

# **Learner-Centered Education Grant FINAL REPORT**

**1. Project Name and Project Director's Name. Include mailing address, phone and e-mail address.**

Project Name: Increasing Lerner-Centered Education Among Part-Time Faculty

Director Name: Gypsy M. Denzine, Ph.D., Associate Dean, College of Education

Address: PO Box 5774, Northern Arizona University, College of Education, Flagstaff, AZ 8601

Phone: 928-523-9211

E-Mail: Gypsy.Denzine@nau.edu

**2. Brief Description of Project:**

The goal of the project was to provide part-time and full-time faculty members in the College of Education professional development and training activities in core courses utilizing learner-centered principles that include both active learning and learner-centered assessments.

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College of Education  
Northern Arizona University  
Executive Summary  
Arizona Board of Regents Learner-Centered Education Final Report  
2003

## **Project Title: Increasing Learner-Centered Education Among Part-Time Faculty**

The goal of the LCE project was to provide part-time and full-time faculty in the College of Education at Northern Arizona University professional development and training activities in core courses utilizing learner centered principles that include both active learning and learner centered assessments. It is evident that many of the part-time faculty members contacted throughout this project agreed that the learner centered education principles developed by the Arizona Board of Regents are necessary to create a positive learning community. The part-time faculty members involved in this project demonstrated they had declarative knowledge or an understanding of *what* good teaching consists of. However, it is apparent that some part-time faculty members may not have sufficient procedural and conditional knowledge to incorporate the learner centered principles into their practices. In other words, they may not know *how* or *when* to use the LCE principles. This grant gave the College of Education the opportunity to bring full-time and part-time faculty together to begin a mentoring project that increased the practice of creating a learner centered environment in all of the classrooms across the state. The part-time faculty members that were part of the project were completely accepting of the practices of learner centered education when presented to them. This project was successful because those participants involved gained vital knowledge in providing a learner centered education to their students.

The initial stage of the project brought eight full-time faculty members together to discuss the goals and expectations of the project. Once the full-time faculty members understood the needs of the projects, part-time faculty across the state were invited to a full day workshop in Phoenix. At the full day workshop in Phoenix, full-time faculty members met in small groups with their assigned part-time faculty mentees. The full day workshop granted the participants the opportunities to discuss the Learner Centered Education principles, review distance education at Northern Arizona University, view a demonstration on the LCE WebCT site, and discuss Learner Centered Education assessment strategies. The second stage of the project required part-time and full-time faculty to interact via the WebCT site throughout the fall, 2003 semester. Throughout that time period full-time faculty members created a mentoring relationship with the part-time faculty members they had been assigned. The final stage of the project focused on creating a website where part-time adjunct faculty could access information on learner centered education. The website has been developed and uploaded onto the internet where it can be viewed at: <http://jan.ucc.nau.edu/~coesyl-p/index3.htm>.

In the fall of 2003 the College of Education hired 597 part-time faculty members throughout the state. What we have learned from this project is that many of our new part-time faculty members need assistance in preparing for the course they will teach. These new part-time faculty members also need to be introduced to the LCE principles behind developing learner centered education in their classes. In order to reach out to this large community of part-time faculty we need to continue to create and develop resources that can be easily accessible. The internet has given us the opportunity to research the various methods it takes to create a learner centered environment throughout all of our courses. We are very pleased with the website and the resources that it puts at the finger tips of our new part-time faculty members who are working hard to understand how to implement the learner centered practices cited by by ABOR. However, as methods and practices continue to change we believe it is essential to continue to update and inform. Ideally, it would be beneficial to the College of Education to pair each new part-time faculty member with a full-time faculty mentor. Additionally, we would like our website to continue to

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grow and work as a gathering point where full-time and part-time faculty members discuss the practices and ideas of a learner centered education.

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## 3. Goals, Outcomes and Assessments

### Goal & Objectives: Work Plan

Overview of Project Participants		
Participant	Role	Partnership Progress as of March 2004
<b>Associate Dean, College of Education</b>	Oversee project; select Faculty Coordinator; prepare final executive summary report to be shared with the COE's State Advisory Council (25 educational leaders from across the state).	Dr. Gypsy Denzine, Associate Dean, made a presentation to the COE State Advisory Council in October 2003 in Flagstaff. Dr. Denzine is scheduled to make a presentation to SAC at the March 24, 2004 meeting in Phoenix.
<b>4 Department Chairs</b>	Select full-time faculty participants; assist in the selection of part-time faculty participants; active involvement in the LCE workshop to be held in Phoenix; review project progress reports	Each of the four Department Chairs nominated two full-time faculty members to participate in this project.
<b>Director, Faculty Development Office</b>	Serve as a resource and consultant to the Faculty Coordinator; present sessions during the LCE workshop in Phoenix	Dr. Sara Aleman left her role as Director of the Faculty Development Office in July 2003. The position was not filled until January 2004.
<b>2 Associate Deans, Distributed Learning</b>	Serve as a resource and consultant to the Faculty Coordinator; assist in the selection of part-time faculty participants; present sessions during the LCE workshop in Phoenix	Dr. Patrick Deegan and Dr. Patricia Moore assisted in identifying part-time faculty members for this project. Dr. Deegan attended the weekend training session in Phoenix held in Fall 2003.
<b>Director, Office of Academic Assessment</b>	Serve as a resource and consultant to the Faculty Coordinator; present sessions during the LCE workshop in Phoenix	Dr. Paul Rowland left his role as Director of the Office of Academic Assessment in January 2004. The position was filled several months later; however, OAA has not been fully staffed since July 2003.
<b>Assessment Specialist, Office of Academic Assessment</b>	Serve as a resource and consultant to the Faculty Coordinator; work closely with the Associate Dean, Faculty Coordinator, and Department Chairs to implement the departmental assessment plan; assist in the workshop for full-time faculty to be held in Flagstaff; present sessions during the LCE workshop in Phoenix	Mr. John Norris left his role as Assessment Specialist in the Office of Academic Assessment in July 2003. A search is currently underway to fill this position.

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Overview of Project Participants		
Participant	Role	Partnership Progress as of March 2004
<b>COE Faculty Coordinator</b>	Oversee coordination of all phases of this project; prepare web resources; submit progress reports; work closely with full-time faculty; hire and supervise Graduate Assistant; plan LCE workshop for full-time faculty to be held in Flagstaff; plan LCE workshop to be held in Phoenix; assist Department Chairs in the implementation of the departmental assessment plan; design Teaching Portfolio component of the project; oversee college wide assessment project; evaluate project and submit final report; share project results with all project collaborators and the NAU College of Education community.	Dr. Lakota Brown, Associate Professor of Educational Psychology, was nominated by the COE Department Chairs and Dean to provide leadership to this project. Dr. Brown accepted this leadership role and has worked on this LCE grant as the Faculty Coordinator since January 2003.
<b>COE Graduate Assistant</b>	Assist Faculty Coordinator in all aspects of this project.	Dr. Brown hired Mr. Gabe Pagano, as the Graduate Assistant for this project. Mr. Pagano has worked on this project since January 2003.
<b>8 Full-Time COE Faculty (i.e., Lead Faculty)</b>	Provide intense mentoring to four part-time faculty; actively participate in LCE workshop in Phoenix; prepare master syllabus for selected course; attend keynote by Maryellen Weimer in June 2003 if available; guide part-time faculty in creating a Teaching Portfolio; submit progress and final reports.	COE full-time faculty members involved in this project: Dr. Roberto Carasco Dr. Mary Dereshiwisky Dr. J'Anne Ellsworth Dr. Jean Ann Foley Dr. Denice Ward Hood Dr. Gary Martin Dr. John McClure Dr. Peggy Raines
<b>40 part-time COE faculty</b>	Share syllabus draft with full-time faculty mentor; attend LCE workshop in Phoenix; attend keynote by Maryellen Weimer in June 2003 if available; create a Teaching Portfolio based on LCE principles; submit results of outcomes assessment component to faculty mentor.	The syllabus template was discussed in great detail with all participants during the workshop held in Phoenix. The Faculty Development Office cancelled the scheduled keynote by Maryellen Weimer due to staffing changes. The teaching portfolio was presented in two workshops.

