in the real world.	1.41	1.21	167	1.50	0.0475	**
I feel that I am now in a better able to cope with ambiguity and uncertainty in business, having played the game.	0.00	0.72	135	1.29	0.0285	**
I think that those who won the game learned a great deal more about those who lost.	1.25	1.40	167	1.18	0.1190	*
I feel that the game is a very fine representation of how business actually works.	0.86	0.72	148	1.18	0.1190	*
I feel that the game experience gave me a much better sense of how competition actually works in the real world.	1.47	1.27	152	1.18	0.1190	*
It is important that the game be fun to play in order for it to be a valuable educational experience.	0.40	1.71	185	1.38	0.0275	***
I had a lot of fun playing the game.	0.99	1.29	143	1.22	0.1112	*
My group was really excited at getting down to business.	0.46	0.81	138	1.50	0.0094	**
My group had very strong leadership.	1.22	1.58	141	1.78	0.0475	**

Attitudinal Statements ^a	Mean Ratings ^b		df	t-stat	P	
	Female	Male				
My group vehemently disagreed regarding what our strategy should be, and we had great difficulty in coming to consensus.	-1.53	-1.13	167	2.01	0.0207	***
I think that the most contribution is the very best measure of financial performance in the game.	0.71	1.11	160	1.81	0.0151	***
My group was much more into the game than I was.	-0.22	-1.78	167	2.33	0.0020	***
I think that playing the game was a lot of fun.	0.60	1.11	154	2.66	0.0007	***
I thought the game was really easy.	-0.24	-1.43	160	3.40	0.0003	***
I always had a great confidence in my ability to do well in the game.	0.67	1.16	137	2.04	0.0009	***
I was very surprised to be the first in our class.	0.75	1.48	148	4.47	0.0000	***
I think you guys were a lot better in the game than I had been in the past.	-0.58	-0.66	166	3.97	0.0000	***
I am extremely competitive.	0.76	1.47	122	5.19	0.0000	***

^a Attitudinal statements are rank ordered from descending order by the difference in respective response means for women versus men on each attitudinal statement. Therefore, those statements for which female responses are significantly greater are at the top of the table, and those statements for which male responses are significantly greater are at the bottom of the table.

^b As indicated on a seven-point scale, where 3 means "strongly agree," 4 means "strongly disagree," and 0 means "indifferent" or "Don't Know."

*** Significant at .001 level
 ** Significant at .01 level
 * Significant at .05 level
 † Marginally significant
 ‡ Approaches significance

Attitudinal Statements as Measures of Higher Order Learning Constructs

The game as experiential learning exercise:

- It is important that the game be fun to play in order for it to be a valuable educational experience.
- I had a lot of fun playing the game.
- I always had great confidence in my ability to do well in the game.
- I thought that playing the game was a lot of fun.
- I thought the game was really easy.
- I think that differentiating your product is unimportant to doing well in the game.

The game as analytical, problem-solving task:

- I feel it was crucial to buy the marketing research reports, to do well in the game.
- I think that you have to be a very analytical person to play the game well.
- I believe that I got a good sense of how all the marketing mix decisions must work together for an overall marketing strategy to be effective.
- My experience in the game leads me to believe that target segmentation is an absolutely essential competitive strategy.
- I feel that the game experience gave me a much better sense how competition affects marketing outcomes in the real world.
- I feel that the game gave me a much better sense of how pricing actually works in the real world.
- I feel that the game gave me a much better sense of how promotion actually works in the real world.
- My experience in the game leads me to believe that the various principles taught in basic marketing are entirely correct in practice.
- I feel that the game experience gave me a much better sense how product design affects marketing outcomes in the real world.
- The game gave me a great sense of how channels of distribution actually work.
- I think that total net contribution is the very best measure of financial performance in the game.
- Market share is the very best indicator of financial performance in the game.
- I think that performance within target segments, and not overall performance, is the very best indicator of game performance.
- Sales volume is the best indicator of game performance.

The game as general learning:

- My understanding of the game got a lot better as the game went along.
- I feel that the game provided a really valuable educational experience.
- I feel that the game does a great job of integrating all the concepts presented in the class.

The game as realistic computer simulation:

- I feel that the game is a very true representation of how business actually works.

