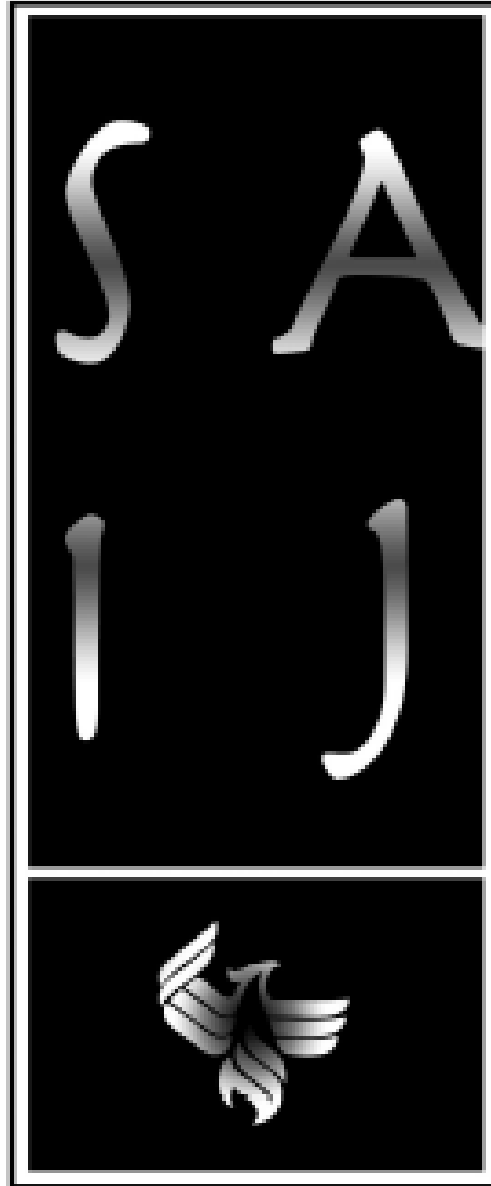


Fall 2015 ♦ Volume 4 ♦ Number 1

Southern Arizona
Intercollegiate Journal



University of Phoenix

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Description

The Southern Arizona Intercollegiate Journal (SAIJ) is a peer-reviewed academic publication of the University of Phoenix, Southern Arizona Campus. SAIJ publishes professional information from a broad array of disciplines relevant to scholar-practitioners. Such disciplines include, but are not limited to, accounting, anthropology, art, biology, business, criminal justice, communications, economics, education, health care, history, information systems technology, law, leadership, literature, management, marketing, mathematics, nursing, philosophy, physics, and the social sciences.

Mission

SAIJ will provide an interdisciplinary forum for the presentation of scholarly information that aligns with Boyer's model of scholarship: discovery, integration, application, and teaching.¹

Purpose

As a platform for sharing and celebrating original academic and professional research of faculty and students, SAIJ will stimulate additional innovation in scholarship.

¹ Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, N.J: Carnegie Foundation for the Advancement of Teaching.

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Welcome Message

I am terribly excited for you to be holding the 2015 issue of the Southern Arizona Intercollegiate Journal in your hands. This publication is truly the result of many individuals' labor of love, from the leaders who conceptualized it to the academics who envisioned its content. It is a special publication that represents a journey that we all take, every time we teach a class.

Even in an academic institution, scholarship is something that is often misunderstood and intimidating. I am here to tell you that it isn't! Scholarship is something that as purveyors of learning we all deliver. Scholarship is at the foundation and the apex of a quality of academic experience. It speaks to learning, discovery, application and integration which are all things that we do in the classroom each and every time we step into one.

So why does scholarship have such a mysterious and off-putting vibe to it? Is scholarship ONLY original research? Does it just manifest as the publication in a scholarly journal reviewed by academic peers? Or is scholarship something more – does it surround us and bind us together as a community based on learning?

I tend to subscribe to the latter. And this brings us to the 2015 Southern Arizona Intercollegiate Journal.

In a year full of innovation and excellence, 2015 brings us yet another amazing achievement for faculty at the Southern Arizona campus and that is this edition of the faculty peer-reviewed journal that is the culmination of nearly a year full of scholarly engagement. From literature reviews to original research to perspectives supported by literature and best practices for teaching, the 2015 edition of SAIJ truly has all aspects of the Boyer Model of Scholarship covered. More than anything, SAIJ teaches us that scholarship is not some unobtainable outcome reserved for only those who have lots of letters trailing after their names. Nope – scholarship is something we all can achieve, if we put our intellectual capacity toward it!

2015 saw the Southern Arizona Cycle of Scholarship come into focus. The result of a cross-college collaboration, this Cycle of Scholarship provided practitioner Associate Faculty with an opportunity to explore the four dimensions of the Boyer Model of Scholarship (Discovery, Application, Integration, Teaching & Learning) and identify areas of interest.

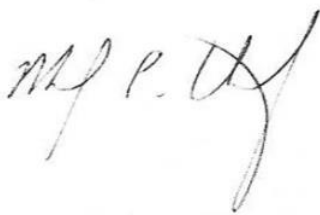
The next phase of the Cycle of Scholarship provided faculty with an opportunity to create an academic poster and showcase it virtually at the Knowledge Conference Virtual Poster Session. At the Knowledge Conference: A Million Ways to Learn in the West, these faculty provided engaging, enriching and exciting workshops based on the diversity of scholarship that had been developed.

The final phase of this cycle was for these purveyors of content to take what had been developed for these workshops and to repurpose them as a scholarly article appearing in a peer-reviewed journal. And that is what you hold in your hands now. The SAIJ is a peer-reviewed journal of scholarship for faculty by faculty. It represents the culmination of learning from the past year and an inspiration to what the future will bring.

The future of learning is absolutely the best part of the process as the opportunity to enhance learning as a result of next year's Cycle of Scholarship is truly amazing. I encourage each of you to get involved with the Cycle of Scholarship in 2016: Attend the Scholarship Orientation during "Love Learning" week in February, prepare a virtual poster for the online poster session during the summer and present that poster as a part of an original workshop at the Knowledge Conference: Dia De Los Eruditos in July 2016. Last, but not least, repurpose your material for publication as a journal article in the 2016 edition of SAIJ, which you will see at the FAC/CON Beyond in October 2016.

This is truly just the beginning! Be a part of history – absorb the stories, the knowledge and the discovery of this year's SAIJ and I challenge you to envision the future of scholarship in Southern Arizona.

Enjoy the Scholarship!

A handwritten signature in black ink, appearing to read "Mark Vitale". The signature is written in a cursive style with a large, sweeping flourish at the end.

Mark Vitale

Editor's Notes

As you look at the by-lines for the articles notice the diversity of disciplines the authors represent. Our Southern Arizona Learning Center's journey into scholarship in this edition of SAIJ includes Simon's introduction to the Child Worldview. Phelps and V'Marie's Book Review offers a resource for tapping one's creativity.

Many of the articles describe practical methods that instructors can use immediately to promote student engagement in the classroom and in the completion of assignments. In the spirit the Western motif of our last faculty meeting, George empties her saddle bags and reveals ten tested methods. Bennett, Carpe, and Lundeberg give valuable tips that expand the use of technology in the classroom. Moffet, Sr. and Abbey walk us through the process of determining the usefulness of modifying assignments in maximizing student engagement. Hopkin, Watson, and Maine feature the use of alternative assignments. Lussier and Wojsko focus on structuring activities for the range of learners that may be present in a classroom.

Delaney, Hawkins, Lawrence, Priest and Bynum highlight higher education's role in attenuating cultural conflict in criminal justice and suggest that education has a larger role to play in the future.

Lopez aptly calls attention to the University of Phoenix' concern for the well-being of students and demonstrates the need for the programs and services available through the Life Resource Center.

I identify with the counseling profession and counselors think "strength-based" and about "possibilities" when they assess individuals and situations. I hope you will agree that the articles presented in SAIJ encourage you to continue to look for strengths in your students and yourself and to keep seeking possibilities.

Thanks to the authors and Associate Editors who made SAIJ happen in 2015. This year's edition is double the previous one! Send your ideas to me at rond4640@email.phoenix.edu.

Ron Dankowski

Child Worldview Literature Review

Jenny Simon

College of Social Sciences

Some assumptions in the field of psychology are examined under the meta-topic of child worldview. The topic of child worldview has not been previously examined as a case study. This paper is a non-comprehensive, foundation glimpse into worldview as way to supplement standardized treatment. This paper includes; methodology, definitions and research context, generalized findings, and the research itself.

What is the worldview of a child? Can a child have a worldview? Can the term worldview cross disciplines and be used in the psychological world? How does knowing a child's worldview help therapists? Does the field of psychology already assess for worldview? The secondary question as to why this research is relevant is rooted in the subject of psychology and the direction the field is headed. The psychology discipline is currently buzzing with a concept called "evidence based" practice. The concept is based on the medical model of research equaling funding. In the United States all disciplines are moving toward "best practice" guidelines. Well established treatments and evidenced based psychotherapy is shaping the field. Many hospitals and state run facilities are only servicing clients with this model. This model however, has not proven that evidence based treatment is effective, it has merely shown that research is driving the treatment options. The American Psychological

Association has created a task force to address this movement. Unfortunately, as programs without research evidence are cut and alternative treatments lack empirical support, clients are suffering. Until the dust settles and the field builds its research base, this author would like to suggest a concept that does not interfere with the debate; worldview. This researcher asserts that all therapists will gain more information from their child clients if the therapist will assess for child worldview.

Methodology

This search is rooted in the foundation that assessing a child's worldview can happen within any theory and within any psychotherapy model. Due to the vast array of pieces in this discussion, this paper will contain a smaller conversation happening in the field of psychology. This paper, while discipline based, will have a trans disciplinary element as it briefly discusses pedagogy and states the researcher's beliefs and context.

Definitions and Research Context

The following definitions and assumptions shaped this research. The researcher sought material that expanded and challenged her current definitions. The latter part of this section will discuss the personal inquiry and questions about the topic.

Valerie Suransky defines the child in action, “the growing child is an intentional actor constructing a life project with consciousness, that becoming in the world involves a dynamic self-representation, that the child too, is a historical being, a maker of history, a meaning-maker involved in a praxis upon the world” (1982, 36).

According to the Norton Dictionary of Modern Thought (1999) the term worldview is the same as *weltanschauung*: (German for World-outlook) “a general conception of the nature of the world, particularly as containing or implying a system of value principles” (920). Webster’s New World Dictionary defines worldview as “a comprehensive, esp. personal, philosophy or conception of the world and of human life” (1988, 1540). Mark Woodhouse takes this definition into an applied realm and states, worldview is “a subtle master guide which steers us in certain directions and away from others” (1996, 6).

Borrowing from the above concepts, the researcher believes that a child has an expanding worldview. The child perceives a transforming world that exists from birth to death. This worldview is similar to a *schema* in that as the child grows, their worldview expands. This idea is more complex than developmental theories which are fixed and static. The term worldview is a complex term viewed as a concept and a process. Worldview is a dynamically developing construct, not limited to cognition, created in childhood, shaped by daily events, local circumstances, and learning over time and through experience.