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Overview of Project		
PHASE I Date	Task	Progress as of March 2004
1/10/03-1/31/03	<ol style="list-style-type: none"> <li>1. Chairs of the 4 departments in consultation with faculty from departments will decide on 4 core classes each to be part of the program.</li> <li>2. Full-time faculty members (i.e., Lead faculty), who teach these classes, will be invited to participate in curricular development to incorporate LCE principles and assessment in the course.</li> </ol>	All activities were completed successfully.
1/31/03- 2/15/03	<ol style="list-style-type: none"> <li>3. Lead faculty members will attend a workshop on LCE principles and become aware of the objectives involved in the curricular development process. This training will be provided by the Faculty Coordinator, in collaboration with individuals from the Faculty Development Office and the Office of Academic Assessment. This event will be held at the NAU – Mountain Campus in Flagstaff.</li> <li>4. All project participants will receive a copy of Angelo &amp; Cross's (1994) book Classroom Assessment Techniques: A Handbook for College Teachers. This book is to be read prior to attending the LCE workshop in Phoenix</li> </ol>	All participants received the Angelo and Cross assessment book. Three training sessions have been held in Flagstaff with full-time faculty members and one weekend workshop was held in Phoenix with all participants. Dr. Rowland and Mr. Norris provided two in-depth presentations on LCE assessment (one for full-time faculty and one for both part-time and full-time faculty members).
1/31/03- 5/30/04	<ol style="list-style-type: none"> <li>5. The Assessment Specialist will assist part-time and full-time faculty in developing techniques and specific plans for the assessment of student learning within their courses. The Faculty Coordinator will work with the Assessment Specialist to coordinate data collection efforts, which will provide data useful for the assessment of student learning outcomes according to departmental and institutional expectations.</li> </ol>	Assessment consultation has been provided by full-time faculty members. Mr. Norris, Assessment Specialist, left NAU in July 2003.
2/15/03- 3/30/03	<ol style="list-style-type: none"> <li>6. Forty part-time COE faculty, who regularly teach the identified classes in Statewide campus locations, will be invited to participate in the program. Part-time faculty will receive an electronic packet of information describing the program and will be asked to sign and return a participation agreement.</li> <li>7. Lead faculty will (a) provide a syllabus for the course based on</li> </ol>	Full-time faculty members came together for an in-depth dinner meeting in Phoenix in Spring 2003. The next day we hosted a full-day workshop with all participants in this project. Full-time faculty members met in small groups with their assigned part-time faculty mentees, we hosted formal presentations on LCE principles, and provided an

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Overview of Project		
PHASE I Date	Task	Progress as of March 2004
	LCE principles, which will be available to part-time faculty through the COE web site, (b) initiate contact with the part-time faculty he/she will be working with to begin the mentoring process, (c) review and discuss the ABOR LCE website ( <a href="http://www.abor.asu.edu/4_special_programs/lce/index_lce.html">http://www.abor.asu.edu/4_special_programs/lce/index_lce.html</a> ) individually with each part-time faculty member, (d) provide three good assessment examples for their course which will be used during the Phase II of this project.	overview of the College of Education's distance education mission. During the workshop we demonstrated ABOR's LCE website and our own COE LCE website.
3/30/03-4/7/03	8. Lead faculty will complete a brief project Progress Report, which will be submitted to the Faculty Coordinator and his/her respective Department Chair.	Dr. Brown prepared a report, which was submitted to Dr. Denzine. The lengthy report was submitted to ABOR in January 2004, in addition to a budget progress summary report.
3/15/03 – 5/15/03	9. The Faculty Coordinator and Graduate Assistant will work with all project collaborators to plan the LCE Workshop (Phase II of the project).	Task completed.

PHASE I I Date	PHASE II: Activity	
6/1/03 – 6/30/03	<p>10. All key personnel (listed in Part 5) and the Lead faculty will gather in Phoenix the night before the LCE workshop for part-time faculty for a review of the goals and agenda for the workshop scheduled for the next day.</p> <p>11. All project participants will gather in Phoenix for a full-day training session. Training will begin with large group sessions presented by the Director of Faculty Development, and the Assessment Specialists. The majority of the day will be conducted in small group sessions provided by the Lead faculty. Small groups will be based on the actual class the faculty member is going to teach. In addition to reviewing syllabi, each part-time faculty member will be assisted in developing an assessment plan for his/her course. The course assessment plan</p>	<p>Workshop was conducted and evaluated. Overall, evaluations from this event were very positive. All parties agreed mentors and mentees must initially meet face-to-face. Such a relationship is difficult to foster only by email and phone. Part-time faculty members shared they enjoyed having the opportunity to talk informally with other part-time faculty members.</p> <p>One surprise out of the event was a somewhat lengthy discussion of part-time faculty rank and pay issues. This became such a focus of discussion, that Dr. Denzine, Dr. Deegan, and Dr. Mellott answered questions about pay during the workshop in Phoenix.</p>

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<b>PHASE I I Date</b>	<b>PHASE II: Activity</b>	
	will contain specific plans for the assessment of student learning outcomes stated in the syllabus. Each part-time faculty member will leave this workshop with a syllabus, instructional plan, and assessment plan based on LCE principles.	
7/30/03	12. All members of this project will be invited to attend a keynote lecture to be delivered by Maryellen Weimer. This event is sponsored by the Office of Faculty Development and will be held at the NAU- Mountain Campus. (Note, although participants will be highly encouraged to attend this event, this grant will not provide travel costs for attendance.)	The Faculty Development Office cancelled the scheduled keynote by Maryellen Weimer due to staffing changes.
7/1/03 – 8/15/03	13. Part-time faculty members will share their syllabus with their Lead faculty member, who will provide them with feedback. The part-time faculty member will incorporate feedback provided and submit a revised syllabus to the Lead faculty member. The Lead faculty member will provide the Faculty Coordinator with the revised syllabus, who will conduct the final review.	Task completed. Full-time faculty members provided feedback to part-time faculty members via email and phone.
8/1/03 – 8/15/03	14. The Lead faculty member contacts each of their part-time faculty mentees to discuss the early part of the course delivery.	Task completed. In addition, Dr. Brown and Mr. Pagano made frequent email contact with the part-time faculty members via email.
9/30/03- 12/13/03	15. Lead faculty members provide on-going mentoring to part-time faculty via phone calls and email conversations.	Tasks completed. (We plan to include contact information in the final report).

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<b>PHASE III Date</b>	<b>PHASE III: Activity</b>	<b>Progress as of March 2004</b>	<b>Progress as of May 2004</b>
1/20/04 – 5/15/04	<p>16. Faculty Coordinator, Associate Dean, Assessment Specialist, and Graduate Assistant analyze syllabi for college wide assessment purposes. Comparisons will be made with syllabi prepared by part-time faculty, who did not participate in this project.</p> <p>17. The Faculty Coordinator and Graduate Assistant will conduct a project evaluation using the Teaching Portfolios submitted by part-time faculty.</p>	<p>We are currently in the evaluation process. Part-time faculty members have been asked to share their (1) vita, (2) syllabus, and (3) teaching philosophy statement.</p>	<p>Vita and syllabi have been collected from part-time faculty and are being analyzed; part-time faculty members have been asked to create their own teaching philosophy statements.</p> <p>Syllabi from part-time faculty who did not participate in program are being analyzed.</p>
5/1/04 – 5/15/04	<p>18. Identify 8 part-time faculty members (2 per department) who are willing to become LCE trainers for future LCE training sessions with part-time faculty.</p>	<p>Task to be completed prior to the end of the project.</p>	<p>Department Chairs have been asked to nominate part-time faculty</p>

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<b>PHASE III Date</b>	<b>PHASE III: Activity</b>	<b>Progress as of March 2004</b>	<b>Progress as of May 2004</b>
5/15/04 – 6/30/04	<p>19. Faculty Coordinator prepares final report on project, which includes student outcome assessment data and perceived satisfaction with project by part-time and full-time faculty participants.</p> <p>20. Results from college-wide assessment project and the part-time faculty member's outcomes assessment results will be shared via the COE website. In addition, all members of this project will receive a summary report of the project evaluation and assessment results.</p>	<p>Dr. Brown conducted a presentation to the full College of Education faculty during a Spring 2003 faculty meeting. She will share a final report during a Spring 2004 COE full faculty meeting.</p> <p>We created a rather extensive web site for this project. All reports will be made available through the COE LCE website. Part of our sustainability plan was to share LCE related articles and teaching strategies through the website.</p> <p>We have broadened this grant slightly to recognize other part-time faculty members, who regularly demonstrate teaching excellence. Each of the four COE Department Chairs nominated four part-time faculty members, who utilize LCE related instructional methods. We are currently recognizing this group of outstanding part-time faculty members by sending letters co-signed by the Dean and the respective Department Chair.</p>	<p>Dr. Brown presented an in-depth analysis of the project to Dean, Associate Dean, and all four department chairs. Information to be disseminated to faculty via department chairs.</p> <p>Web site under construction moving resource information from WebCT site to a public site available to present and future part-time faculty.</p> <p>Part-time faculty members who utilize Learner-Centered Education principles were nominated by department chairs and local area coordinators at distance education sites. Certificates of appreciation signed by Dean and Department Chairs were created and delivered to these individuals.</p>

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## Part 5: Key personnel: (identify them and provide contact information)