The game as group decision-making:

- My group had very strong leadership.
- Everyone in my group got along really well.
- I feel that I learned a lot about how to function effectively within a group by playing the game.
- I think that everyone had a chance to have their say and contribute to my firm's decisions.
- I felt really comfortable in my group.
- My group was really great at getting down to business.
- I think I could have done a lot better in the game if I had done it on my own.
- My group was too small to be really effective.
- My group vehemently disagreed a great deal on what our strategy should be, and we had great difficulty in coming to consensus.
- It was very hard for my group to get down to business whenever we met.
- My group was much too large to be really effective.
- I felt completely ignored by other group members.
- I don't think we worked very hard on the game.

The game as competition:

- In our strategy, we took careful account of competitor activity.
- I am an extremely competitive person.
- It was very important to me to finish first in our industry.
- I thought that the game was too challenging and difficult to be useful.

The game as ambiguous and open-ended task:

- I feel that I am now much better able to cope with ambiguity and uncertainty in business, having played the game.
- I think that those who won the game learned a great deal more than those who lost.
- I feel as if I never really understood how the game worked.
- I think that those who struggled at some point in the game learned a lot more than those who never struggled.
- The uncertainty of the game made me feel uncomfortable.

important component of learning. These results support and extend the less well-developed male learner profile indicated by prior research.

Pedagogical Implications

A primary issue of administering the game effectively is when and how to intervene with poorly performing groups. Experiential learning exercises have two components: the experience itself, and follow-up. An important pedagogical issue is when should one let the experience play itself out, and when should one intervene? Our research results suggest that early intervention with poorly performing teams is efficacious, although the reasons for doing so are different for women than men. Because the game is a complex, open-ended problem-solving task with clear outcomes and the potential for poor performance (i.e., lose money, finish behind other firms), poor performers may become discouraged and give up, in which case learning stops. However, we learned that the reasons for giving up characteristically differ for women and men. In our study, women often felt overwhelmed and helpless in the face of ambiguity, uncertainty, or the prospect of failure. Women tended to magnify problems until they seemed insurmountable. Men, on the other hand, could be quick to make external attributions of blame for poor performance such as concluding that the game was poorly constructed or unrealistic.

In both circumstances, intercession is appropriate, though the nature of the communication must be tailored to the respective needs of women and men. The results of our research suggest that women should be reassured, supported, and encouraged, while men should be made to acknowledge that their performance is a function of their own actions. A successful intervention would enable women and persuade men to persist with active game participation and continued learning.

Extensions

We plan to continue our empirical investigation of the effects of simulation games on student outcomes. First, we intend to examine the effects of the changes we are making to our administration of the game on the basis of our findings from this research. In particular, we plan to track the effects of early intervention with poorly performing groups. Secondly, we plan to extend our examination of the game experience to disparate learners other than those defined by gender, such as older versus younger students, traditional versus nontraditional students, and good versus poor students. Finally, we intend to examine the effect of group composition and dynamics on group performance and on individuals. We hope that these ongoing investigations will help us to better understand the nature of active learning, employing strategic games in particular, and to refine our pedagogical approach.