Are cognition and/or consciousness required for a worldview? Does a baby living in a Russian orphanage devoid of love and nurturance have the same worldview as a baby raised in a home with loving caregivers who immediately attend to the baby’s cries? Does a child fearful of his violent father have the same worldview as a child who idolizes and adores his older brothers and father? Does a child removed from her home by the authorities have the same worldview as a child who has been raised in the same home her entire life? Does a child of divorce have the same worldview as a child of a stable marriage?

Generalized findings

The dominant literature contains mainstream ideas of childhood including; parenting, developmental theories, cognitive science, and pedagogy. Often these articles discuss the external behavior of a child that has been reduced or dissected from its context. Not a single article includes the concept of child worldview. Even more alarming is that a child’s perception, from the child’s point of view is rarely discussed. “Research studies...by the children themselves are few, and most tend to be retrospective” (Johnson, et al, 1995, 960). Valerie Suransky reminds us that despite the massive amount of research, much of the childhood literature is created by and for the worldview of an adult, “the meaning of childhood ...retrieved from the adult structures of consciousness that are fixedly punctuated by a linear, “rational” epistemology of human development”(1982, 17). Suransky further states that “childhood...has now become the most

analyzed and over staged life phase in our developmental cycle” (1982, 21). Many articles address the problem of defining the concept “youth.” Youth was seen as a “shifting concept” (Durham, 2000) and a missing population in the anthropology discipline (Bucholtz, 2002, Hirschfeld, 2002, & Durham, 2000).

The concept of worldview is largely ignored by sociological, anthropological, and psychological disciplines. It is important to note that even the theories that include this term often fail to define it. Worldview is seen in the literature under many names: weltanschauung (Koltko-Rivera, 2004, 3), world making (Solomon, 2004, 299), meaning making (Bruner, et. all, 2000, 236), theory (Reed, 1997, 246), schema (Koltko-Rivera, 2004, 25), perceptions (Reed, 1997, 247), perspectives (Johnson, et all, 1995, 959).

The shelves are full of psychological research. Cognitive Behavioral Therapy is the most researched model. Brain research is a vast, rapidly changing field. Developmental models line the pages of most journals. Many articles and books highlight specific DSM diagnosis and critique treatment options. This researcher found that most of the material focused on problems and used a medical model, treating the disease. Few articles highlighted positive innovations. Many articles focus on narrow micro-concepts, categories of perception, and use psychological tests to determine the outcomes of their studies. Additionally, the studies do not offer many practical applications; instead they speak of esoteric philosophy surrounding the concepts. One

of the main problems in the treatment of children is the limitations that diagnostic models place on children. Another problem is the many definitions that are vague and contradict each other.

Much of the child psychology research is lacking child-centered responses. Hirschfeld addresses the neglect of children in the research literature:

Resistance to child-focused scholarship, it is argued, is a byproduct of (1) an impoverished view of cultural learning that overestimates the role adults play and underestimates the contribution that children make to cultural reproduction, and (2) a lack of appreciation of the scope and force of children’s culture...the marginalization of children and childhood...has obscured our understanding of how cultural forms emerge and why they are sustained (2002, p. 611).

The literature is scarce in the area of child ontology or child paradigms. The field of trauma and youth brings forth many valuable issues such as child abuse, foster families, and childhood disorders; however these studies tend to highlight the problems or the failures of the client. For example, the National Center for Disease Control and Prevention conducts studies that predict the risk of disease and mortality. Under the direction of Dr. Vincent J. Felitti, the National Center for Disease Control and Prevention has painted a grim picture of the long-term effects of childhood trauma. Traits such as hospitalizations, emergency room visits, drug use, alcoholism, depression, suicide, sexually transmitted diseases, unintended pregnancy, domestic violence and even rape can be shown to correlate with childhood trauma. While all of these statistics are needed and valid, it is

crucial to move beyond the negative dialogue and predictions and focus on the child's current view.

The Research

Current psychological research

Sprenkle and Blow (2004) conducted an exhaustive analysis of the major psychotherapy research literature, 475 studies (p. 1). They concluded that varied treatment models made little difference in the outcome of treatment. Sprenkle and Blow could not even determine *why* psychology works. This research is a wonderful opportunity for self-reflection. If individual theory and technique do not create change, what does? Does psychology need a wider worldview? Is there an overarching concept like worldview that can be applied to psychology?

The Diagnostic and Statistical Manual of Mental Disorders, (DSM V) confounds the work in that "the majority of mental health practitioners have focused on identifying symptoms of pathology instead of identifying the criteria for mental health. It has been easier to identify undesirable behaviors and emotions than it has been to identify and agree upon behavior and emotions indicative of mental health" (Capuzzi, David and Gross, Douglas R. p. 34. 1995) The lexis of the DSM V is negative and prescriptive. Many parents when presented with a psychological disorder seek to medicate the label instead of using therapy to explore the child's worldview. Labels are dangerous, they can cause stigma, expectations, assumptions, and an inability to move beyond the limit of the label. Furthermore, perceptions regarding what is "normal" are contextually based.

How much hope is offered to a child diagnosed with tertiary disassociation? What impact does a label have on a child's ability to perceive the world?

Okun (1992) states that "outcomes are more likely to be successful if helpers fit the strategy to the helpee's individual needs than if they apply the strategy in the same way all the time." This speaks to the idea that we must know the children and their unique worldview to be more effective counselors.

Piaget was once seen as the man who knew the thoughts of children. His research is widely known and respected. Many researchers expanded his work and created new developmental theories. This being said, Piaget's findings are based on observations of his three healthy children. How do mental health clients fit into his developmental models? Ken Wilber states that some "developmental schemes are rigid, linear, clunk-and-grind models...Development is not a linear ladder but a fluid and flowing affair, with spirals, swirls, streams, and waves" (p.5, 2000). Our understanding of the brain changes every day. Today, the field of cognitive science and perceptual development has shown that attention, memory, and thinking can begin as young as 3 months of age (Santrock, p. 164, 1997).

Worldview

The few studies that attempt to discuss a child's perspective are often ethnographic studies of children or environmental studies of a child's surroundings. The research often focuses on the

people who live with children or the language spoken in a child's home.

One researcher states that children may have a worldview, P.F. Carini (2001) using the field of pedagogy, speaks about seeing a child's world through their "works." Carini (2001) asks, "How do these children construct the contexts of their everyday lives?"

The works children make...reflect a widely distributed human capacity to be makers and doers, active agents in the world and in their own lives...children do this enacting and constructing of the world everywhere- even, from the evidence available, in the terrible circumstances of desperate poverty, war, and concentration camps...An ordinary capacity, widely distributed: to engage the world, to be a maker of things; a capacity observable in the earliest childhood. (Carini, p. 20, 2001)

Taylor (1993) reminds us not to assume a child's perspective,

Children's knowledge is not available for the asking. We do not know how they think about the world. We can only make tentative (modeled by inference) interpretations based on our observations of children as they go through their daily lives...Relinquishing our roles as experts, as we place ourselves in the uncomfortable place of not knowing. This means assuming the role of a neophyte each time we work with a child and his or her family. But it also means that the system remains open, affording us the opportunity to gain some appreciation...of learning" (p. 13-15).

The previous authors are the first researchers who consider that a child creates meaning in their world.

They also advocate for child-focused assessment.

How do we make "children at the center" an actual and enacted value and not a merely agreeable rhetoric? How, in the climate of an ever expanding testing technology, do each of us and all of us together keep alive ways of

inquiring and talking about children that safeguard us and keep them from definition in the terms of narrowly conceived assessment strategies? (Carini, pg. 98, 2001)

One mental health provider uses the term worldview, "We define listening as getting the details of the story as the survivor believes them to be. Hearing is the connecting these facts to the feelings that underlie them. And understanding occurs when professional and client together construct a thematic worldview- what the client has come to believe about the way the world works because of his or her experience." (Everette & Gallop, pg. 208, 2001). This particular author however works with adult survivors of childhood abuse. Would this author use the same technique with children?

Standardization

Ironically as the field of education is critiquing and examining standardized tests, the field of psychology is moving toward standardized treatment and assessments. Asking people to make a paradigm shift from linear checklists and developmental sequences is difficult in our managed care model. Money equals efficiency. Many people state, "We can't do this due to time or money constraints." Unfortunately with the standardization of therapies, uniqueness and variety is limited and oversimplification of problems occur. When human uniqueness is conformed into a test we reduce the complexity of our lives. As the education world already knows, there is no quick fix technique or prepackaged program that will solve human complexity. How can we assume as practitioners that we can control,

limit, direct, or define the process of a child with a test?

The field of pedagogy is no stranger to this debate, “A measurement-driven evaluation, which by definition refers to statistical norms and comparative ranking determined by linear standards, is not differentiated enough to accommodate this kind of complexity” (Carini, 2001, p.173). Taylor (1993) further supports this statement accusing standardized tests of ignoring the complexity of human nature. “Only when we use statistical procedures to artificially simplify human activity to fit our research models do such explanations work...We must give up the security of prepackaged programs built upon stage theories” (Taylor, p. 32-34).

The field of psychology is currently embracing evidence based treatment and few therapists are stating the dangers. Everette & Gallop (2001) have a big picture view of the current trends, “In an ideal world, psychiatric treatment and mental health services would conform to the needs of the client. For this to happen, however, mental health professionals would have to take a holistic view that honors the uniqueness of each individual and his or her background. Presently, however, it is much more common to attempt to fix the client into the treatment model than it is to fit the treatment to the client” (p. 20). There are many blocks to holistic mental health services. There are limited definitions of complex terms, standardized models are not standard or agreed upon, there is debate regarding what theory has more efficiency, and the

field itself has too many sub-classifications to unite. For example, counselors, social workers, and psychoanalysts all have different standards of practice, based on their licensure. Another factor is the contested concept that children are often too young to absorb their world. There is a great fear of seeing a child’s perceptions. It would be easier to believe that children are not absorbing their world due to their youth. Another road block is the “fee for service” limit on number of sessions. The field is moving toward brief, solution-focused work, many therapists feel that there is not time to get to know the children. However, there are a few mavericks in the field that support moving away from standardized practice, “This one-size-fits-all approach denies clients full understanding of their difficulties and reduces complex lives and complicated problems to the level of a single solution” (Everette & Gallop, pg. 20, 2001). McCluskey & Hooper (2000) state, “No single theory can claim to explain the complex development of the person...Just as there can be no one theory of personal development, so there can be no one theory of abuse” (p.25 & 33).