1. **College of Education, Associate Dean for Academic and Statewide Programs – Overall Project Administrator (Dr. Gypsy Denzine, Ph. 928-523-9211, [Gypsy.Denzine@nau.edu](mailto:Gypsy.Denzine@nau.edu))**
2. College of Education, Department of Educational Psychology Chairperson- Assist in overall project (Dr. Ramona Mellott, Ph. 928-523-6534, [Ramona.Mellott@nau.edu](mailto:Ramona.Mellott@nau.edu))
3. Director, Office of Faculty Development- Project Collaborator (Dr. Sara Aleman, Ph.928-523-3886, Sara [Aleman@nau.edu](mailto:Aleman@nau.edu)) (Note, Dr. Aleman left the Faculty Development Director position in July 2003).
4. Director, Office of Academic Assessment- Project Collaborator (Dr. Paul Rowland, Ph. 928-523-5853, [Paul.Rowland@nau.edu](mailto:Paul.Rowland@nau.edu)) (Note, Dr. Rowland left the OAA Director position in July 2003).
5. Assessment Specialist, Office of Academic Assessment- Project Collaborator (John Norris, Ph. 928-523-1502, [john.norris@nau.edu](mailto:john.norris@nau.edu)) (Note, Mr. Norris left the OAA staff in July 2003)
6. Distributed Learning, Associate Dean, - Project Collaborator (Dr. Patrick Deegan, Ph. 928-523-6609, [Patrick.Deegan@nau.edu](mailto:Patrick.Deegan@nau.edu))
7. Distributed Learning, Associate Dean - Project Collaborator (Dr. Patty Moore, Ph. 602-728-9517, [Patricia.Moore@nau.edu](mailto:Patricia.Moore@nau.edu))
8. **Faculty Coordinator – Coordinates various aspects of project. (Dr. Lakota L. Brown, Ph.D., Ph. 602/493-2747, [Lakota.brown@nau.edu](mailto:Lakota.brown@nau.edu))**
9. Project Assistant – Full-time Graduate Assistant (Gabe Pagano, 928-523-6172)
10. Administrative Assistance – Associate Dean’s Office (Janet Savery, Ph. 928-523-0392, [Janet.Savery@nau.edu](mailto:Janet.Savery@nau.edu)) (to facilitate reimbursement for travel and stipend for trainers)
11. Full-time Faculty (Drs. John McClure, Denice Hood, JeanAnn Foley, J’Anne Ellsworth, Roberto Carrasco, Mary Dereshiwsky, Peggy Raines, Gary Martin)
12. Part-time Faculty, who teach at COE statewide campus locations (individuals to be determined)

### Expected Results and Outcomes Performance Measures Currently in Progress:

At the end of the full day workshop, participants completed a feedback questionnaire that asked their evaluation of the quality of interaction between part-time and full-time faculty, the value of the seminar to them personally, pertinence and interest in seminar topics such as learner-centered education and assessment techniques.

Questions were formulated using a Likert type scale ranging from Low (1) to High (7). Twenty-six completed questionnaires were returned, and mean scores for these questions are shown below:

- How would you rate interaction with other NAU faculty?-----6.46
- Were topics presented in clear understandable fashion?-----5.38
- How valuable was this seminar to you?-----5.50
- Interest and pertinence of each presentation:
  - Principles of learner centered education-----5.21
  - Tips from Great Teachers-----5.25
  - Assessment Techniques-----5.13
  - Web Site information-----5.25
  - Syllabi Design-----4.71

Additionally, participants of the workshop were asked the qualitative question:



The mission of the College of Education at Northern Arizona University is to prepare educational professionals to create the schools of tomorrow.

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*What are the rewards of being part of the NAU distance learning team?* Over and over again, instructors reiterated that the chief reward was the ability to work with the students from a wide diversity of ethnic and professional backgrounds. "Teaching is my life!" "I learn so much from my students!" They stated that this would be further enhanced if there were a venue to interact with other part-time and full-time faculty as well. Others gained satisfaction from their help in training young professionals: "When students feel they are better teachers, or better prepared for their students, when they feel more empowered, when they meet me and say 'I used that idea'."

Overall comments about the workshop were very positive. When full-time faculty were quizzed about the level of their interactions, many said they had had in-depth conversations with six or more part-time faculty during the training seminar. Others closed with general comments such as: "Great beginning!" "Keep up the effort!" "The opportunity to learn and interact was excellent!" "Nice job! This was great!"

A kick-off meeting was held in September 2003 to discuss goals for the semester. During the subsequent months, the eight lead faculty met with part-time faculty a total of 269 times through a combination of email, telephone, and face-to-face venues.

Topics discussed included syllabi revision, mentoring issues, resources for teaching, and classroom management. Those lead faculty members in the Phoenix area, such as Drs. Martin and Hood, were sometimes able to meet in person with part-time faculty. Faculty based in Flagstaff relied more on email and telephone communication. For example, Dr. John McClure said, "I sent out e-mails to all my assigned mentees and got response back thanking me for offering to serve as a resource, and promising to contact me if something came up." Other lead faculty also communicated extensively via e-mail and telephone conference with the part-time faculty.

In addition, informational communiqués were sent to the entire body weekly during the semester via emails, and additional information was disseminated via the WebCT training site. This Internet resource contained contact information and biographies of lead faculty, useful tips on syllabi preparation, samples of exemplary syllabi, as well as articles and links to key learner-centered education principles. Original "think pieces" were written and posted by lead faculty and the WebCT chat areas then served as a place where ideas generated by these writings could be discussed. This WebCT site was visited a total of 447 times during the semester.

**1) Increase the quality of courses offered through the College of Education.** First, learning occurs through modeling and example. Lead faculty member Dr. Mary Dereshiwsky provided examples of PowerPoint presentations discussing the principles of distance learning. These were posted to the WebCT site and an email invitation was sent to Learner-Centered Education (LCE) Grant participants to review her findings and comment in the WebCT discussion area.

Second, because the syllabi contracts between student and instructor serve as an underlying foundation for every course, a careful examination of syllabi seemed appropriate. On the WebCT site we posted a series of articles aimed at improving syllabi creation. The articles covered useful topics such as designing a learning-centered syllabus, integrating students' learning objectives into syllabus design, syllabus inventories, and course syllabi checklists including vital areas such as accuracy, consistency, pacing, and tone.

As models of good design, we collected existing syllabi and posted these to the WebCT site. Included were four master syllabi from Educational Psychology, five master syllabi from Educational Leadership, fifteen syllabi from the lead faculty, and fifteen approved syllabi from part-time faculty members.

Finally, part-time faculty was also presented with possible resources to use in their classroom presentations via email, telephone conferences, and face-to-face meetings with lead faculty. Their syllabi were reviewed for conformance with master syllabi and suggestions of texts and supplemental readings were made.

**2) Infuse LCE principles into existing COE degree programs.** Here, we looked to senior faculty

\*Dr. Peggy Raines has been teaching for the College of Education since 1991 and supplied this project with phenomenal insight and personal experiences.

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members to provide leadership and guidance. Professor Peggy Raines has been teaching students to be teachers for many years, and contributed three pieces for the consideration of the group: her own, and two additional anecdotes, one about a dancing toll booth operator and the other about a saki-induced train crisis. Peggy's point was that there are many qualities of a good teacher, and there are many ways to encounter them. Peggy's writing begins,

When Lakota Lynn Brown emailed me and asked if I would write a think piece to be shared with COELCE folks, I was honored and more than a little hesitant to do so for myriad reasons. In no way do I see myself as the expert/guru of teaching or as any more gifted in the classroom than any of you who may read this. I simply mean to convey my commitment and love for education that has continued for more than thirty years and perhaps, at the same time, give you some insight into why my enthusiasm endures.

These contributions were positively received by the group and generated much discussion about the quality of instruction and learner-centered education.

**3) Enhance existing Proposition 301 initiatives by providing a professional development opportunity for part-time faculty who teach in Prop 301 supported courses.** As a result of our deliberate inclusion of all four education departments in this grant project, many 301 initiatives are represented. For example, Educational Technology, Bilingual Multicultural Education (BME), Alternative Certification Programs, and several educational psychology courses are part of this program. All part-time participants in this grant have shared from this professional development opportunity.

**4) Increase connections between full-time and part-time statewide faculty through the creation of mentoring relationships.** The growing connections and collegial relationships among full- and part-time faculty have been one of the most exciting developments of this project. In our final summation meeting, December 2003, lead faculty were enthusiastic about these interactions and indicated they would continue in future semesters beyond the grant activity period.

Dr. Jean Ann Foley said:

I have learned about the challenges that distance learning encompasses and hope to coordinate and support their [part-time faculty] efforts. It was truly nice to be able to discuss the LCE principles with my colleagues. It was just pleasant to be reminded of why we are in the business. I was amazed to learn about all the different sites and programs.

Dr. Denice Hood has taught the following courses:

- Developmental Perspectives of Human Diversity (EPS 596)
- Human Development (EPS 580)
- Applied Educational Psychology (EPS 605)
- Tests & Measurement (EPS 664)

Denice mentored part-time faculty throughout the project and helped gap the bridge between full-time and part-time faculty across the state

Dr. Denice Hood, lead faculty member who works in a Distance Education site in Phoenix, eloquently described the plight of the new part-time instructor:

Although I didn't always teach the same classes as my mentees, I found that good course design and teaching is pertinent to all. I then tried to take it one level

above that. As teachers "floated" into the local office, they would poke their head in my door and we would get acquainted in person. It helped me think more clearly, and helped me align my own work. Part time faculty members need a "rope", even a name of a faculty person they can contact. They may never use it, but at least they know it's there.

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Denice could recall her own anxiety and frustrations her first year of teaching, and shared these with the group in a think piece called "First Semester Teaching Reflections." Some of the strategies she learned as a result of that first semester included:

- Over-plan. You can't be too well-prepared.
- Even with good preparation, sometimes the wheels can still fall off, or at least get a little wobbly. Remain flexible and ready to change as needed.
- Silence is OK. Don't feel rushed to fill every moment of class discussion.
- Trust yourself as an educator. What you value as an instructor should be explicit in your classroom.
- Be as fair with yourself as you are to your students. They aren't expected to be perfect and neither are you.
- Seek and utilize support as needed to help avoid burn-out.
- Every class period is a fresh beginning.
- Teach to the whole class. Don't fixate on a *squeaky wheel*.
- She/he who does the most, learns the most. The more actively students are involved in their own learning, the better the outcome.