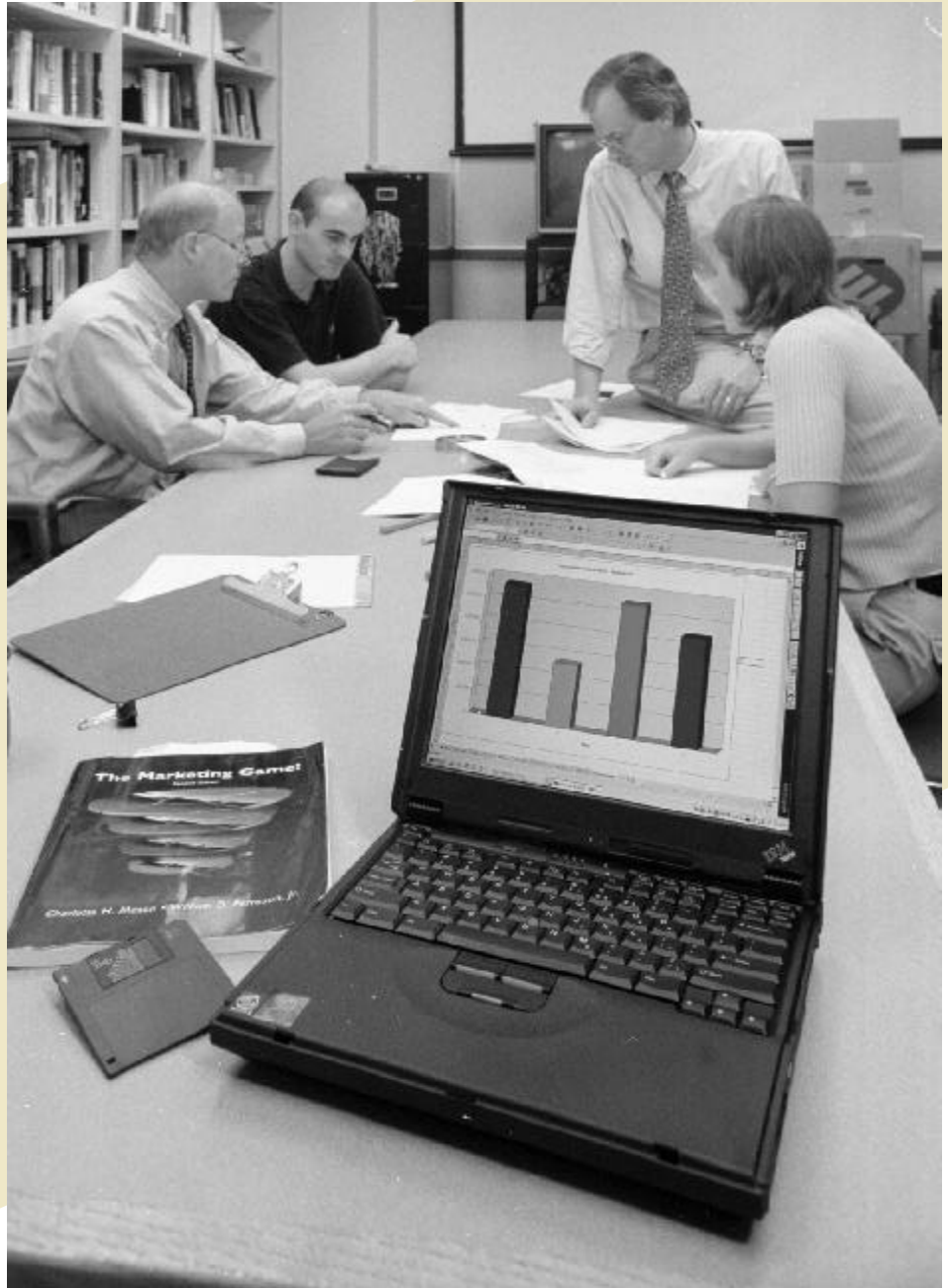
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¹ For readability purposes, all but certain key references are excluded from this article. For more detailed reference to any of the literature that supports the assertions made herein, or for the methodological details of the empirical research whose results are presented, please contact the first author at (828) 262-6219, or garberll@appstate.edu.



Garber and Clopton share with colleagues their ongoing investigation to better understand active learning through the use of strategic games.

Values in Cross-Disciplinary, Integrative Team Teaching

Joan Woodworth, Psychology
Sally Atkins, Human Development and Psychological Counseling

“Just breathing. That’s what I am learning about life. Learning to appreciate for the rest of my days. I feel myself breathe—the rise and fall, and I know that I live. Thank you for being fresh air. Thank you for making me want to gulp down loads. Thank you for expanding my lungs. Know that I will continue.”¹

For more than a decade, we have been teaching together, crossing the boundaries of academic structure, to create courses that integrate different disciplines and cultures. Twice we have done so within the structure of the General Honors Program, where creative course development and team-teaching are supported. At other times



For more than a decade Drs. Sally Atkins and Joan Woodworth have integrated classes across disciplines.

The complexity of today's world requires the ability to hold multiple perspectives simultaneously and to grasp the interactive nature of our global society. Thus, we value the multiple perspectives that can be gained from crossing disciplinary boundaries in teaching and learning.

we have simply rotated teaching together, with one of us carrying the extra course as an unofficial overload. The courses we have developed and taught include: “Human Cultures: An Exploration of Boundaries,” “Honors Colloquium: Emerging Paradigms in Psychology,” “Dreamwork: Clinical Methods,” and “Native American

Spirituality and Psychotherapy.”