Conclusions

For some time the field of pedagogy has been critically reviewing the introduction of standardized tests into the school system. Major influences in this movement are; A. Kohn, P.F. Carini, and Denny Taylor. It is not this writer’s intention to argue or defend standardized tests in the school. However, the field of psychology with its rush to adopt evidence based practice is moving in a similar direction. This researcher is advocating

for all therapists (regardless of what model they use) to assess for child worldview. This writer believes that if a practitioner limits themselves to standardized assessments we will see narrow diagnosis, limited behavioral treatment, and ultimately damaged children. A broader view of assessment is needed. An assessment of child worldview can take place in addition to all other methods. The discipline of psychology could benefit from the ill-fated research created from the field of pedagogy.

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Book Review: Cracking Creativity

Yvonne Phelps
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Rarely does it happen, but occasionally a book will transcend time. These classic tomes remain current no matter when they were published, providing useful information that can be applied no matter the decade. Michael Michalko's *Cracking Creativity: The Secrets of Creative Genius* is just such a resource, published back at the turn of the century in 2001, showcasing tips and tools of how people can tap into their own creativity and emerge as their own genius. This review will highlight the strategies Michalko explores and create a linkage between the concepts and practical applications in the classroom. The nine strategies come in two genres, seeing what no one else is seeing and thinking what no one else is thinking, and all nine of them are listed at the end of this review. In both cases, being creative emphasizes a unique approach, one that distinguishes the thinker beyond the norm.

Seeing What No One Else Is Seeing

Creative thinking is looking at something from a completely different angle, using a fresh perspective through a unique lens. By delving deeper, one can work through the very essence of an issue. When thinking of a problem that needs to be solved, one might ask, in what ways might this problem be approached. The more times a problem is reworded, the more likely insights will deepen. Another approach to unleashing creativity is to find

ways to make thoughts multi-dimensional: visual, auditory, or kinesthetic. Many visual geniuses use diagrams, maps, and drawings to illustrate their ideas in various ways. One approach to a problem they might use is mind-mapping, a tactic which helps one go beyond the usual associations of a concept, expanding one's initial thoughts.

Thinking What No One Else Is

Thinking

Using Michalko's approaches, creative thinkers can discover new ideas by using chance or randomness in the process to break out of their usual thought patterns. Many of the most famous geniuses did this very thing. For example, Thomas Edison still holds the record for 1093 patents, which he accomplished by upholding very specific goals for creating a certain number of inventions in certain time periods. In order for faculty and students to discover new things, they must also tap into their subconscious minds for generating ideas. Michalko elaborates on strategies that encourage people to go beyond the ordinary and to create relationships between concepts not previously connected. By looking at the world differently than others have and stepping outside one's comfort zone, new lessons can be learned and new possibilities can be identified.

So What?

The time goes by quickly in our accelerated courses. Student and instructor are together for such a short time, regardless of the level of the class. What is the task that needs to be accomplished in the classroom? Each week the objectives are spelled out for the course, and the various activities focus on meeting those. So what can be done to help those lessons sink in? What can the instructor do to facilitate learning beyond the obvious? What can the student do to absorb the lesson and trigger his or her creativity to take the learning to the next level?

Now What?

In *Cracking Creativity: The Secrets of Creative Genius*, Michalko provides details, examples, and applications on nine creative strategies that can promote thinking beyond the norm. The examples in the book can be used as a road map for both instructors and students to discover new ways to teach and learn that are more dynamic, more integrative, and more fun. As a bridge between these concepts in Michalko's book and creativity in the classroom, consider the rather dry lessons involving either APA formatting or university library research. If these lessons are turned into games with competition and prizes, then learning becomes more engaging and interactive. By embracing the concepts in this book, both instructors and students will be able to deepen the entire process of learning by putting a more creative and positive spin to the academic experience. These nine strategies can be used to tap

into the creative self so that lessons will sink in and become more easily applicable.

Michalko's Nine Strategies

Seeing What No One Else Is Seeing

Strategy One: Knowing How to See

Strategy Two: Making Your Thought Visible

Thinking What No One Else Is Thinking

Strategy Three: Thinking Fluently

Strategy Four: Making Novel Combinations

Strategy Five: Connecting the Unconnected

Strategy Six: Looking at the Other Side

Strategy Seven: Looking in Other Worlds

Strategy Eight: Finding What You're Not Looking For

Strategy Nine: Awaken the Collaborative Spirit

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Ten Adult Student Engagement Strategies for the Classroom

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For the last six years, the University of Phoenix has held semi-annual faculty conventions at the Williams Center in Tucson, AZ. Dr. Mark Vitale, Director of Academic Affairs, solicits proposals from the Lead Faculty to present to their colleagues to enrich and develop successful instruction for all faculty serving University of Phoenix students. This year's theme was, "A Million Ways to Learn in the West." Faculty proposals could encompass any of the four tracks: The Scholarship of Discovery, Application, Integration, or Teaching. This is a summary article of one of the morning session's on the Teaching Track.

The following morning break out session entitled, "Ten Adult Student Engagement Strategies for the Classroom," gathered twenty participating faculty to hear practical ideas that could be adapted to most content areas. The ideas were rooted in learning theories such as deductive learning, Kolb's experiential learning (Kolb, 2000), peer learning, critical thinking, non-stressful learning, learning through unique discovery, creative role play, Howard Gardener's musical intelligence application (Gardner, 2015), and Boud's reflective and collaborative learning (Boud, 2015). The countdown of ten engagement strategies was cleverly named to follow the western

theme, "A Million Ways to Learn in the West:" The Wanted Sign; Chuck Wagon; Livestock Pens; Town Hall Saloon Show; Hacienda Meditation; Out to Pasture; The Country Store; Get Along Little Doggies; Whoopie Tigh Yigh Yay; and, The Hat Chat.

The Wanted Sign challenged the faculty participants to think of an overarching word for one's upcoming course. This word could be designed on the back of the student's name placard. A general overarching word appeals to student deductive learners who need to know the general idea and then apply specifics to the "big picture." While students create the artwork, stories or content can be delivered by the instructor. Student retention is helped by the right/left brain engagement in creatively designing the nametag while listening to content. If there is no content that seems to apply to the overarching word, then explaining the etymology of the word is often a second best choice with this strategy for introducing one's course. For the faculty participants, this presenter used her own course examples of overarching words such as "Ahimsa" for REL133 Eastern Spirituality; "Abrahamic" for REL134 Western Spirituality; and, "Confidence" for GEN127, a First Year Sequence course. In the later example, the etymology of the word, [con

(with) *fidere* (trust) Latin] was the overarching word choice for new students...with trust in oneself.

Not often do instructors think to engage the sense of taste to facilitate learning. This was the Chuck Wagon strategy. Combining a You Tube Food Clip with a content specific idea and actually serving the food, help students stay engaged and remember ideas through the sense of taste. Just googling ‘famous foods of famous people’ will render a myriad of ideas for most content areas. When teaching Comparative Religions, this presenter served Japanese mochi, the Shinto’s New Year’s blessing food to her students as well as the participants in the convention session. You Tube clips on mochi are fascinating, whether the dough is kneaded with mallets professionally or fashioned in a backyard by young children (Mochi Making, 2015). All the participating faculty and most students have never tasted mochi, so the experience was engaging for all.

Livestock Pens were about setting two or three learning task centers within the classroom. This presenter demonstrated how to set up and rotate simple centers appointing a student facilitator at each station; and/or, how the instructor can become part of the one of the centers. Additional activities, called horizontal assignments, help keep all students engaged, when the centers do not finish simultaneously. For example, when running three centers with personality inventories, students can then write a summary paragraph of their findings on the Myers-Briggs Temperament Indicator, the VARK

Questionnaire (Version 7.1), and Multiple Intelligences Questionnaires. The “wait to rotate” can be eliminated with writing a horizontal assignment.

The Town Hall Saloon Show was an engagement strategy that offers an opportunity to cover a great deal of content. Arrange students in dyads to complete a 3-4 slide Power Point that is content rich, cleverly entitled, with inserts, quotes, and bulleted information. Students then send the short Power Point to the online Main Classroom so that all can see what was gleaned in this 25-minute activity. This is truly a pleasure for all, including the instructor who remains a “guide on the side.” Sharing each Power Point Presentation edifies all on multiple sub topics of the classroom’s content focus.

Hacienda Meditation for de-stressing students was the next strategy explored. Relaxation can be simply done through three deep sighing breaths and a chair stretch that faculty participants actually practiced at the session. A guided meditation CD from Living Tharpa Publications on relaxation through breathing was also presented (Guided Meditation, 2015). It is interesting to note that one hour of deep meditation where theta brain wave lengths are achieved, equals four hours of sleep (Yoga Nidra, 2015). Stressed students as well as the faculty benefit from relaxation techniques that refresh the human organism for optimal learning.

Out to Pasture was a simple retirement dinner scenario set up for students to role play their own retirement speech. The Scenario: *A close*

colleague was supposed to speak in your behalf at your retirement dinner and they were not able to come at the last minute. You are now chosen to do the speech which needs to include three career accomplishments; two personal strengths; and, one example of your integrity. Act as if you are another close colleague of yourself giving this speech. With only a short time to compose, and brief notes jotted on a paper dinner napkin in a three, two, one format, this activity is pure entertainment for the audience. It is not difficult for the participants though, because they know the subject, “themselves!”

The Country Store strategy involved a pre-made chart for the students along with an internet site to visit to help begin the mock shopping. Students mock shop for items on the chart related to the content. This presenter used the following example for a religion course: Shop for common Jewish religious items found in the home such as a mezuzah, tefillin, Seder plate, yarmulke, prayer shawl, chalice, ram’s horn, and menorah. Students learn as they read the extensive descriptions and the purpose of items for sale online. An additional way to make this fun is to copy/paste the selected item into the chart, list the price, and see who the student bargain shoppers are and who the big spenders in class are. This presenter mentioned that one student spent \$30,000 for a pure gold chalice unearthed in Palestine that a museum advertised for auction. It is amazing where a pretending student buyer can end up shopping online!

Get Along Little Doggies was the name chosen for a closing student activity in class.

Students are asked to write a one page journal entry including five ideas learned that evening, and what areas of inquiry the student would like to know more about. Later, this instructor replies to the journal entries, offering the chance to correct misconceptions and to guide students toward internet sites where they can research their own answers independently and satisfy curiosities.

Whoopie Tigh Yigh Yay, was a teaching strategy for faculty about capitalizing on students’ musical intelligence. The participating faculty watched Harvard University’s alumnus, Tom Lehrer, sing the Periodic Table of Elements (Lehrer, 1967). This presenter encouraged faculty to explore existing songs online to help learn complex content. Students can even create rhythm and rhyme for content using simple tunes or rhythmic raps.

The session ended with The Hat Chat where participants shared strategies and activities they have already done successfully in class. Faculty participants pulled a slip of paper from the hat about aspects of engagement and the connection with learning theory. This was a chance to learn from one’s peers and apply the workshop ideas immediately. Participants brought these ideas to the session group enthusiastically.