**5) Increase faculty and academic administrators' understanding and applications of the LCE principles.** We used two methods for increasing this understanding. First, in October and then again in November 2003, emails were sent to participants, specifically addressing the principles of learner centered education. These emails created the nexus of a dialogue among the entire group as we discussed fundamental values such as respecting diversity and appreciating the time investments of students.

These communiqués were followed up with an example of LCE principles in practice through two articles submitted to the group by lead faculty member, Dr. J'Anne Ellsworth. The first entitled "The Graded Journey" held up for examination many of the cherished practices of Academia and challenged, "Is this what we are really all about?"

In this article J'Anne writes:

When the first classic tales like the Iliad were written, we lost huge forces in battle. Now, with surgical precision, we can wage wars and lose less than a dozen soldiers. Do we, the intelligentsia, care less for the safety of students who embark on the semester with us than a Marine Drill Sergeant cares for his charges?"

The second piece by J'Anne, "Learner Centered Courses in the University," explored the challenges of not only talking the talk, but walking the walk as well. In it, she explores how we can make practical application of LCE principles.

Both articles are included under Appendices G and H, respectively.

**6) Assist part-time and full-time faculty in developing a specific plan for conducting student**

\*Participants at the seminar in Phoenix received an Angelo & Cross assessment text to help them in developing various assessment techniques.

*Classroom Assessment Techniques*, 2nd Ed., T. A. Angelo and K. P. Cross, Jossey-Bass, 1993

**outcome assessment for their courses.** As the university requires standardized student evaluations at the conclusion of every university course, we felt an enhanced professional development for this project would be the introduction of CATs, or classroom assessment techniques. These exercises are useful, in that they give feedback to the instructor at several

critical points during the course, so that teaching methods can be revised as needed to increase student learning throughout the semester. These techniques are the subject of the Angelo & Cross text, which had been previously distributed to each LCE Grant participant.

We asked lead faculty Dr. Gary Martin to share his experiences with classroom assessment techniques, and then cross-referenced what he did with specific examples in the Angelo and Cross book. This list of annotated suggestions was then sent to each project participant.

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For example, Gary's first suggestion was to ask students: "What are the things I do in class that help you learn? What things can I do more of, stop doing, or change that would help you learn better?"

Gary's suggestion was then referenced to the Angelo & Cross text (A&C): Chapter 4, page 33: Planning and Implementing Classroom Assessment Projects. And A&C, Chapter 6, page 103: Choosing the Right Technique. We found this group of suggestions to be particularly well received by the part-time faculty. One member responded in part,

As a 'fairly new' part-time instructor, I find Gary's comments very reassuring and affirming. During many of the classes I have taught, student feedback has been a very important part of my teaching and instructional decision making. At the end of each class, I would ask students to respond anonymously to several questions regarding the particular class meeting. These questions were intended to solicit honest feedback regarding its relevance and value. I wanted to make sure that I was meeting the needs of my students. I have asked many of the questions to which Gary refers, and I continue to solicit with each class I teach.

**7) Aid part-time faculty development of a teacher portfolio, organized around LCE principles.** We felt it was particularly important throughout this project to give our part-time faculty tools that would enhance their growth as professionals. One of these was the development of a teacher portfolio.

Our first activity was to survey our part-time faculty about the use of such a portfolio. Twelve faculty members responded to the questions, and a summary of their responses follows:

One part-time faculty said that she has maintained a professional portfolio for the past 10 years, and uses the end of school in June as a reminder to review it. In this way it is not cumbersome to maintain. She contacts her references on a yearly basis, and says this accomplishes two ends:

**\*Each teacher's portfolio is a display of individual goals, growth, and achievement, as well as a testimony to acquired knowledge, and professional and personal attributes. In other words, it may be the most valuable three-ring binder a teacher ever possesses!**

First, they always say 'yes' and second, it is a great way to network within the professional community. I also make point that job opportunities are here today and gone tomorrow. If your portfolio is ready, you can act on a moment's notice. Being prepared is always advantageous.

A second surveyed participant mentioned that in addition to her professional portfolio, she also keeps a personal one to document significant things she's accomplished as a teacher. And a third uses teaching

portfolios as a regular assignment in his classes. He told us, "I have had graduates tell me that the portfolio was instrumental in getting them hired." He feels that the portfolio is useful to track successes and achievements and as such can be used as a foundation of building blocks. Finally, many part-time faculty members mentioned that they use a portfolio for self-evaluation and felt that that a portfolio was a very effective tool in evaluating and reflecting on personal performance.

Building on this knowledge, we then offered an article written by Associate Dean, Dr. Gypsy Denzine entitled "Making a Commitment to Professional Growth: Realizing the Potential of Professional Portfolios." We posted the article to the WebCT site and included a link to it in the email to project members. This article gave some very solid tips for making the most of this career enhancing tool. For example, Gypsy suggested including not only the syllabi, but also a "sticky note" reflecting on how the students responded to it, or including a copy of an article published and a personal note of reflection about what the author had learned in the process of researching and writing it.

Finally we sent the following email invitation to our part-time faculty:

We'd like to share an idea that we have been working on behind the scenes this semester, and that is the concept of an electronic portfolio.

Can you remember when you saw your very first PowerPoint presentation? All of a sudden the staid black letters of the overhead projector turned to colors. And they transitioned in patterns! And they danced around! It was magic!

An electronic teaching portfolio now holds the same intrigue for me. Through the power of

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scanning, we can represent an exact copy (in color and graphics) of a received Award. We can include a precise rendering of a letter of appreciation. Or include exact replicas of teaching artifacts such as PowerPoint presentations.

We have done a brief mock-up of such an electronic teaching portfolio, and you can find it at: <http://jan.ucc.nau.edu/~llb3>. What we would like to offer you one of the same. We can either set up a web page for you, and/or burn a CD with whatever documents you might like to include. Several part-time faculty members indicated an interest in exploring this option, and we worked with them in this semester to create their own electronic teaching portfolio.

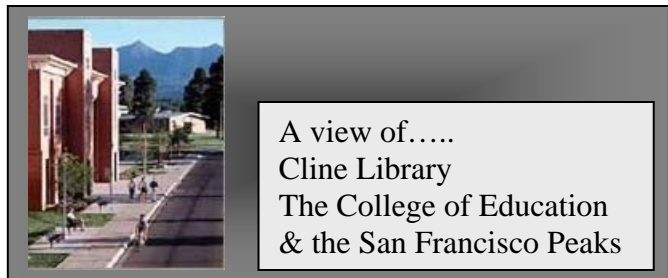
**8) Provide useful data for college and institutional assessment.** Working with part-time faculty in widely distributed areas is a challenge that will continue to face us in years to come. The valuable data and experiences that we have gained in this ground-breaking study will be shared with COE and university administration. We hope to reach a regional and national audience as well, through presentation and publication for these direct applications of LCE principles.

**9) Provide an opportunity for important collaboration among:** COE, Distributed Learning, Office of Faculty Development, and the Office of Academic Assessment. An exciting development of this project has been the opportunity for widely diverse arms of the university community to communicate in areas of common interest and concern. At the very top of our priority is to improve the quality of instruction using learner-centered principles, so that our students receive the very best education possible.

### Activities planned for Spring 2003

Final activities for the grant in this semester are planned to include:

- Assisting part-time faculty to create their own electronic teaching portfolio.
- Identifying several part-time faculty participants in the grant that we will be bringing to campus to meet with the Dean and Department Heads. These in turn can perhaps act as a start for additional mentoring activities in other statewide sites.
- Recognizing those part-time faculty members who are truly exemplary in the field and acknowledge their contributions with Certificates of Appreciation.
- Widening participation by organizing a “brown bag” activity with the Associate Dean, Dr. Gypsy Denzine, to solicit feedback from all part-time faculty teaching for Northern Arizona University. This would be done through email and telephone conference participation.
- Standardizing the WebCT site, so that this information can be brought forward and used by future new part-time faculty as a sustainable resource in their growth as professionals.
- Assessing the activities of the project and disseminating this information to interested parties.



### Conclusions

Although formal participation by lead faculty in grant activities was not scheduled for spring 2003, we have found evidence of continuing interest. For example, Dr. Gary Martin told us:

A lot of what we were doing is starting things rolling for next semester. Then, too, maybe as a result of the initiating action of the grant, our department decided to meet with all part timers. I've been able to bring in the LCE principles, and ended up meeting with not only my initial two mentees but 30 in all!

Professor Roberto Carrasco also mentioned that, “an important part of the process was my ability to incorporate what we have been working on in ongoing BME programs and syllabi.”

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A content analysis comparing the syllabi produced by part-time faculty in this program to syllabi by non-participants is being conducted. This analysis will employ the *LCE Principles and Practice-Syllabus Assessment* form created by Susan Ludlow and Judy Grace (adapted from Checkering & Gammon and Angelo's previous work), Center for Learning and Teaching Excellence, ASU. In addition, student evaluations will be used to compare performance measures of participants and non-participants. The Faculty Coordinator will conduct a formal assessment of the project using the Teaching Portfolios submitted by part-time faculty.