More recently, we have sought to reflect upon and articulate the values that guide our teaching and are implicit in the ways we teach together. We have also thought about how these values coincide or conflict with the values of our institutional structures. In the broadest sense, we have asked ourselves about the essential values we are teaching and living in our attempts to create an integrated learning community with our classes.

Values in Cross-Disciplinary, Integrative Learning

Several important beliefs inspire our enthusiasm for cross-disciplinary and integrative teaching and learning. The first is basic. We believe that the challenges facing society today, both at individual and collective levels, cannot be addressed adequately from a single disciplinary perspective. The complexity of today’s world requires the ability to hold multiple perspectives simulta-

neously and to grasp the interactive nature of our global society. Thus, we value the multiple perspectives that can be gained from crossing disciplinary boundaries in teaching and learning.

At the same time, because we value the integration of learning across disciplines, we search for ideas and themes that are shared across many areas of study. We seek those similarities and common threads that lead us to human questions and values that connect us with each other and with the natural world. In our experiences, integrative approaches to learning tend to challenge dualistic, “either/or” thinking. We value the intellectual capacity to think in terms of a complementary relationship (“both/and”), to make connections, and to explore the possibility of holding paradoxical ideas together at the same time. Basically, we ask ourselves and our students to think about how we think. As a result of these efforts, students feel free to explore and value the

challenge of formulating their own ideas. As one student remarked, the class provided, “most importantly...an opportunity to think, to really be encouraged to look inside myself and pull out what’s there. I think an assignment like that comes rarely in college, or any education for that matter.”

Another important value we share that enhances a cross-disciplinary, integrative approach to learning is the exploration of boundaries. Personally, we have been enriched by crossing cultural boundaries. Together and individually, we have lived, taught, and studied in cultures very different from our own, including China, South America, West Africa, Europe, Australia, and the Native American Pueblos of the American Southwest. Interdisciplinary approaches to learning inevitably draw us to the “edges” of any topic we discuss, to discover the “borderlands” where the distinctions between areas of study or realms of experience are less obvious or clear. For example, in classes we have asked questions such as: How do humans understand the divisions between living and non-living entities? How do we humans perceive and interpret developmental stages, levels of consciousness or the boundaries between humans and the natural world? How do experiences, feelings, ideas, and beliefs develop and emerge in the context of history and culture? By valuing both differences and similarities, we, along with our students, expand the efforts to understand other societies and cultures as well as the various academic disciplines within our own Western heritage. This exploration allows students to ask deep questions about their own lives and values. For example, a student observed that the “class was a great facilitator for finding oneself because it required deep analysis of our Western culture, as well as...searching for different answers to life’s greatest questions...the class served as a spring board to lead us on our quest to self discovery, to reveal things about ourselves that we did not know about.”¹

Values in Team-Teaching

The values that are revealed in our actual practice of team-teaching are perhaps even more powerful than the values we can articulate about cross-disciplinary learning. So we have attempted to step back and understand what it is that we do, in concert with the students, and how our actions in the classroom and with each other reflect our values. Imagine, if you will, the gathering of a class:

Students fill the room and find a place in the circle. Greetings and conversation gradually give way to quiet anticipation. We begin with a poem—an invitation to shift our attention to the time and space that we share. Each person in turn now has the opportunity to speak a few words into the circle, to contribute thoughts and feelings, to bring his or her voice to the center. The “go around” further weaves us together and directs our focus to the present moment of the class experience.

Our actions in these beginning few minutes unveil important unspoken values: calling for attention, inviting participation, providing a safe and honored time and space for learning, acknowledging and respecting our presence as individuals in a cooperative learning environment. The circle is intentional. It implies that we wish to create what Parker Palmer (1998) calls a community of truth—a place where no one person, not even the teacher, owns truth and each person shares the responsibility of truth seeking. Students respond with energy and appreciation for the message of the circle: “The chemistry of all the different voices in the class could never be duplicated in another. The atmosphere was comfortable enough to encourage everyone to participate, yet academic enough to make me think and question more than ever before.”¹

We value the personal differences that each of us brings to the teaching encounter and seek to extend that valuing of differences to each of our students. Joan brings the

overarching intellectual perspective of her background in the history of science and psychology and her ten-

Cross-disciplinary and integrative learning, enriched by team-teaching, provide the opportunity to address the complexities of the lived-in world because such learning and teaching, in themselves, promote valuing the investigation of connections among the events and issues we face.

ency, out of that perspective, to continually push the boundaries of knowledge, to ask where we are going next. Sally brings her many years of experience as a therapist and an artist to always pursue the deep wisdom and personal meaning in knowledge and experience and to trust in the innate, creative potential in human beings.