The participating faculty received two handouts. One, to take notes for each strategy as it was presented so that reflections and novel ideas could be applied to their own content discipline. The second handout was a bibliography of adult learning theory. Bibliographic names listed included Parker J. Palmer, *The Courage to Teach*,

and M. L. Conner, *How Adults Learn* (Palmer, 1998 and Conner, 2007). The faculty attendees were encouraged to further explore the literature.

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

-Benjamin Franklin

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Impact of Higher Education on Cultural Conflict in Criminal Justice

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Maxine Green (1988) felt individuals view the world based on how, when and where they grew up. Individuals are influenced in their thinking by experiences, education and those around them. Greene stated the transfer of information did not fully constitute learning and being educated. The transfer of information did not present a challenge or obstacle for the individual to overcome. Greene (1988) argued education had to engage the individual, allowing “thought for freedom” and had to awaken him/her from his/her self - imposed or accepted limitations.

Bierma and Bardish (1996) state education is needed because:

Somehow we’ve gotten the idea that we are different and we have put up an imaginary boundary based on the demographics of the world...we put up all these imaginary lines and the world is not like that...All they (barriers) keep us from doing is what we really need to do to be productive. (p. 411).

If the information does not “awaken” the individual to the existence of the barriers and challenge the individual to reach beyond those barriers, then it has served little purpose but transference (Green, 1988). If the information

awakens the individual, only then did the individual grow, resulting in “imagination, taking a risk and ventures into the unknown” (Green, 1988, p. 133).

1967 President’s Commission

Cultural clashes in the 1950s and 60s resulted in the 1967 President’s Commission review of the criminal justice system. The report stresses the need for major reform in the criminal justice system.

If educational standards are raised...they should have a significant positive long term effect on community relations. Police personnel with two to four years of college should have a better appreciation of people with different racial, economic and cultural backgrounds or at least, should have the innate ability to acquire such understanding. Studies support the proposition that well educated persons are less prejudiced toward minority groups than the poorly educated. (Winslow, 1968, p. 278).

How can the criminal justice system become more open, fairer and equal to all groups? The 1967 President’s Commission believed higher education was the key. The questions became how to motivate organizations and officers to

achieve higher education and which courses were the most effective in promoting change.

Attica Prison Riot 1971

In 1971, inmates rioted at the Attica Prison (NY) over prison conditions, staff treatment and other issues. Thirty nine corrections officers were taken hostage. During the four days of talks with the inmates, the corrections officers were treated fairly by the inmates. After the four days, the Governor ordered state police, national guardsmen and corrections officers to take back the prison. The groups entered with tear gas and shotguns. Ten corrections officer and 29 inmates were killed by “friendly fire.” Eighty nine inmates were seriously injured. The McKay Commission (1971) found 54 % of the inmates were black and 30 % were Puerto Rican. Most were from New York City (urban), while 100 % of the corrections officers were white and primarily from rural New York State. Most officers had a high school diploma or GED.

Higher Education

Research has shown officers with a college education receive fewer complaints about excessive use of force and other infractions, and fewer disciplinary actions (Wymer, 1996). College education has been shown to have increased flexibility in dealing with difficult situations, result in better interaction with diverse cultures, and better verbal and written communication skills (Varricchio, 1999) Officers with a college education have greater flexibility

in accepting and implementing change (Wymer, 1996; Varricchio, 1999; Totzke, 2002). There are arguments both for and against requiring law enforcement and corrections officers to have a college education (Winslow, 1968; Stinchcomb, 2004). Education is seen as a means of improving the criminal justice officer and the criminal justice organization (Seiter, 2013). It has been shown to improve attitudes and beliefs about bias and prejudice, reassess the goals of punishment and deepen the understanding of the criminal justice system. Many studies have emphasized criminal justice curricula including discussions on fairness, justice, ethics and value judgments (Willis, 2012).

Court Cases

The study “Standards Relating to the Urban Police Force” by the American Bar Association (1973) compared police officers with physicians. The study claimed both positions were involved in life and death situations. A physician is required to have 11,000 hours of advanced education, whereas a police officer is expected to have 240-400 hours of advanced education prior to working the streets (Totzke, 2002).

The argument for higher education in law enforcement has been challenged in court. The U.S. Supreme Court decision, *City of Canton v. Harris* (1989), emphasized the role of local governments in police officers’ education. The Supreme Court stated the community was entitled to a professional police force. Failing to educate officers was considered “reckless and negligent”

(Totzke, 2002) The 45 -hour college credit hiring requirement for the Dallas Police Department was challenged as being too restrictive and a hardship towards minorities (Totzke, 2002). The Fifth U.S. Court of Appeals ruled in *Davis v. City of Dallas* (1985), the requirement of college, as a condition of employment, was not detrimental to the hiring of minorities. The mandatory education requirement was “responsible and professional” for police officers, considering the “public risk of life and death situations” they may encounter.

Incentives for a College Degree

The State of Minnesota requires a two to four- year degree for all police officers. According to the Minnesota POST (1978, 2001), police chiefs and sheriffs exhibit no preference in college degree area possessed by officers. Administrators are more concerned about skills the officers acquired during college: critical-thinking skills, oral and written communications, adequate research prior to taking action, ability to handle stress, successful group presentations, and an adequate introduction to world, ethnic and gender issues.

After a series of prison riots occurred in the 1970s and early 1980s, a 15 college-credit requirement for corrections officer employment was enacted by the Michigan Corrections Officer Training Council (Ambroyer, 1991). The Michigan Department of Corrections requires officers to either take classes prior to being hired or within the first 18 months of employment in

order to meet the education requirements for certification. These courses include two college classes in corrections, two in counseling/human behavior and one involving legal issues in corrections. These classes are a separate requirement from the basic academy. Currently Michigan DOC is the only corrections department requiring a college education for officers.

The Tucson (Arizona) Police Department conducted an assessment of their officers’ educational level to establish a similar pay structure to the Los Angeles and Phoenix departments. The Tucson Police Department (2005) study found of the 148 female commissioned officers (15% of the department commissioned officers), 79 possessed degrees: 18 associate degrees, 46 bachelor degrees, 15 master’s degrees. There were 58 female officers with some college education and 11 female officers with no college education. Of the 836 male commissioned officers (85 % of the department), 326 had college degrees: 97 associate degrees, 192 bachelor degrees, 37 master’s degrees while 424 officers had some college education and 86 officers had no college credits. The total number of commissioned officers with no college credits was 97, approximately 10% of the 984 commissioned police officers with the Tucson Police Department. The percentage of female and male officers with no college education was similar with 8-10 %. The Tucson Police Department

requires an associate degree for Sergeants and a Bachelor's degree or above for Lieutenants.

The Florida Department of Corrections provides \$30 extra per month to an officer with an associate's degree and \$80 extra per month for officers with bachelor's degrees or higher (Florida State Board of Community Colleges, 1996). The Arizona Department of Corrections allows an educational allowance for Corrections Officer III and above. A Corrections Officer III and above receives a 2.5% annual salary increase for an associate's degree, a 5% annual salary increase for a bachelor's degree and a 7.5% annual salary increase for a master's degree (Arizona Department of Corrections, 2004). The Georgia General Assembly (2003) established the Peace Officer and Prosecutor Training Fund using traffic and court fines (10% of the fine up to \$50) to pay for the training of police officers, prosecutors, corrections officers and communication officers.

Basic Academy as a Filter

Wimhurst and Ransley (2007) state most attempts to improve the cultures of law enforcement and corrections through a college education or courses for new officers have been negated by the basic academy. Most basic academy curricula are provided by officers from the current culture. After the basic academy, new officers are assigned to experienced officers. One of the responsibilities of the experienced officers is to adjust the new officers to the current culture. New information on improving the existing culture is neutralized by this process

Cultural Competence

Many criminal justice agencies have actively developed a more diverse work force. Cultural diversity within a criminal justice organization should reflect the diverse background of the local community. Officers should include each gender, a wide range of ethnic and racial backgrounds (including from other countries), a higher education level, and a more cultural aware staff. Keane- Lee (2015) states organizations need to become cultural competent. It isn't enough to include different cultures in an organization. These cultures have to be actively intertwined to break down barriers and create a new culture with different beliefs and values.

Conclusion

Maxine Greene (1988) believed education should be used to identify barriers and challenge values and beliefs. While higher education is essential in providing information on how to do the job, it should also question the beliefs and values of the existing criminal justice culture. How can higher education be improved to address cultural conflict issues in the criminal justice system? This is a question for all of us to consider and work towards answering.

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Life Happens: When Students' Personal and Professional Lives Disrupt the Classroom

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The University of Phoenix is wholly aware of the difficulties of managing student academic obligations and life's responsibilities. Life's familiar challenges can wreak havoc on student success even when a student otherwise seems competent to handle the rigor of team and individual assignments, as well as participation in ground or online classrooms. The purpose of this paper, also previously presented as a workshop, is to help students achieve academic success when there is upheaval in their personal and professional lives. A facilitator well-armed with knowledge of the operations and opportunities afforded through the University of Phoenix's Life Resource Center will result in a stronger and more positive educational experience for students and faculty.

On January 1, 2011, the University of Phoenix launched its Life Resource Center. As of 2015, it has served hundreds of thousands of students through its student website portal using a third-party provider (C. de los Reyes (EAPP), personal communication, September 24, 2015). It is a Student Assistance Program designed to meet the needs of students whose academic studies are disrupted by personal and professional issues. The home page for the Life Resource Center (Life Resource Center, 2014) declares in bold lettering: **SUPPORT IS HERE.**

The welcome message states the following:

The University of Phoenix recognizes the challenges of managing student obligations and life's responsibilities. To help you succeed, the Life Resource Center provides you **free, confidential 24/7 online and telephonic support through a variety of services.**

ONLINE RESOURCES

You can also access through the website over 5,000 up-to-date articles, tips, resources, self-assessments, skill-builders and tools to support your busy life.

Faculty members can relate countless stories about troubled students they have had in their classes, both online and at local campuses. A troubling aspect, however, has been “the instructor’s uncertainty about whether and how to intervene” (DeRicco & DeJong, 2003, p. 31). Faculty are not trained to serve in a counseling role, nor should they be. Part-time faculty usually have students for five or six weeks, and in certain classes, possibly longer. During this brief time, it is difficult enough to become acquainted with all students much less become familiar enough with their personal and professional lives.

In this context, how do we expect these faculty members to respond to students in crisis? The fact is that, even when part-time faculty can make themselves available to students, they are not trained to handle the students’ personal problems. Where can the faculty turn for help? (DeRicco & DeJong, 2003, p. 32).

Well-intentioned faculty want their students to be able to obtain help from sources

available to them, but often students are at a loss in how to go about seeking help.

Positive relationships between students and faculty improve many aspects of the learning process, including student attitudes toward the teacher, the course, and course grades (e.g., Wilson, Ryan, & Pugh, 2010). Navigating the multitude of possible relationships between faculty and students is complicated by the fact that college students are adults. Faculty, by virtue of their role as teachers, are engaged in a relationship that contains a power differential....Therefore, faculty are held to a higher standard for setting boundaries and establishing limits for acceptable behaviors (Wilson, Smalley, & Yancey, 2012, p. 139).