#### **4. Problems or Issues:**

As could perhaps be anticipated, among part-time faculty, those instructors in their first few years of service were the most eager to change their current patterns of instruction for something new and better. We encountered some challenges simply by the distances across the state of all participants—we countered this by using a variety of communication methods—traditional face-to-face, email, telephone, and asynchronous on-line discussion boards. Although we had originally thought most resource information could be utilized via WebCT, it became clear that a better way to communicate was through a public web site: we are in the final stages of the creation of this site.

<http://jan.ucc.nau.edu/~coesyl-p/index3.htm>.

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### 5. Conclusions, Recommendations and Future Directions:

Between March 1, 2004 and March 31, 2004, Gabe Pagano, the graduate assistant on the Learner Centered Education Grant at Northern Arizona University conducted phone and email interviews under the supervision of Dr. Lakota Brown. Phone interviews were conducted from the Mountain Campus in Flagstaff; however in the event that a full time or part time faculty member could not be reached the interview was forwarded to them via email. At that point in time the faculty member filled the interview

<b>Note:</b> Participants throughout the interviews were asked: Please give us an estimate of how the following practices are integrated into your teaching? (One being lowest and ten being highest). These are the mean averages of all participants interviewed. Comments can be found in Appendix A at the end of this report.	
Principle #1: Focus their instructional efforts on achievement of student learning outcomes.	Mean: 9.3
Principle #2: Recognize, value, and adapt to the diversity of student learning styles and needs in their community.	Mean: 8.9
Principle #3: Understand that no one instructional model is appropriate in every circumstance and select approaches that maximize student opportunities for learning.	Mean: 9.3
Principle #4: Match learning goals with pedagogical approaches known to be effective in achieving those goals (such as active learning, problem-based learning, technology- delivered education, alternative schedules, and tutorial modes).	Mean: 9
Principle #5: Optimize the opportunity for quality student-faculty interactions in support of learning.	Mean: 9
Principle #6: Optimize the opportunity for quality peer interactions in support of learning.	Mean: 8.7
Principle #7: Design curricular approaches, which take into, account the potential time investments of both students and faculty.	Mean: 8.6
Principle #8: Share information cooperatively on approaches and innovations proven successful in enhancing student learning.	Mean: 8.9

out and emailed it back to Dr. Lakota Brown. Through analysis of the major themes we were able to form conclusions, recommendations, and possible future direction for learner centered education and the College of Education.

The interviews were conducted in order to receive responses to the Learner Centered Education Principles in which the Arizona Board of Regents have declared as beneficial practice of state universities. Participants throughout the interviews were asked to rate on a scale of one to ten how well they accomplish the principle in their teaching practices. Participants were also given the opportunity to make comments in regards to the specific principle. The qualitative and quantitative information has been compiled and can be found in Appendix A at the end of this report. A summary of the themes and comments from the full time and part time faculty have been reviewed and are defined below.

#### **Student Needs and Class Objectives**

When asked about the Learner Centered Education Principles #1 and #2 the following themes were expressed by the interviewees. Part time and full time faculty consistently stated that it is vital to create a bridge between the needs of the students and the objectives that are developed for the specific course. Participants in the interviews stressed that the relationship between the students and the course objectives

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I begin planning a class by thinking of the overarching objectives, or themes of the class, and then break these themes down into smaller objectives until I can identify specific outcomes for each lesson. I then I post these objectives for each day in my syllabus. Keeping the objectives in mind helps me stay true to my overarching themes. Referring back to my objectives when I design assessment tasks helps me maintain alignment between instruction, assessment and students' expectations.

are the cornerstone to what they do as professors. One participant in the interview stated:

Consistently throughout the interviews and email responses faculty across the state stress the importance of placing the needs of the students close to the objectives and goals of the course. For these professors this helps them establish and develop a learner centered environment.

### **Time Constraints**

#### Learner Centered Education Principles #4, #5, #6, and #7

Principle 4: Match learning goals with pedagogical approaches known to be effective in achieving those goals (such as active learning, problem-based learning, technology-delivered education, alternative schedules, and tutorial modes.

Principle 5: Optimize the opportunity for quality student-faculty interactions in support of learning.

Principle 6: Optimize the opportunity for quality peer interactions in support of learning.

Principle 7: Design curricular approaches, which take into, account the potential time investment of both students and faculty.

When conducting interviews with part time and full time faculty they discussed how important it is to strive to achieve the above principles in their teaching. The part time faculty members recognize that developing and implementing these principles is beneficial when creating a learning community at the university level. However, consistently throughout the discussion about these four principles faculty stressed that they do not have the time to accomplish these principles. Here are the remarks:

- I spend a lot of time with my students outside of class time. While I have office hours, my door is almost always open and I rarely turn a student away who has a question or comes to me for help.
- Encourage group work and out of class discussions.
- 5 minutes of each class meeting is devoted to classroom community building. This provides a model for the students as well as solid results toward a healthy learning community.
- Time is precious for students and faculty.
- It would appear that a fair number of students are rushing through the program with an academic overload while working 40-plus hours on their jobs.

It is clear through the interviewees' comments that there is an importance with time and developing the above principles in the learning environment. The comments indicate that faculty members are consistently trying to match learning goals with pedagogical approaches, optimize student/faculty interactions, create peer interactions, and design curricular approaches that take into account the time investment of all participants. However, the comment that reoccurred throughout the comment sections was that time is precious and it is difficult in the time allotment of a semester to succeed in all the areas above. A vast majority of the faculty stressed that the above principles were vital to learner centered

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education; unfortunately it was difficult for them to give specific examples in their teaching where they have accomplished the above principles.

### **Developing a Bridge**

Learner Centered Education Principle #8 asks that faculty and administration share information cooperatively on approaches and innovations proven successful in enhancing student learning. When conversing about this principle with interviewees many commented that as a large university



\*The future success of the College of Education lies in creating a bridge in which part-time faculty, full-time faculty and administration can easily traverse.

we need to create a bridge where full time and part time faculty have some type of connection. When this connection is made it is going to be easier to deal with the issues discussed above. A number of participants remarked on the ability to distribute information back and forth between full time and part time faculty members. They stated:

- Absolutely! Unless we share information cooperatively, then we continuously reinvent the wheel. We must share and work together to enhance student centered learning. Keeping knows and proven approaches and innovations away from colleagues are both selfish and unproductive, for both staff and students.
- This would be valuable if the opportunity was available. I am assuming this is referring to instructors sharing approaches and ideas.
- Sharing is the key to improving instruction.
- I would love to do this; I just realize the restraints in working with a geographically diverse instructor population.

Between the full time and part time faculty who were interviewed it is evident they want to give and receive information about classroom procedures, text books, syllabi, or instructional methods. The problem is that Northern Arizona University is such an enormous institution, that it is difficult to create this bridge of interaction. Part time and full time faculty stated that it would be beneficial to use a resource like the internet to connect with mentors who are skilled in the learner centered education principles. Part time faculty want to know what is being implemented at the main campus; unfortunately there is no straightforward way for them to communicate with the Mountain Campus in Flagstaff on a consistent basis.

### **6. Has this project led to sustainable change in your department/college? Describe:**

By identifying eight part-time faculty members to become “LCE trainers”, we will be able to offer this workshop on an ongoing basis at regional locations within Arizona. In addition, Department Chairs will identify their two Lead faculty members within their department so that they can serve as a resource to other full-time faculty. The syllabi, which will be grounded in LCE principles and practices, will be available to future part-time and full-time instructors via the COE web site. We expect part-time and full-time faculty will use their knowledge of LCE principles in designing their future courses. This project will support the ongoing departmental and college-wide assessment efforts.

This project has led to a sustainable change in the College of Education at Northern Arizona University. Through the interview process we were able to conclude that our part-time faculty possesses the declarative knowledge on the learner centered education principles. Fortunately, as a college we have been able to create resources and mentoring partnerships that have begun to build the procedural and conditional

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knowledge towards the learner centered principles. Below are resources and training that we have implemented.

### Valuable Links

College of Education Web Site: <http://coe.nau.edu/>.

Part-Time Faculty Resource Page: <http://jan.ucc.nau.edu/~coesyl-p/index3.htm>

Portfolio Development: <http://jan.ucc.nau.edu/~llb3>

Syllabus Development / Educational Psychology: [http://coe.nau.edu/academics/EPS/eps\\_syl.php](http://coe.nau.edu/academics/EPS/eps_syl.php)

From January 10, 2003 until July 15, 2004 the College of Education at Northern Arizona University has been striving to enhance the principles and practices of learner centered education set aside as beneficial practice by the Arizona Board of Regents. In order to improve and upgrade a learner centered education environment the following tools and resources were developed and implemented.

### Interactive Web CT site

In the beginning the WebCT site was developed for the full time and part time faculty to use who were involved in the LCE project. Both full time and part time faculty were encouraged to use the WebCT site as a device to come together and discuss the learner centered education principles. In the WebCT site there were the following resources: full time and part time faculty biographies, links to the Arizona Board of Regents learner centered education principles, reading links for each of the sixteen principles, master syllabi, and think pieces developed by each of the eight full-time faculty members involved in the project.