As the class proceeds, other values we share become evident. We often make time for a brief writing period during which students can each reflect on the topic of discussion, formulate a question, or frame an opinion. This time for reflection is critical in integrative learning because it provides the opportunity to think through challenging material and to focus one’s own ideas and questions before discussion. It enhances the opportunity to integrate new information with personal experience. It promotes question asking, the ability to think through issues more thoroughly, and to find personal meaning in the content at hand. Personal reflection time is coupled with the expectation that each

of us has the responsibility for our own learning and our own lives. The in-class writing, which leads to discussion of the topic at hand, is expanded in one-page weekly reflection papers, in which students comment more fully on class discussion, reading material, or experiences related to class work.

Within our community of learners we seek to cultivate mutual trust and respect, to make a space where it is safe for every person to be exactly who they are. The trust we seek to develop in the classroom environment allows us to take risks and to explore new and uncharted territory together as cooperative learners. It is not easy to risk expressing our ideas and feelings, and mutual trust allows this to happen: "I felt like I could voice my opinions and it would be okay, that I would either be agreed with or disagreed with, but either way, I would learn from the experience and become a better person from it."¹ As team-teachers we seek to model and to nurture the capacity for careful listening and the courage to ask real questions. This, in turn, invites the level of dialogue to go beyond the surface, to tap our most genuine concerns and inquiries about how best to live and learn.

Values and the University Structure

The values we articulate and model grow out of our own integrity as human beings. As a result of the values we hold, we are steadfast in our desire and efforts to promote changes in the university structure that would enhance interdisciplinary and integrative teaching and learning. Because many universities are structured and divided into separate disciplinary camps, it is all too easy for the different areas to compete with each other for the validity of their claims of "truth," and for the legitimacy of their methods of question asking and answering, and for resources. Such structures, along with the administrative units that serve and support them, make it difficult to teach and learn across

disciplinary lines. We are encouraged that Appalachian is seeking to make changes, and it is our hope that the university community will continue to discover creative ways to encourage and champion cross-disciplinary and integrative perspectives.

Within the larger context of the university, we believe that it is important to examine our structure and our pedagogical practices so that we may pursue approaches that sustain our university as a community of learners: students, faculty, staff, and administrators who come together to seek solutions to critical issues and to meet our many challenges in living and learning.



Students cultivate mutual trust and respect through a community of learners.

vitality, and creativity because they mirror the way we live and solve problems in the world.

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¹ These quotations were selected from anonymous student evaluations of our classes.

Conclusion

Cross-disciplinary and integrative learning, enriched by team-teaching, provide the opportunity to address the complexities of the lived-in world because such learning and teaching, in themselves, promote valuing the investigation of connections among the events and issues we face. They point toward the discovery of relationships, multi-faceted approaches, holistic solutions, and the ability to suspend one set of beliefs to consider others. They invite us to prepare for the challenges of learning and living, both within and beyond a university community. They promote insight,

Wiesel's Visit Inspires Multicultural Projects

Karla A. McGinnis, English

Elie Wiesel's powerful presence at Appalachian sparked some unexpected long-term results. Elizabeth Potter Jordan of the School of Music was a discussion leader for *Night* (1982), Wiesel's book about his concentration camp experiences and the Summer Reading selection in 1998.

The references in the book to music in the concentration camps ignited Jordan's curiosity, and in the ensuing years, Jordan has traveled to Germany to explore music archives, to the Holocaust Museum in Washington, D.C., to Israel, and to London to meet and interview a pianist who survived the camp because of her talents. Jordan's interest in the Holocaust has manifested itself in two Holocaust Commemorative events on our campus in fall 1999 and fall 2000 and in numerous multicultural teaching approaches.

In her brief meeting with Wiesel in 1998, he told Jordan about the

huge impact music had on him in prison and after his liberation, as a healing force. With that conversation, Jordan said, "It all clicked...the stories of music and musicians...the dark side and the positive side of how music was used in the Holocaust." Her curiosity drew her to research the Holocaust era. She found that the music sources were piecemeal and scattered, so she pulled the pieces together in a paper entitled, "Music and Musicians of the Holocaust: Choices in the Labyrinth."