Faculty cannot act as counselors, but they can stimulate students to obtain personal and professional assistance thorough the University of Phoenix's Life Resource Center. Information about what the Life Resource Center (2014) shares with students is in Figure 1.

Analysis of Life Resource Center Awareness Survey

Students reported in a simple survey, discussed below, they are not all familiar with the Life Resource Center despite the fact it is certainly available through their University of Phoenix student website. Most also reported faculty did not refer them to the Life Resource Center. At a workshop previously given on the services of the Life Resource Center in July 2015, the majority of part-time University of Phoenix faculty reported not ever knowing about it. At the workshop, the enthusiasm by faculty for knowing there was a service within the University of Phoenix system they could refer students to was well-received.

A 10-question online survey was designed to inquire about personal and professional issues that affected students' academic performance while in attendance at the University of Phoenix for the time period of January 1, 2014 to June 30, 2015. The survey further sought to determine if students were referred to the Life Resource Center by their instructor or whether students even knew it existed. The survey did not seek out demographic data except to inquire of the respondents whether they attended the University of Phoenix during the applicable time period. A survey link was provided to Society of Human Resource Management (SHRM) students (N = 60) attending the School of Business at the University of Phoenix. Participation in the survey was strictly voluntary. The survey allowed for anonymity and no risk of harm occurred to participants. The sample of survey respondents is small (N = 36) so it does not perfectly represent the larger population from which it was drawn. While generalizations with 100% accuracy cannot be drawn to the larger population, the data analysis reveals insight of what the sampled population's issues and needs were (Survey Analysis Guidelines, 2009).

Data analysis generally is an iterative process. Results from one type of analysis may yield new questions, resulting in additional research needed and data analysis that should be followed up to increase the value of the information garnered (Survey Analysis Guidelines, 2009). This data analysis, presented in one-sided tables, is preliminary and, hopefully, others will be interested enough to pursue additional, more

meaningful information that can further benefit the University of Phoenix in serving its students.

Q1: Were you enrolled in any online class or local campus class with the University of Phoenix during the time period of January 1, 2014 to June 30, 2015?

Answered: 36 Skipped: 0

Answer Choices–	Responses–
– Yes	94.44% 34
– No	5.56% 2
Total	36

Q2: At any time during the period of January 1, 2014 to June 30, 2015, did you experience any personal issue that affected your ability to focus on your academic studies?

Answered: 36 Skipped: 0

Answer Choices–	Responses–
– Yes	75.00% 27
– No	25.00% 9
Total	36

Question 1

Thirty-four out of 36 students (94.44%) responded (see Q1) they were enrolled at the University of Phoenix during the time period of January 1, 2014 to June 30, 2015. Sixty students were solicited to voluntarily participate in the study via a link that tied back to an online survey software organization.

Question 2

During the applicable period, 27 students (75%) reported (see Q2) they experienced personal issues that affected their ability to focus on their academic studies. Nine students (25%) reported they had no such personal issues.

Question 3

For Q3 respondents that identified issues were able to select all issues that applied to them. Eleven students (36.67%) reported the number one personal issue affecting their academic studies was financial, followed by children (30%) by nine students, health (30%) by nine students, and issues

grouped into *Other* (30%) by nine students. These other issues included job responsibility increase, pregnancy, lack of sleep, birth of a child, work, moving, and three issues reported as not applicable were non-specified. Marital issues were reported by eight students (26.67%), parent(s) were reported

by five students (16.67%), and death in the family was also reported by five students (16.67%). None reported a pet as an issue, but the Life Resource Center provides for all kinds of services that can help with pet concerns.

Q3: What was the nature of this personal issue: (Check all that apply)

Answered: 30 Skipped: 6

Answer Choices–	Responses–
– Child(ren)	30.00% 9
– Parent(s)	16.67% 5
– Marital	26.67% 8
– Health	30.00% 9
– Financial	36.67% 11
– Pet	0.00% 0
– Death in Family	16.67% 5
Other (please specify) Job responsibility increase Pregnancy Lack of sleep Birth of a child Work Moving Not applicable (3)	30.00% 9

Total Respondents: 30

Q4: At any time during the period of January 1, 2014 to June 30, 2015, did you experience any employment issue that affected your ability to focus on your academic studies?

Answered: 36

Skipped: 0

Answer Choices–	Responses–
– Yes	52.78% 19
– No	47.22% 17
Total	36

Question 4

On Q4 nineteen students (52.78%) reported employment issues affected their ability to focus on their academic studies. Seventeen students (47.22%) indicated there were no employment issues that affected their ability to focus on their academic studies.

Question 5

On Q5 respondents that identified employment issues were able to select all issues that applied to them. The number one issue selected was long hours at work (47.62%) reported by 10 students. Boss conflict was the second most selected issue (38.10%) reported by eight students, followed by co-worker issues reported by five students (23.81%). Loss of job and *Other* were both reported by four students (19.95%). Of those reporting other issues, schedule changes and a company merger were identified while two responses were reported as not applicable but unspecified. Three students (14.29%) reported a promotion as affecting their ability to focus on their academic studies, and one

student (4.76%) reported a job transfer as their employment issue.

Question 6

Question 6 sought to inquire in which way(s) their personal or professional issues affected their academic studies while enrolled. Twenty eight respondents identified numerous issues. Those that identified issues were able to select all issues that applied to them. Fifteen students (53.57%) identified inability to submit best work possible as the leading consequence. Being ill-prepared for class was selected by 11 students (39.29%) and time management with team was also selected by 11 students (39.29%) to be equally tied as the second and third leading issues, respectively. The fourth major issue was late assignments reported by nine students (32.14%), followed by doing poorly on the final exam by seven students (25%) and *Other* reported by seven students (25%). Of those reporting other issues, some of the responses could have been categorized in the already identified issues in the survey question. Two issues of doing homework

Q6: How did any personal or employment issue interfere with your academic studies? (Check all that apply)

Answered: 28 Skipped: 8

Answer Choices–	Responses–
– Time management with team	39.29% 11
– Late assignment(s)	32.14% 9
– Late to class	10.71% 3
– Absence from class	14.29% 4
– Inability to post or participate in classroom (online or local campus)	14.29% 4
– Inability to submit best work possible	53.57% 15
– Communication with team	21.43% 6
– Communication with instructor	10.71% 3
– Ill-prepared for class	39.29% 11
– Did poorly on final exam	25.00% 7
Other (please specify) Ability to do well on assignments. Delayed communication, but I still communicated and responded to all inquiries. I did my best not to let any personal issues effect school. However it made a mark in my organization development class, very ironic. It affected end of class quizzes. After that I wouldn't let it interfere again. Did homework at the last minute Not applicable (2) Poor self-esteem	25.00% 7
Total Respondents: 28	

at the last minute and poor self-esteem were identified as other issues. Two other issues were reported as not applicable, but were unspecified. Six students (21.43%) identified issues concerning communication with their team. Absence from class and inability to post or participate in

classroom (online or local campus) were reported equally by four students (14.29%). Finally, three students each reported being late to class (10.71%) and communication with instructor (10.71%).

Question 7

Of 33 students responding to Question 7, twenty-one students (63.64%) responded they would have benefited from the University of Phoenix offering assistance with their personal or

employment issue at the time the matter(s) was affecting their academic studies. Twelve students (36.36%) reported they would not have benefited from assistance from the University of Phoenix.

Q7: Would you have benefited from the University of Phoenix offering assistance with your personal or employment issue at the time the matter(s) was affecting your academic studies?

Answered: 33 Skipped: 3

Answer Choices–	Responses–
– Yes	63.64% 21
– No	36.36% 12
Total	33

Q8: Did you, at any time, reach out to your instructor about your personal or employment issue?

Answered: 34 Skipped: 2

Answer Choices–	Responses–
– Yes	47.06% 16
– No	52.94% 18
Total	34

Q9: If you answered Yes to question no. 8, did your instructor refer you to the University of Phoenix's Life Resource Center?

Answered: 19 Skipped: 17

Answer Choices–	Responses–
– Yes	15.79% 3
– No	84.21% 16
Total	19

Question 8

In Question 8, thirty-four students responded. The majority of respondents, 18 students (52.94%), indicated they did not reach out to their instructor about their personal or employment issue (s), while 16 students (47.06%) indicated they did reach out to their instructor for assistance.

Question 9

In Question 9, students were asked to identify whether their instructor referred them to the University of Phoenix’s Life Resource Center if the student did reach out to the instructor. Nineteen students responded to this question and

the overwhelming majority of 16 students (84.21%) reported their instructor made no such referral, while only three students (15.79%) reported their instructor did make a referral to the Life Resource Center.

Question 10

Question 10 was a general knowledge question as to the students’ awareness of the existence of the University of Phoenix’s Life Resource Center. Of the 34 students that responded to this question, 23 (67.66%) indicated they were not aware of the Life Resource Center’s existence, while 11 (32.35%) were aware of its existence.

Q10: At the time you were going through your personal or employment issue, were you aware of the existence of the University of Phoenix Life Resource Center?

Answered: 34 Skipped: 2

Answer Choices–	Responses–
– Yes	32.35% 11
– No	67.65% 23
Total	34

Recommendations

Students and faculty should have more information on the existence of the Life Resource Center. Because of the multitude of services offered and the benefits it affords for academic success, it should be more prominently identified and promoted to students and faculty. One way to do this is to have faculty insert information about the Life Resource Center in their Instructor Policies. An example of a statement is presented in Figure 1.

Faculty could benefit from knowledge gained through a workshop or tutorial as to what the Life Resource Center offers so instructors can make appropriate referrals. The University of Phoenix Faculty Handbook (University of Phoenix, 2014) requires ethical standards be maintained by faculty when interacting with students. Figure 2 contains several relevant sections from the faculty handbook.

Figure 1**Life Resource Center**

A feature offered for University of Phoenix students includes access to the Life Resource Center (LRC). The LRC allows you to connect with a clinical counselor in a time of need or with a variety of professionals to help you with work-life balance, time and stress management, or to help you with your career path. There are even consultants that can help you find child care arrangements, locate a pet sitter or provide options for elder care. All of these services are completely complimentary as a student of UOPX.

Find the Life Resource Center site under the Program tab in your student website. It is located under the Services section.

Any student who might benefit from the services of the Life Resource Center is encouraged to call toll free 24/7: 866-320-2817.

Figure 2**2.5 | Faculty Guidelines****Professional Behavior and Practice Guidelines**

Faculty members demonstrate respect for students, faculty colleagues, and University staff through personal demeanor, conduct, and effective management of the learning environment.