The major road block that Dr. Lakota Brown and Gabe Pagano ran into was instructing full time and part time faculty on how to use WebCT. One of the major challenges was teaching the participants how to log in and access the material on the site. What made this even more challenging was the fact that the participants in the project were consumed in teaching their courses and did not have the time to check into the WebCT site on a regular basis. For many of the part time faculty members around the state is was a challenge to even find out what there login and password was. When the interviews at the end of the project were completed the faculty interviewed said they liked getting information regarding methods of instruction, syllabus development, and assessment. However, the difficulty in accessing the WebCT site forced many of the participants to give up on the process due to frustration and time constraints.

### Part-Time Faculty Resource Web Page

After the first half of the LCE project it was clear that project leaders needed to develop a resource page that was accessible and easy to use for the part time faculty. It was determined that the best way to get the vital information to the part-time faculty about learner centered education was to create a web site that our part time faculty could visit with the click of the mouse. The site can be found and viewed at this web address: <http://jan.ucc.nau.edu/~coesyl-p/index3.htm>.

### \*Recommendations from part-time faculty:

-There needs to be more interactions (meetings, seminars, workshops, web resources) where adjunct faculty and full-time faculty can interact with each other.

-Michael McMullen

-Please, continue to provide us with the required text books in writing, and samples of approved department syllabi with approved objectives.

-Barbara Roth

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The process of developing this web site was uncomplicated due to the fact that all of the essential information could be found on the WebCT site. It was Gabe Pagano's job to take all the resources from the WebCT site and publish it on the internet using Dreamweaver. In addition to the information that was taken from the WebCT site, the following resources have been added to facilitate part time faculty in developing a learner centered atmosphere in their courses: professional portfolio links, syllabus development links, tools for writing objectives, Cline library, and reading links which discuss the different issues in a learner centered environment. The objective of this page is to create a quick link that new part time faculty can go to once they have been hired to teach at Northern Arizona University. This page will show new part time faculty that the College of Education is rooted in the learner centered education principles and practices. We also want the web site to guide the new part time faculty in the direction of other questions and resources they might find beneficial.

The part time faculty resource page can also be accessed by visiting the College of Education web site at: <http://coe.nau.edu/>.

### **Syllabus Development Project**

One of the principles that the LCE project made an effort to focus on was learner centered education principle #8. This principle states that faculty and administration will strive to share information cooperatively on approaches and innovations proven successful in enhancing student learning. The project tried to accomplish this was through the Department of Educational Psychology and their master syllabi for their department. Dr. Ramona Mellott the department chair and Gabe Pagano the graduate assistant on the project worked at developing master syllabi for part time faculty to use as models. The master syllabi which were created through the Educational Psychology Department can be viewed online at: [http://coe.nau.edu/academics/EPS/eps\\_syl.php](http://coe.nau.edu/academics/EPS/eps_syl.php).

Full time faculty who work for the Educational Psychology Department submitted syllabi that they use to Dr. Ramona Mellott and then to Gabe Pagano. The syllabi were edited in order to create a layout that was accessible and ready to use by the part time faculty who teach courses for the department around the state. It is assumed that when a part time faculty member is hired by the Department of Educational Psychology they will be able to access the syllabi and develop their course from the master syllabi. The Educational Psychology Department strongly believes that their full time faculty members are teaching with an emphasis on creating a learner centered environment. One way that the department can make sure that a learner centered environment is being created around the state of Arizona is to give new part time faculty a model of a syllabus that focuses on the learner centered principles from ABOR.

### **Part Time Educational Leadership Instructors Academy**

The Department of Educational Leadership at Northern Arizona University held a workshop for part time faculty from June 24, 2004 through June 25, 2004. There were a total of thirty part time faculty members who took part in the workshop. The workshop focused on IITV, Web CT, NAU library resources, and also gave the full time faculty and administration time to interact with the part time faculty. On June 25, 2004 there was a mini workshop that dealt with the learner centered education concepts. These mini workshops focused on learner centered education and curriculum and technology.

**-The project started with a goal to:**  
provide part-time and full-time faculty in the College of Education professional development and training activities in core courses utilizing learner-centered principles that include both active learning and learner-centered assessments.

-This project has taken the first step at educating all part-time faculty members on the benefits of learner centered education.

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### Impact:

a. Have other faculty been affected by this project?  Yes  No. If so, describe:

One full-time participant, Dr. Robert Carrasco, has incorporated the procedures developed by this project to the Bilingual Multicultural Education section of his department. Another, Dr. Gary Martin, together with his department chair, Dr. William Wright, has expanded these directives to all new part-time faculty in their department—each new part-time faculty is assigned a full-time faculty mentor using learner-centered education principles. Through sharing of information with all department chairs, all faculty, both full and part-time, have been involved with the ongoing lessons learned through this Project.

b. Number of courses affected/involved. It is estimated that two classes per participant were affected by the project. A rough estimate would be between 55-60 courses around the state of Arizona.

c. Number of students affected. The approximate number of students affected would be 150.

### 7. Significant Outcome:

What was the most significant outcome based on learner-centered principles that occurred through your project? It is difficult to pick just one of the many we found. For example, we saw a strong increase in quality of syllabi as they included LCE principles. In addition, quality of teaching was improved through mentoring and communication with full time faculty.

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## APPENDIX A

**Note:** Between March 1, 2004 and March 31, 2004, Gabe Pagano, the graduate assistant on the Learner Centered Education Grant at Northern Arizona University conducted phone and email interviews with full time and part time faculty involved with the grant. Phone interviews were conducted from the Mountain Campus in Flagstaff; however in the event that a faculty member could not be reached the interview was forwarded to them via email. The interviews were conducted in order to receive feedback in regards to the Learner Centered Education Principles in which the Arizona Board of Regents have stated as beneficial practice to state universities. Participants during the interviews were asked to rate on a scale of one to ten how well they accomplish the principle in their teaching practices. Participants were also given the opportunity to make comments in regards to the specific principle that they were working with. Below you will find: a full definition of each principle, the mean average of all participants' answers (one being lowest and ten being highest), and a running list of full time and part time faculty comments.

**Faculty, with administration support will strive to:**

1. Focus their instructional efforts on achievement of student learning outcomes.	1 2 3 4 5 6 7 8 9 10 <b>Mean Average: 9.3</b>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>-Faculty with strong principles will focus on this. When the leader is not strong in this real, staff is more prone to "do their own thing."</li> <li>-The achievement of learning outcomes is of the utmost importance</li> <li>-Without focusing on student learning outcomes we are just shooting in the dark, so to speak.</li> <li>-Support from administrative areas has always been timely and appropriate</li> <li>-Utilization of different teaching modalities is critical, PowerPoint, In-class projection systems, etc, some of the off-site locations actually hamper the learning process and as a part time instructor I chose the training site prior to accepting the contract for the instruction.</li> <li>-When my students successfully achieve the learning outcomes for a specific objective, them I have generally been successful in my teaching.</li> <li>-The cornerstone of what we do!</li> <li>-I would be happy to answer if I understood the question. I the question is asking if student learning is the desired outcome of our instruction then the answer is 10.</li> <li>-This should be of highest priority. This is the core of the rationale academic courses are built on.</li> <li>-This should be happening in every class.</li> <li>-I have appreciated the templates for the syllabi, however, I prefer to use my own approach to teaching my students (I don't care for debate, as indicated in the template for EDL 650)</li> <li>-While outcomes need to be stressed, student interest and needs also play a part in the planning and learning.</li> <li>-Isn't that the point of class?</li> <li>-More specific information needed about how to develop relevant student learning outcomes.</li> <li>-Students are the focus, but still satisfy the requirements of the course.</li> <li>-I think this is the most critical. I begin planning a class by thinking of the overarching objectives, or themes of the class, and then break these themes down into smaller objectives until I can identify specific outcomes for each lesson. I then I post these objectives for each day in my syllabus. Keeping the objectives in mind helps me stay true to my overarching themes. Referring back to my objectives when I design assessment tasks helps me maintain alignment between instruction, assessment and students' expectations.</li> <li>-Students are taking these courses to increase their knowledge and expertise in their field. By focusing our efforts on learning outcomes we can be more certain of their achievement.</li> <li>-Syllabi and class activities are designed to elicit student learning outcomes. Each activity moves the</li> </ul>	