In her classes, Jordan emphasizes the themes of her work. As a reminder of the concentration camp experiences, she tells her students, "When everything you've known is gone, the melodies remain from childhood." That awareness made her realize how important it was to give the students a sense of their own music, and that aspect led her to teach her Introduction to Music

classes with a multicultural, cross-disciplinary approach. With the help of the staff of Belk Library, her students research a point of interest in music, particularly the music of their own ethnic origin. In addition, the students do an oral presentation to teach the class about their subject.

Jordan also brings in professors or guests who have a particular knowledge of, for example, Andean music, to share a broader world perspective. She attempts to "provide clear examples of how politics, socio-economics, and current situations affect music."

The message she hopes the students learn is an echo of Wiesel's philosophy, "Don't hate." Jordan believes that intolerance was the most causative factor of the atrocities of the Holocaust, and when one introduces cross-disciplinary, multicultural themes into a class, "that intolerance is diffused," Jordan said. "Empathy with and knowledge of other cultures break down barriers," she added.

The lesson of tolerance was most profoundly illustrated when Jordan met the ninety-seven-year-old Madame Hertz-Sommer in London. Through a series of happy coincidences, Jordan learned of Sommer, who agreed to a series of interviews about her experiences at Theresienstadt. Mme. Sommer's five-year-old son was allowed to stay with her in the camp, where she performed for the Nazis at this showcase concentration camp. There, the Nazis presented to the world such talents as Mme. Sommer to diffuse the image of their brutality. Sommer spent three years at the camp before she was liberated. Jordan said Sommer has no bitterness. "The power of Beethoven helped her thorough the pain in the camp," Jordan said. Sommer emphasized the need for forgiveness and awareness to Jordan



Ensemble performs during the Holocaust Commemorative 2000. Pictured on front row is Chancellor Francis Borkowski; on back row left to right are Robert Falvo, Greg Simmons, Nancy Schneeloch, Douglas Miller, Robert White, Brent Bingham, and Kenneth Lurie.



The Butterfly

The last, the very last,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun's tears would sing
against a white stone...

Such, such a yellow
Is carried lightly way up high.
It went away I'm sure because it wished to
kiss the world goodbye.

For seven weeks I've lived in here,
Pinned up inside this ghetto.
But I have found my people here.
The dandelions call to me
And the white chestnut branches in the court.
Only I never saw another butterfly.

That butterfly was the last one.
Butterflies don't live in here,
in the ghetto.

Pavel Friedmann
4.6.1942

This poem is preserved in typewritten copy on thin paper in the collection of poetry by the poet, which was donated to the State Jewish Museum during its documentation campaign. Pavel Friedmann was born on January 7, 1921, in Prague and deported to Terezin on April 26, 1942. He died in Auschwitz on September 29, 1944.

in their conversations. Jordan will spend some time in the future transcribing the interviews and writing a memoir.

In support of her research and the Holocaust events, Jordan expresses gratitude to the School of Music, the Departments of History, English, Foreign Languages and Literatures, and Art, as well as the College of Arts and Sciences, Belk Library, the Hubbard Center, and International Studies. The Office of Cultural Affairs and the Office of Academic Affairs have also supported her work. Jordan reported that fifty-eight professors from across campus participated in the Holocaust event in 2000. So, not only is Jordan teaching a cross-disciplinary course, her support has come from many areas on

campus. Her work continues to support colleagues from many academic areas. Jordan, with the assistance of the Hubbard Center, has created a teaching packet on the Holocaust, available in Belk Library.

Reference

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Volavkova, H. (1993). *I never saw another butterfly...Children's drawings and poems from Terezin Concentration Camp 1942-1944*. NY: Schocken Books, Inc.

"The Red Flower" (1999), for the blood of the murdered souls, upon which can be sown seeds of hope and tolerance.

Special commemorative paintings by Mark Littlejohn: Mark Littlejohn, M.D. is a resident of Blowing Rock, NC, and his art is currently exhibited at Gallery 9, Hwy. 105, Foscoe, NC.

"Butterfly" (2000), inspired by poetry of children in the camps and based on the poem, "Butterfly."