3. Demonstrate Respect for Students and Expect the Same From Students. Faculty are required to demonstrate respect for students. Faculty members foster a professional environment of trust and respect by avoiding the use of language, humor, or materials that create an offensive environment on the basis of race, age, religion, ethnicity, gender, or sexual orientation. Communication that threatens, demeans, or intimidates others is contrary to the spirit of teaching, learning, and scholarly discourse. Student and faculty actions or communications that are inconsistent with this guideline may be determined to constitute a violation of the University's code of conduct.

9. Avoid Conflicts of Interest and Situations that May Create the Appearance of a Conflict

Potentially, faculty could tread on problematic ground if they offer assistance in areas of personal or professional issues (Wilson, Smalley, & Yancy, 2012). A referral to the Life Resource Center allows faculty to offer assistance in a responsible manner and with appropriate boundaries. The University of Phoenix increases

student retention and academic success by providing student services through the Life Resource Center. Hopefully, this paper has helped faculty develop a stronger appreciation that the University of Phoenix is at-the-ready to assist students in whatever is affecting them and causing interference with their academic studies.

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The Evolution of Technology to Support Learning

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Technology has blossomed over the past few decades, impacting the overall learning environment in a multitude of ways. The Millennial Generation, those born between 1982 and 2002, whom now make up a significant portion of students pursuing a higher education, have been exposed to the incorporation and use of various new technologies more than any other generation, in one way or another for most of their lives. This journey has been documented in many areas, starting with incorporation of computers within the home, connection to others through the internet, movement of technology into the K-12 learning environment, and, ultimately, into everyday life. All along the way, the Millennial Generation has been exposed to and engaged with the use and further development of technology, to aid in their understanding and learning.

The use of technology has continued to evolve and become more of a normally perceived experience. Millennials have become extremely comfortable and accomplished in their use of a wide array of devices (e.g. - computers, tablets, cell phones, and other types of technologically connected instruments), which ultimately allow them to connect to the internet and all of the information provided (Zickuhr, 2011). Furthermore, as the technology has evolved, these same users have also learned to address and adjust

how they use the technology, sometimes incorporating new uses or applications, into their daily routines.

Based on the increased level of comfort that this generation has with the use of technology in their everyday lives, it is necessary that instructors also become accustomed to reviewing, becoming familiar with, and using these newer technologies, in an effort to see where they can aide in the engagement and assessment process of learning (both within and outside of the classroom).

The identification and use of multiple methods (see Figure 1) to interact, communicate,

Figure 1
Multiple methods identified in this text. Look for the associated with the technology

Anticipatory Set	Engagement Strategy	Assessment of Learning

engage, provide and assess the transfer of knowledge with this generation all enhance the learning process. The identification and embracing of these technologies within their overall teaching effort will allow higher education to reach this

generation, and, ultimately, improve the overall outcome of learning.

Technology Coupled with Learning

There are a number of technological efforts that have been identified that can be used and incorporated into the overall learning experience, especially with the openness of Millennials, whom are considered to be “digital natives” (Prensky, 2001), due to their ongoing experience and impact that technology has had upon their lives. These various technologies can be used to provide additional methods of engagement within the classroom, along with alternative modes of assessment of student comprehension. Some of these technologies and the enhancements that can be made to the learning environment follow.

DVD Video Soft Studio

Anticipatory Set	Engagement Strategy	Assessment of Learning
		

For the visual learner, full motion video and audio can be a very effective tool. There are a multitude of resources available on almost every subject. YouTube.com is the most recognized source for produced videos, but can offer some challenges in playing with limited internet bandwidth in the classroom or the length and depth of the video may not be appropriate for the lesson plan. DVD Video Soft Studio (see Figure 2) is the one stop shop for video and audio needs. DVD Video Soft Studio includes over thirty different modules that will allow for video audio

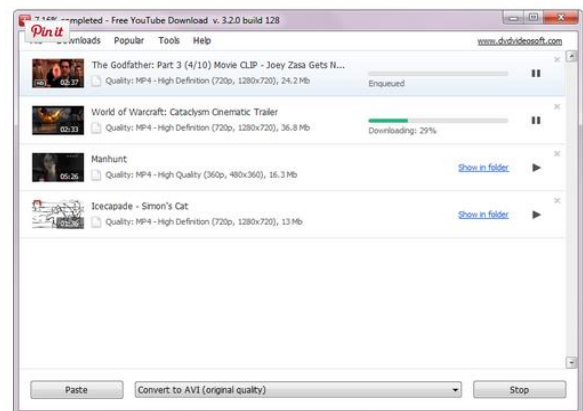
uploads/download, editing, and reformatting of almost any media file type. The entire suite is free of charge and does not require any registration to use ("Dvdvideosoftware", 2015).

Figure 2

Website	DVD Video Soft Studio
URL	http://www.dvdvideosoftware.com/

The YouTube module allows the user to transfer the YouTube video onto a USB or cloud storage device, so that playback can occur with limited bandwidth. The video editing module will also allow the user to edit and merge video files for both length and content. The same is true for audio files. This DVD Video Soft Studio module allows the user to extract the audio portion from online videos, download/upload podcasts, and edit these files for length and content. The recorder function allows for original audio files to be developed to further engage students during class time or during outside study time.

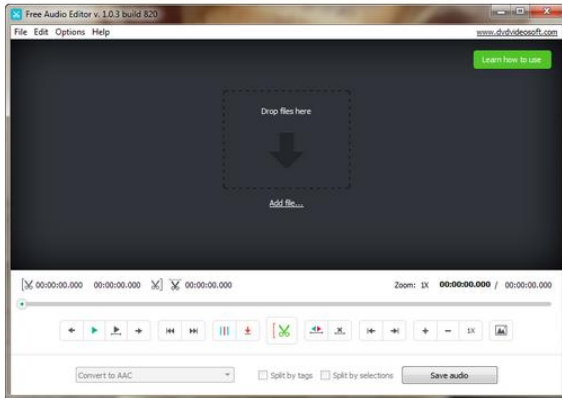
Free YouTube Download



Free Video Editor



Free Audio Editor



Answer Garden

Anticipatory Set	Engagement Strategy	Assessment of Learning
		

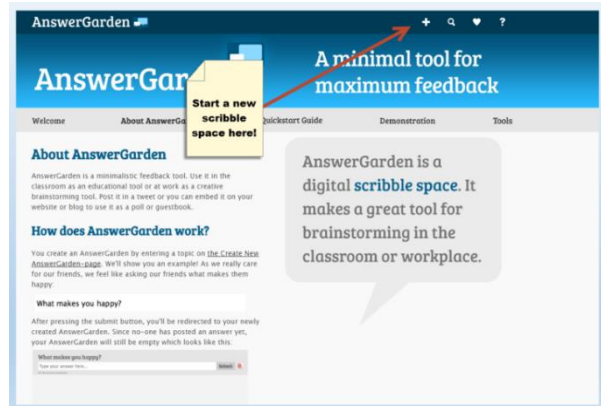
The use of real-time statistics and the gamification of answering questions during class is made very easy with Answer Garden. This is a free online application that does not require registration or a credit card to use.

Figure 3

Website	Answer Garden
URL	http://answergarden.ch/

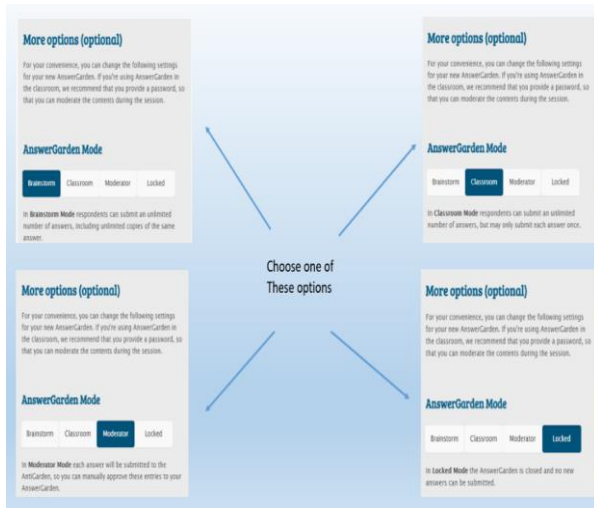
The site allows the user to pose a question and enables students to send their responses directly through the application. This happens in real-time and students may respond via any Internet connected device. The application will automatically generate a Quick Response (QR) Code for the question allowing students to use their mobile devices to scan the URL and answer the question very quickly. The biggest advantage to this tool is the questions may be generated on-the-fly during class or during quick breaks ("Answergarden", 2015).

Answer Garden Home



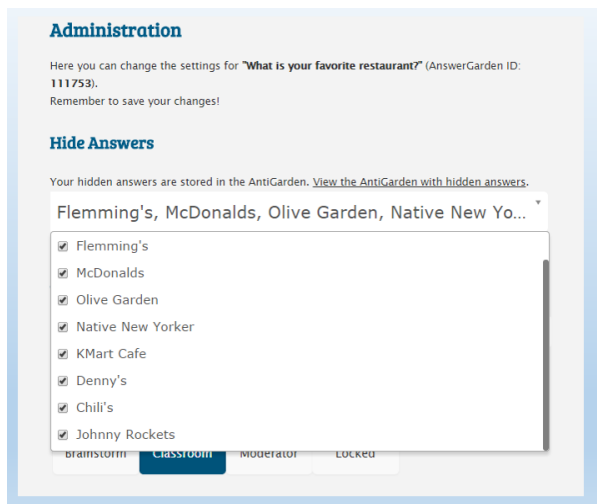
Answer Garden Options

Setup is very simple and the user may choose many different survey options, including answer aggregation, unique answer requirements, or moderator approved answers only.



Answer Garden Example

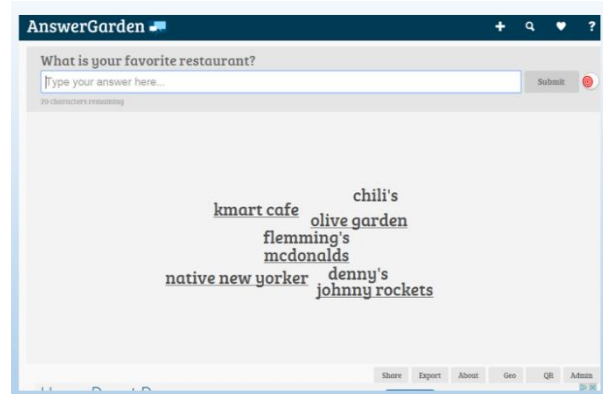
In the following example, students were asked to submit their favorite restaurant. Answer Garden aggregated their answers and displayed them in real-time. Output of the Answer Garden includes the ability to build a word chart that can



be exported to a .PNG file for posting.

Answer Garden Results

Faculty has the option to invite students to participate via their email address or may open the question for the public to participate as well. There are numerous other security options that add to the power and flexibility of this technology tool.



If faculty want to engage using social media, they can post the results directly to Twitter.