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<p>student forward in the progression of these outcomes.</p> <p>-Instructors need to focus on student achievement by providing practical experiences through meaningful assignments and lectures.</p> <p>-As obscure as it might seem at times, we are in the service industry.</p>	
<p>2. Recognize, value, and adapt to the diversity of student learning styles and needs in their community.</p>	<p>1 2 3 4 5 6 7 8 9 10</p> <p><b>Mean Average: 8.9</b></p>
<p><b>Comments:</b></p> <p>-Teachers are not well prepared to meet diverse needs. This is the highest need in our district. Too many have a "one size fits all" mentality because they do not know how to differentiate. Training in this should definitely be priority for pre-service training. Once trained in the "what and why," teachers do implement these strategies.</p> <p>-I think it is very important to value and adapt to the diversity of individual student learning styles. I'm not sure about the "needs in their community".</p> <p>-If we fail to value differences and focus on the differences in community needs, then we fail to meet student needs.</p> <p>-It is amazing how increasingly diverse the graduate population has become and I believe most faculty are sensitive to and attempt to make every reasonable effort to accommodate these specific needs.</p> <p>-The professional lives of the students must be taken into account and the choice of the instructors should closely as possible fit the diversity of the students that they serve.</p> <p>-Adapting teaching to who the students are is absolutely necessary.</p> <p>-In Arizona we must serve those with second language issues, disabilities, ethnic and cultural differences as we are a very diverse state.</p> <p>-How instructors teach is as important as what they teach. The manner in which a lesson is delivered determines the comprehension effectiveness of the students.</p> <p>-Administering the curriculum should be looked at newly by each instructor for each new class to determine what strategies of delivery will prove most effective. Each class is unique and therefore requires unique administration of curriculum that is bases on required objectives.</p> <p>-This doesn't happen currently.</p> <p>-All of these are discussed and encouraged in all of my classes-we focus on each student's school community.</p> <p>-This particularly is important for me this semester since all students in the class I teach are Scottsdale City employees who do not have any educational experience and likely will not go into education. They plan to use the training for training and other leadership issues in the current jobs. Thus, it is very important that I make some adjustments to relate the learning plan to their current and future needs.</p> <p>-Listening to feedback from the class as the semester progresses will help an instructor vary the approach used, helping the students better meet the outcomes of the class.</p> <p>-The professional lives of the students must be taken into account and the choice of the instructors should closely as possible fit the diversity of students that they serve.</p> <p>-Critical</p> <p>-General and specific information needed by part-time faculty</p> <p>-Always monitor and adjust your teaching style to meet the needs of your students.</p> <p>-This principle is more troublesome. The research on learning styles is not impressive. And my courses are guided more by the needs of the discipline than by considerations of community needs. After all, all of the students will be taking courses, or in some cases certification examinations, that assume that they have mastered the Content of the discipline. This is independent of community or culture. Human memory is not one thing for one group and something else for another.</p> <p>-How can we expect them to do this in their classrooms if we do not do it in ours?</p> <p>-Students are valued for the unique contributions that each brings to this class and to their prospective classrooms.</p> <p>-Learning styles need to be considered in the planning and presentation of lessons. Our personal teaching</p>	

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style needs to be adapted to meet the learning styles of all students.  
 -Education is a rapid changing work environment.  
 -Also my assignments focus on students creating curriculum that is responsive to diverse student populations.

3. Understand that no one instructional model is appropriate in every learning circumstance and select approaches that maximize student opportunities for learning	1 2 3 4 5 6 7 8 9 10  <b>Mean Average: 9.3</b>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>-Not well understood by teachers. Very important for staff.</li> <li>-This is of utmost importance. If we fail to take into account that we all learn differently, then we fail to meet the individual student needs and limit their opportunities for maximum learning.</li> <li>-I do not believe that most of stay with what has worked in the past and incorporate new stuff as we are exposed to it.</li> <li>-Totally agree....</li> <li>-To be successful educators we must be adaptable and able to respond and teach to the moment.</li> <li>-Not every student will do well in lecture based courses. We must provide variants in our teaching to reach all students.</li> <li>-I find this question to be a bit ironic. It seems to me that NAU is going to a more cookie cutter approach with regard to distance learning. At this time, there is pressure to confirm to one type of instructional model. This sacrifices creativity and innovation.</li> <li>-To reiterate, this is vital in reaching ALL the students. Instructors need to be familiar with developmental stages within a classroom (group development), cultural influences, ethnic influences, and personal preferences. This information combined with an instructor's ability to construct appropriate instructional models that meet each classrooms needs ensures that the academic objectives will be met.</li> <li>-Not happening now.</li> <li>-A variety of modalities are used (group presentations, small group discussions, role playing, video tapes, overheads, power point presentations).</li> <li>-This is how you achieve number 2.</li> <li>-Totally agree.....</li> <li>-Where possible and if possible (depends on subject matter).</li> <li>-Use group exercises, role play, discussion, presentations, and visual etc.</li> <li>-The appropriate instructional approach should always be selected based on a consideration of the objectives for the lesson, students' prior knowledge of the subject and maturity and the availability of resources (including time). Please note that the first input is the objectives. Second is the average level relevant knowledge possessed by the students, and their maturity. I hope that for graduate courses we can assume a high level of motivation and maturity among the students, and also some base line of relevant knowledge.</li> <li>-They have to do it in their classrooms; therefore we can be effective models.</li> <li>-Several instructional models are utilized and framed for the students.</li> <li>-Each student is an individual and requires special attention given to learning styles which affect/effect the method of instruction selected. Each group of students requires consideration of individual attitudes and background even though the basic course requires the same objectives be achieved..</li> <li>-I do believe in teaching to the top of my given class, but also adjusting for student needs where necessary.</li> </ul>	

4. Match learning goals with pedagogical approaches	1 2 3 4 5 6 7 8 9 10
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known to be effective in achieving those goals (such as active learning, problem-based learning, technology-delivered education, alternative schedules, and tutorial modes.	<b>Mean Average: 9</b>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>-If teachers understood these techniques, it would facilitate knowing how to meet the needs of diverse learners. This is the next step for #3.</li> <li>-If we fail to match learning goals with effective pedagogical approaches, then we are reverting to the old model of “teacher lecturer” as opposed to active student involvement and technology driven education. WE must be forward looking in terms of all teaching methodologies.</li> <li>-Critical, critical critical.....</li> <li>-As a teacher, I must be cognizant of what works best with my students, and employ those techniques.</li> <li>- I have found some teacher resistant to pedagogical approaches in those who do not have their masters or do not. It is as if they feel a lack of control or do not desire to share or learn from their peers. There are many that do enjoy this however.</li> <li>-The major commonality between effective teaching approaches is their flexibility - the instructor needs to address specific needs of the class as a whole group and the individuals within the whole group. This is a business that relies on our client’s success.</li> <li>-We are setting a poor example for our students.</li> <li>-My classes are all student-centered -- I don’t stand up and lecture.</li> <li>-This would seem to support 2 and 3. It would be nice for a new instructor to be able to observe and experienced instructor teaching the class or a similar class prior to actually having to teach it. active learning being most important</li> <li>-If this is done well, it could be very useful professional development activity.</li> <li>-Would like to use more technology but not possible at teaching sites in high schools.</li> <li>-After the objectives of a lesson have been identified, selection of an appropriate means of instruction is second most important step in planning a lesson. The selection must take into account the three factors identified in #3 above. I do have some question about the innate effectiveness of the techniques mentioned in this principle. I think the research suggests that while these techniques may be effective for some students for some objectives, they are not universally so. Sometimes the best method is a good old fashioned lecture.</li> <li>-It will energize our classrooms!</li> <li>-Active learning, Problem based learning, technology are all utilized.</li> <li>-Once again we are speaking to the individual needs of students that make up the personality of the class. Goals are achieved only when the approaches meet the desired end.</li> <li>-I was trained in Madeline Hunter’s Essential Elements of Instruction and use them regularly. This model adapts nicely to all approaches.</li> </ul>	

5. Optimize the opportunity for quality student-faculty interactions in support of learning.	1 2 3 4 5 6 7 8 9 10 <b>Mean Average: 9</b>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>-If students don’t have a positive rapport with the teacher, maximum learning will not occur. This is just another piece of meeting the needs of the students.</li> <li>-Student-faculty interactions are essential, but only if done on a learner to learner basis. We, as faculty, are facilitators and not the only “holders of knowledge” and must be open to discussions and interactions with students at all times.</li> <li>-I am one of the few professors who utilize some class time and expect students to learn everyone's first and last names to more easily facilitate interaction.</li> <li>-The ability of the students to reach out to their instructors through the use of e-mail is a must; NAU does an excellent job in this regard...</li> </ul>	

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- Today's interactions can be electronic communications as well as face to face..
- I think we provide a lot of opportunities, however there is always room for improvement.
- Reciprocal teaching is always inductive to higher comprehension because it involves an exchange of knowledge through dialogue.
- This is encouraged and fostered by group presentations.
- I believe interactions to discuss authors, instructors or student points of view and experiences are among the most powerful learning techniques.
- I'm not sure what this one means or looks like.
- The ability of the students to reach out to their instructors through the use of e-mail is a must, NAU does an excellent job in this regard
- seems vague at this point. Not really sure what is being conveyed
- I cannot see myself doing this unless I sponsored some form of student run organization.
- Encourage group work and out of class discussions
- I spend a lot of time with my students outside of class time. While I have office hours, my door is almost always open and I rarely turn a student away who has a question or comes to me for help.
- Not to the extent that "learned helplessness" occurs
- There is little transfer of knowledge with out them.
- Student/instructor relationship is important. This is achieved by making ones self available to answer student questions not only in class but during the elapsed time when students are working on their assignments. Caring about the students every day responsibilities in the classroom is important. This caring allows the student to know that you are aware of their responsibilities in addition to furthering their personal education.
- I don't think I could teach effectively without student interaction.
- 5 minutes of each class meeting is devoted to classroom community building. This provides a model for the students as well as solid results toward a healthy learning community.

6. Optimize the opportunity for quality peer interactions in support of learning.	1 2 3 4 5 6 7 8 9 10 <b>Mean Average: 8.7</b>
<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>-While I believe that teachers must work as a team and be collaborative in meeting the needs of students, learning how to meet learning needs is the highest priority from my viewpoint. Once they learn how to improve this, then the next priority would be to learn to network with peers fro the good of all students. We must become less of an "island" and more of a collaborator to meet the student's needs.</li> <li>-Peer interaction is one of the essential components of learner centered education. One must remember that the instructor is but a facilitator, and that peer interaction fosters a sharing of ideas and beliefs, increasing learning and growth.</li> <li>-This should never be at the expense of good direct instruction. Students take classes to learn from experts in a particular field of knowledge. Students are students. Teachers should teach. Too much group project work leads to "pools of ignorance" if not properly lead by great instruction from a qualified instructor.</li> <li>-In addition to comments above, peer interactions are critical in my opinion.</li> <li>-Peer supported presentations and group work (cohorts) accomplishes this goal.</li> <li>-Cooperative learning opportunities are used as frequently as possible.</li> <li>-Students no matter what age learn from one another. Having a student expand on or demonstrate a concept is highly beneficial for both parties.</li> <li>-This is crucial for adult learners. Creating these opportunities allows for the sharing of expertise and experience. Even faculty benefit from these interactions.</li> <li>-The exchange of dialogue/ideas/concepts/knowledge is vital in internalizing and therefore developing (individually) the ability to generalize and apply this knowledge.</li> <li>-I am very cognizant of their work schedules, so I value their time and effort.</li> </ul>	

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-I believe interactions to discuss authors, instructors or students point of view and experience are among the most powerful learning techniques.

-It means having the students work together and discuss issues, it's a good idea.

-Peer supported presentations and group work (cohorts) accomplishes this goal

-Needs more specificity, however, concrete examples are critically important.

-Absolutely, peer support is absolutely necessary.

-Given the nature of the courses I teach, peer interaction is not as critical as it may be in other subject areas. Generally I use opportunities for peer interaction for the motivational effects rather than for learning. With regard to cooperative learning, I am skeptical of the value of having groups for opinions and concepts based on their shared ignorance.

-It's vital for teachers to interact with other teachers. They learn so much from each other that enhances the classroom presentation.

-Group activities allow for the sharing of ideas and materials that improve educational opportunities for all including the instructor.

-Students learn a lot from each other, but caution should be taken to insure students aren't teaching the class.

7. Design curricular approaches, which take into account the potential time investment of both students and faculty.	1 2 3 4 5 6 7 8 9 10 <b>Mean Average: 8.6</b>
<p><b>Comments:</b></p> <p>-Again a great idea but I think teachers must get better at understanding the "toolbox" before they can use the tools to maximum benefit.</p> <p>-It is important to take into account the time investment. However, it is more important to take into account the procedures, methodologies and student learning outcomes that will come out of the learner centered curriculum.</p> <p>-unfortunately, many students expects to earn A's and B's with little time investment and some are critical of my expectations that they can invest more time on preparing for a particular course.</p> <p>-Design curricular should be at least 60% of the core material taught with the other 40% being the instructor's discretion.</p> <p>-I think our variety of formats and online courses really gives us a lot of flexibility already.</p> <p>-It is a wise instructor that realizes time is as precious to the student as it is to her/him.</p> <p>-This is something that can vary with each class depending on personalities, needs and learning styles.</p> <p>-As part instructor and working educator, I'm very aware of the time commitment involved in a college course. The work request should whenever possible be practical, job-related and have long term benefits. No hoops for the sake of hoops.</p> <p>-Design curriculum should be at least 60% of the core material taught with the other 40% being the instructor's discretion.</p> <p>-Associated with this is an awareness of what is entailed in graduate study. It would appear that a fair number of students are rushing through the program with an academic overload while working 40-plus hours on their jobs. There are times when it seems they want to lessen what is conventionally seen as graduate level work expectations.</p> <p>-Long sessions can be difficult.</p> <p>-Good teaching / learning takes lots of time! So be it!</p> <p>-Time is precious for students and faculty.</p> <p>-Designing of curricular approaches is important for the growth and development of the instructor as well as the student. The instructor that is content with what exists and interested in not creating and designing new approaches is lacking in personal learning and does not provide the optimal opportunity for the students to be creative as well.</p> <p>-We have to be realistic with students in our part-time format; however we must insure that we don't</p>	

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become a diploma mill. Students have to earn their credits not just show up for them.

8. Share information cooperatively on approaches and innovations proven successful in enhancing student learning.

1 2 3 4 5 6 7 8 9 10  
**Mean Average: 8.9**

**Comments:**

- Sharing improves practice.
- Share information with whom? With fellow faculty, yes. With students, not necessarily unless it is necessary to get their "buy in" when trying to utilize an approach they don't like or are unfamiliar with.
- Absolutely! Unless we share information cooperatively, then we continuously reinvent the wheel. We must share and work together to enhance student centered learning. Keeping knows and proven approaches and innovations away from colleagues are both selfish and unproductive, for both staff and students.
- Most faculty don't have the time or opportunity to share with their colleagues
- Ideas should be shared, as professionals.
- Students in graduate level courses are autonomous and self-directed, the instructional modality used should allow the students to assume responsibility for their course work, presentations, and peer leadership/teamwork. The instructor should guide them to the knowledge not just present them with facts and theories.
- Success creates success.
- Depending on the purpose of the above statement, cooperation among staff/students/faculty is the only way to achieve in today's market.
- happily!
- This would be valuable if the opportunity was available. I am assuming this is referring to instructors sharing approaches and ideas.
- Sounds good. How does it happen?
- Get most of this from working at PVCC and EO+L activities and workshops
- This may have some value, but I believe that a technique that works for me may not work for someone else. The personality of the instructor must be taken into account. There may be some activities, which I am uncomfortable with and so wouldn't work for me. Conversely there may be something that I do that is very effective, that someone with a different personality may not be able to pull off.
- I have mentored many new faculty
- That would be valuable training.
- Not a frequently as I would like.
- Sharing is the key to improving instruction.
- I would love to do this; I just realize the restraints in working with a geographically diverse instructor population.

**Final Suggestions**

9. What is one thing you can suggest that would improve the quality of education offerings to our students?

**Comments:**

- All courses are part of a program. This means that no course is truly a stand alone experience and that we are all obligated to our colleges to provide instruction in certain basic concepts and skills, and to assess the degree to which our students have mastered these basics in the most objective way we can. I believe the programs would benefit from a discussion to identify the basic concepts and skills that are too learned in each course (no matter how or where it is offered) and to have an agreed upon methods for assessing students mastery of those concepts and skills.

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-More face to face contact between faculty and department heads. He would like to see a resource page with resources that he could access before he teaches his course. He thought that maybe he could access this type of site through Cline Library.

-Changes in legislative demands, be flexible to meet the needs of teachers

-more full-timed tenure-track faculty in each program

-Consistency with instructors! Students complain that classes aren't the same in regards to work requirements and class time. Norms should be established statewide and adhered to, to be effective.

-Assess needs of students prior to instruction, take learning and provide practical way to apply, experiential learning, objectives equal consistency, but can be limiting

-It is difficult to limit this to one thing. I have serious concerns about the 8-week format but I don't think that will ever change. Perhaps a suggestion I would have would be improving the consistency in the expectations for our students. Since so many of our students have part-time instructors, there may be a lot of variation across the different instructors. I think reviewing the syllabi is a good step in the right direction. Also, continued dialogue and communication between instructors and faculty is critical.

10. What specific steps can you recommend to improve communication among part time and full-time faculty working for the College of Education at Northern Arizona University?

**Comments:**

-Please continue to provide us with the required text books in writing, and samples of approved department's syllabi with approved objectives. This saves us a lot of wasted time trying to find this information on the internet.

-Provide part-time faculty with a list of objectives that are to be address in their courses and specific suggestions for how those objectives should be assessed.

-Provide better follow through on the original workshop; clarify participation expectations.

-There needs to be more interactions (meetings, seminars, workshops) where adjunct faculty and full time faculty can interact with each other. He specifically mentioned the workshop in Phoenix and the benefits that he got from attending.

-Problems that she faces or struggles with as an adjunct faculty member: She doesn't know the full scope of the program she is teaching in. She would like to know how she fits into the big picture. Lory doesn't know the prior knowledge that the student come to her with (prerequisites, etc).

-Lory was paired with J'Anne Ellsworth, great interaction with her (a couple of times). Lory stated that she was very happy with interactions in the project.

-Part time faculty handbooks / notebooks put together by someone with time that includes syllabi, assignments, video links, activities, used by full time faculty who are identified as master teachers for each course (undergrad/grad)

-I'm at a loss. Recently I was invited to a meeting in Flagstaff which I was happy to accept and adjusted my schedule to do so. Others were unable to attend so it was canceled. Short of part-time faculty seeking out full time faculty when warranted I don't know.

-Statewide and mountain campus schedule. Campus faculty working together with statewide organizations, system of communication, needs of students, availability of courses for students to make plan

-The meetings that DLS has had from time-to-time have been good. The COELCE project provided opportunities for face-to-face, phone, and e-mail communication. We're all so very busy and it can, at first, seem like regular communication with colleagues is just "one more thing to do." I found it easier when I stopped thinking of it as "in addition to" my job; it is my job.

-Full time faculty team up with part time on (same course) planning and implementation.