Padlet

Anticipatory Set	Engagement Strategy	Assessment of Learning
		

Padlet.com (see Figure 4) is a virtual web page that allows individuals to add content on the fly. This easy to use application sets up in a few minutes and gives the mechanism to populate almost any file for students to reference. When giving a lecture and a student offers a great web resource, with a few mouse clicks, that URL can be shared with all the students immediately. Padlet. (2014).

Figure 4

Website	PADLET
URL	https://padlet.com/

The application requires that people register but it is completely free and does not require a credit card. Once registered, users will have their own dashboard that controls all of the Padlet pages. Many instructors will setup a page for each course that they teach and allow students to add content. This is an easy way to engage students outside of class as they now have access to the resources and can add theirs. The user can upload their background image or choose from a multitude of stock images.

Adding content is a right mouse click away and once posted, users can view the file on the Padlet page or download the file for local viewing and storage. If an individual is worried about security, Padlet has many security options that will allow them to control who has access to the page and who can add/edit/delete elements. Best of all, the site stays active for as long as a person wants it to be. This gives students the opportunity to revisit course materials long after the class has ended. A person can replicate pages so that each new class can start with a fresh page and make it their own. Many instructors prefer this to hosting their own domain because of the ease of operation of this application. If a user wants even more, they can upgrade to the Padlet JetPack Edition for \$29.00 per year. The extra features include larger file size

uploads, custom domain links, and added stock content. Students love this application because they can interact via any Internet enabled device and can engage in the class materials on their time!

Technology and Instructors

Based on the use of technology by students, it is important that instructors look to begin using these technologies as part of their overall educational and instructional efforts. However, prior to the inclusion of these within their classroom, it was also critical that they are provided with the background, training, and understanding of how these types of technologies could be adapted to and used, within their course to enhance the overall engagement of students and further assess the overall transfer of knowledge. It is also important to note that many instructors, based on their current abilities and familiarity with these technologies would be considered “digital immigrants” (Prensky, 2001), and require this additional, and ongoing training and exposure, prior to the incorporation of this technology into their overall educational efforts. Additionally, based on their familiarization and understanding of the various technology applications, further follow-up and ongoing reinforcement should occur to continue in the support of incorporating these into the classroom.

The introduction of these technologies and the training associated with the use of the various applications has occurred during multiple University of Phoenix, Southern Arizona Campus events. The technologies that were reviewed with instructors were first evaluated for their relevancy

and currency of use within the classroom. Additionally, there was an identification of potential specific uses that instructors could consider. This was important, as providing examples that could be readily used within a course was seen as a way to increase understanding, acceptance, and use of a particular technology. Furthermore, the use of resources was purposefully incorporated to denote the significance to reaching the Millennial Generation of students.

During the initial introduction of some of this technology to faculty of the University of Phoenix, Southern Arizona Campus, there were specifically identified sessions that facilitated the demonstration and utilization of multiple technical resources. The resources that were incorporated into these sessions included the use of Padlet.com (virtual board), Facebook.com (social media resource), Edublog.org (blogging website), YouTube.com (video share site), and a video editing tool. These sessions provided faculty with sample information from each of these resources, demonstrations on how to apply them into a sample classroom instruction activity, and application through practice and implementation. An actual web site Padlet page was created and used as part of the SyFy Faculty Conference to further reinforce the use of technology. The address (<http://padlet.com/uopxsfy/GFM>), which has continued to remain active, was provided to participants so they could retrieve information at a later date. In the interest of using complementary technology, a Quick Response or QR code was also provided, and is found in Figure 5.

Figure 5

Quick Response (QR) Code



At more recent campus level events, faculty were taken through the use of these resources during focused, hands-on sessions which allowed faculty to identify specific opportunities and ways they could look to use these within some of their upcoming course assignments. At one session, there was the introduction to faculty of how to use media based tools to encourage students to approach engagement and learning from a different perspective. Initially, faculty were educated to complete research in the field of social media, which stated that “72% of online 18-29 year olds use social networking websites, nearly identical to the rate among teens, and significantly higher than the 39% of internet users ages 30 and up who use these sites.” (Lenhart, Purcell, Smith, and Zickuhr, 2010). Following a discussion on the various types of social media, faculty were then guided through two concurrent stations on blogging and social media website creation. Faculty were then given digital instructions on how to create a classroom Facebook.com page and how to create an Edublog.org blog website. At the termination of the session, faculty were then provided access to these resources using an online

website. Faculty also were able to reflect upon what worked relative to their level of engagement with these tools and how this could benefit their instructional connection to their students.

During a very recent campus level faculty event, faculty were introduced to the use of YouTube.com, as a tool for creating and sharing videos in the classroom. A short video was created during the session and faculty witnessed the ease of use and ability to upload videos in a short exercise, which modeled the process. Again, faculty were provided with access to free video editing software and were part of an integrated session that demonstrated the process of video editing. Faculty comments were encouraged and discussion resulted around the value and use of these tools for educating and improving the quality of instruction.

The continued use of technology as part of faculty events has provided faculty with multiple tools and applications that they can use to enhance their instructional practices. The review and exposure to these, coupled with the interaction with other instructors has furthered both their understanding of these and also enhanced their thoughts of how these can be used within their courses. Additionally, by continuing to share and spend time looking at various types of technology, there has been a reinforcement of the idea to look to incorporate other methods of learning by faculty into how they engage their students and can look at alternative ways of assessing their learning.

Conclusion

Collectively, the purposeful and ongoing approach to educating faculty, at the local and

online campus level, about the potential technological approaches that can enhance classroom engagement and assessment, thru the integration and increased use of technology, has garnished a large amount of favorable and enthusiastic feedback. Faculty are aware, and able to reflect upon the value and significance for reaching the Millennial Generation of learners thru these alternative approaches. Furthermore, the feedback received has positively affirmed faculty's desire to understand and incorporate these additional tools and resources in their classroom engagement and assessment activities. Through the use of technology, faculty are able to involve students within the more modern classroom, targeting the learners of today in a manner that they are most capable of and comfortable for learning.

The presentation and incorporation of these additional technological applications into instruction has led to a higher degree of awareness in the faculty population, both for the potential lesson planning components and the need to reach students with a variety of tools and instruments, which will foster their learning through modern technology. As faculty are encouraged and provided additional reinforcement of the use of technology within their courses, and continue to integrate these into their classrooms, there will be more dynamic learning occurring. This will happen thru the increased innovations that will transpire as part of the overall evolution of their instruction. This coupled with the multitude and variety of potential applications and their uses will enable faculty to combine and enhance their

approaches and uses in manners that will allow for addressing multiple learning styles and further their dynamic learning environment.

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Maximizing Student Engagement (SE): Assignment Modification

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Examine the photograph below and you will observe results of students who completed a modified assignment.



MGT360 engaged students participating in a UOP Sustainability Trade Show.

(A photo release for each student is on file at UOP.)

Notice the thumbs up, end-of-course smiles, and apparent feelings of excitement and achievement. The article argues when students internalize the topic, commit themselves to assignments and classroom discussions, eagerly collaborate, enthusiastically create new knowledge, and passionately present findings to school faculty, staff, administrators, and other students, a high level of academic and student engagement has been demonstrated. This study tracked a sample comprised of 77 undergraduate, heterogeneous, working adult students over a 21-month period; 87% chose an alternative

assignment; the remaining students opted for the standard syllabus assignment (SSA). Both groups provided research data. The quantitative findings demonstrated engaged students scored better than non-engaged students did; students' testimonials confirmed student engagement qualities. Academic and student engagement are used interchangeably in the article.

Three Dimensions of Student Engagement

Student engagement is comprised of three dimensions. The *behavioral* dimension includes measures of effort, asking questions, and paying attention in class (Birch & Ladd, 1997). The *emotional* dimension is associated with students' feelings of boredom, anxiety, and excitement [great enthusiasm and eagerness] in the classroom (Connell & Wellborn, 1991; Hawker, 2006); Skinner & Belmont, 1993). Last, *cognitive* dimension refers to students' investment in their learning with measures relating to commitment to working hard and exceeding expectations (Connell & Wellborn, 1991; Greene & Miller, 1996). For instructors seeking to improve their engagement qualities, the task becomes designing syllabi that operationalize each of the three dimensions. See the Table 1 *Literature Review*

Table 1
Literature Review: Academic and Student Engagement

Author(s)	Synopsis of Findings
Ashwin (2014)	Asserted that knowledge is at the center of students' engagement with higher education.
Birch and Ladd (1997)	Defined <i>behavioral</i> engagement as encompassing student involvement in academic tasks and includes measures of effort, asking questions, and paying attention in class. This is one dimension of academic engagement. See Fredricks, Blumenfeld, and Paris (2004) below.
Carini, Kuh, and Klein (2006)	Demonstrated the value of student engagement. Study also suggested that lowest-ability students benefited more from engagement than classmates. First-year students and seniors convert different forms of engagement into academic achievement, and certain institutions more effectively convert student engagement into higher performance on critical thinking tests.
Connell and Wellborn (1991); and Belmont (1993)	Defined <i>emotional</i> engagement as relating to students' Skinner feelings of boredom, anxiety, and excitement in the classroom. This is one dimension of academic engagement. See Fredricks, Blumenfeld, and Paris (2004) below.
Connell and Wellborn (1991); and Miller (1996)	Defined <i>cognitive</i> engagement as students' investment Greene in learning with measures relating to individuals' commitment to working hard and exceeding expectations. This is one dimension of academic engagement. See Fredricks, Blumenfeld, and Paris (2004) below.
Fredricks, Blumenfeld, and Paris (2004)	Noted that academic engagement represents a multifaceted construct that includes three dimensions: <i>behavioral emotional</i> , and <i>cognitive</i> .
Gasiewski, Eagan, Garcia, Hurtado, and Chang (2012)	Found that students who reported feeling comfortable asking questions in class and collaborating with other students in the course were also more likely to be engaged.
Zweekhorst and Maas, (2014)	Found use of information and communication technology tools in higher education was beneficial. Students perceived increased engagement.

Sources: As indicated.

Student Engagement Benefits

Multiple researchers have found that higher education outcomes demonstrate the value of student engagement (Carini, Kuh, & Klein, 2006; Evans, Hartman, & Anderson, 2012; Gasiewski, Eagan, Garcia, Hurtado, & Chang, 2012). Three intangible values and benefits include a more satisfied and attentive student; an excited student who appreciates his or her efforts; and a hard working student who

identifies with the relevance of the topic content, which motivates the student to seek a deeper understanding and knowledge. In addition, Ashwin (2014) argues that knowledge is at the center of students' engagement with higher education. See Table 2 for additional *Student Engagement (SE) Benefits* from the assignment modification study.

Table 2

Student Engagement (SE) Benefits

MGT 360, Green and Sustainable Enterprise Management

1. Students were able to display their unique knowledge
 2. Students conducted primary research and created knowledge
 3. Students felt accomplished presenting to UOP administrators, staff, faculty, and students
 4. Trade Shows in the Lobby at the Southern Arizona Main Campus were motivational and important to students
 5. Student engagement was reflected in self-directed, hands-on projects that supplemented learning through creation of questionnaires, analysis of data, presentation of findings, experience with professional speaking, and other learning activities
-

*These benefits emerged due to course assignment modification, during instructor observations, and during student in-class end-of-course critiques.

Instructors Create the Difference

Based on the authors' collective student engagement (SE) experiences, four qualities appear to act as independent variables influencing the degree to which implemented SE strategies may be maximized. Instructors must:

- Establish and maintain positive relationships with students (McEwan, 2003).
- Have prior knowledge of specific successful SE strategies.

- Be capable of establishing relationships and dependencies among disciplines and topics regarding their practical value and benefits.
- Be intrinsically motivated, for self-satisfaction, and extrinsically motivated on the students' behalf.

A Kansas elementary school principal of 500-plus students articulated a fundamental difference among teachers who "Build more

relationships with students” (Personal communication, September 7, 2015) and those who do not. “For teachers who build such relationships, student engagement is much better,” stated the principal. This belief was previously discussed by McEwan (2003), stating, “Establish and maintain positive relationships with students, staff, and parents.”

The second quality hypothesizes that an instructor with prior knowledge of specific successful SE strategies has a greater probability of SE success. Next, when the practical value and benefits of the topic material are student-relevant and understood, engagement activities are easier to implement. On this point, Harrell (2005) posits once students’ attitudes are moved to understand the serious nature of the subject issues, student attitudes turn into action. This was certainly the case for each cohort of MGT360 students.

In contrast to disciplines and topics that are more relevant to most students, some disciplines and topics are probably less relevant to some students and require instructors establish benefit-oriented relationships and dependencies. See *Figure 1*, Student Engagement (SE) Model, for more clarity. The SE Model is grounded in applicable tenets from Connell and Wellborn (1991), Fredrick, Blumenfeld, and Paris (2004), Gasiewski, Eagan, Garcia, Hurtado and Chang (2012), Green and Miller (1996), Harrell (2005), Kassin (2004), and McEwan (2003).

Last, psychological literature is replete with explanations for the *motivation* construct. Regarding what makes people work smarter and

more positively, Kassin (2004) asserts motivators fall in two fundamental categories, *intrinsic* (internal) motivators, and *extrinsic* (external) motivators. This supports the authors’ hypothesis that instructors who are both intrinsically motivated, for their own satisfaction, and extrinsically motivated, on the students’ behalf, increases the probability an SE strategy will succeed.

Assignment Modification Strategy

Given sufficient time, UOP New Classroom (the University’s online platform) permits syllabus modification. The instructor modified the MGT360, Green, and Sustainable Enterprise Management, syllabus by offering an alternate four-week team assignment. This modification for Class I.D. 5/5/15 offered the below instructor-generated research topics:

- Team A Arizona Water Shortage
- Team B Polluted Oceans
- Team C Increasing Population
- Team D Did not select the alternate assignment, completed the standard syllabus assignment. The collective points were the same for both assignments.

MGT360 examines ecological and politically sensitive issues such as global warming, water shortages, pollution, loss of arable lands, extinction of species, and social ills (Christopher, 2007; DesJardins, 2007). In the course, learning teams indicated, in end-of- course dialogue, selected topics were relevant. The challenge to

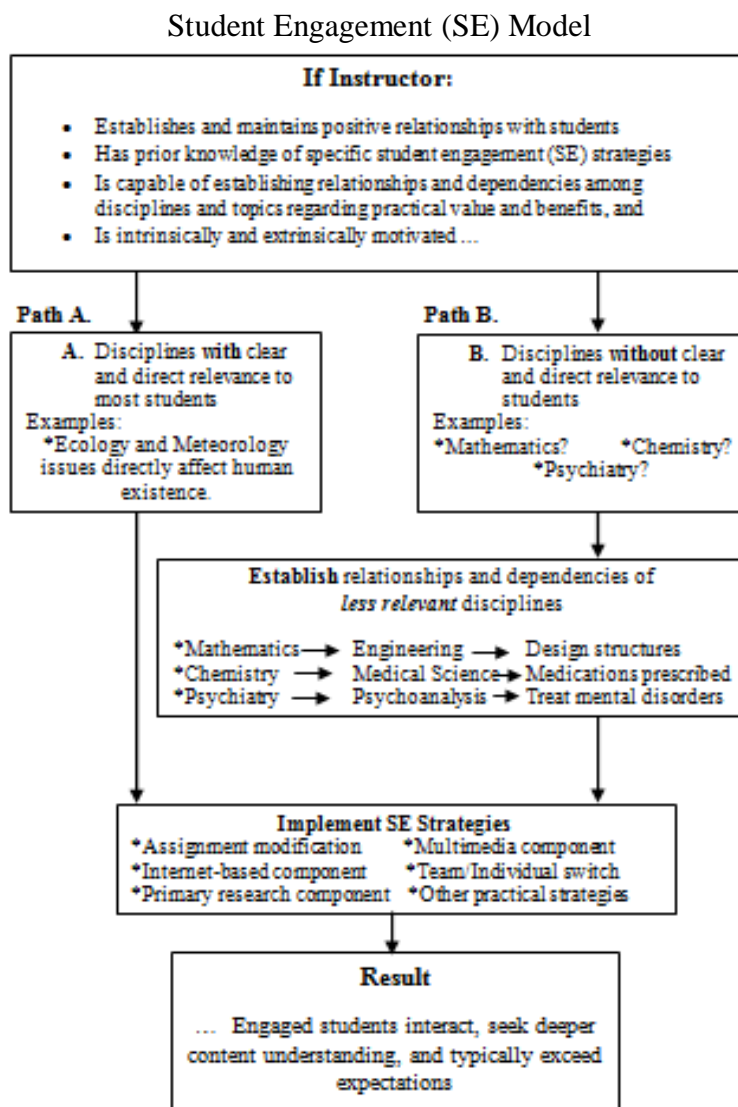
Learning Team A was, “How might this learning team educate the public on this issue, and what recommended collective actions are reasonable to lessen water shortages.” This research assignment included creating questionnaires, data collection and analysis, and presenting findings per Cooper and Schindler (2011).

For each team, a combination of information and communication technology (ICT)

tools converged to attack each ecological project, which proved beneficial (Zweekhorst & Maas, 2014).

Establishing the relevance of the topic to students is essential; without doing so, it becomes difficult for team members to collaborate in their quest for new knowledge. See Table 3, *Assignment Sheet* for the assignment modification details.

Figure 1



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Table 3

*MGT360 Modified, Standardized Sustainability Research Projects Assignment Sheet**

Weeks	Assignment
Week 2, Team Paper	Develop the Issue (a) Create a brief “Issue Statement” regarding your topic. (b) Discuss two ecological or other serious implications of the issue.
Week 3, Team Paper	Practical Value and Benefits (a) Utopia: Discuss the practical value and benefits if no issue existed. (b) Create research questionnaire to obtain public attitudes and include a recommended solution. (c) Conduct primary research with each team member surveying at least six respondents. Present team findings at Week 4 class. (d) The instructor provides display boards to teams.
Week 4, Team Presentation	Present Research Findings (a) Present research data/findings to class. State findings in percentages (i.e., line, pie, or bar charts) (b) Begin planning Week 5 “Sustainability Trade Show” (STS) Presentation.
Week 5, Team Presentation	Sustainability Trade Show (STS) (a) Mandatory display board items include Study Title; Team Member Names; Issue Statement; Utopian Benefits; Research Findings, and Three Recommendations. (b) Week 5 STS in the UOP Lobby. Setup: 5:00 p.m. to 5:14 p.m. STS: 5:15 p.m. to 6:00 p.m. (c) Each team member must speak. Team members more than 15 minutes late will present the STS project to the class that night.

*Sample teams used this recurring standardized Assignment Sheet for *reliability* and *construct validity* purposes, resulting in meaningful qualitative and quantitative conclusions (Leedy & Ormrod, 2001).

Study Design and Findings

Table 4

Study Design and Findings

Applicable Questions	Responses/Findings
<ul style="list-style-type: none"> Academic question: Does <i>assignment modification</i> affect student outcomes? Yes. Research question 1 (RQ1): How does assignment modification affect student outcomes in a quantitative way? The <i>Average Percentage Points</i> for the participating Sustainability Trade Show teams were 8.3 points better than those teams that completed the standard syllabus assignment. See Table 5. Research question 2 (RQ2): How does assignment modification affect student outcomes in a qualitative way? Per end-of-course testimonials and instructor observations, students were excited, internalized the topic, more attentive, asked questions, willingly collaborated, appeared more satisfied, appreciated team efforts, were more confident, and hardworking, which motivated them to seek deeper understandings, solutions, and knowledge. Research question 3 (RQ3): How do qualitative actions, behaviors, and dialogue findings, compare to academic and student engagement actions, behaviors, and dialogue from the subject literature? The study findings, from RQ2, were consistent to those described in academic and student engagement literature. Study sample and duration: 77 undergraduate, working adult, heterogeneous, University of Phoenix students from six different cohorts taking MGT/360, an ecology management course. Study duration was 21 months from November 2013 to June 2015. 	

Table 5

Engaged Students Scored Better

Class	Class I.D.	Students Participating (Part.)	Teams Part.		Average Percentage Points	
			Yes	No	Part.	Non-Part.
MGT/360	11/7/13	13 of 13	3	0	090	00
MGT/360	2/19/14	12 of 18	3	1	100	90
MGT/360	7/10/14	14 of 14	4	0	100	00
MGT/360	9/25/14	5 of 5	2	0	100	00
MGT/360	10/15/14	9 of 9	3	0	100	00
MGT/360	5/5/15	14 of 18	3	1	100	90
Totals:	6	67 (87%)/77	18 (91%)/	2	98.3	90

Conclusion and Research Opportunities

Students who selected the modified assignment in this study exhibited behavioral, emotional, and cognitive student engagement during completion of their team projects. During a presentation to UOP faculty, some questioned the possibility of researcher bias. The author is aware of this possible limitation, but argues as the study proceeded with multiple cohorts and a recurring standardized Assignment Sheet; the bias possibility was very little to non-existent.

Past research, previously cited, has established a link between student engagement and academic performance. Further studies have found additional intangible benefits of student engagement to include satisfaction, attentiveness, excitement, appreciation of hard work when it is deployed toward a relevant topic, and motivation to seek deeper learning.

The authors hypothesized that instructors can make the difference in engaging students through assignment modification, and suggest this as a topic for future research using the proposed SE model (Figure 1) as a starting point. Additional future studies could assess outcomes for students who are randomly assigned either the standard or the modified assignment versus self-selecting the modified assignment. Furthermore, exploration that is more expansive could include assignment

modification by multiple instructors teaching the same course, or applicability across courses, disciplines, or colleges.

This study was a student engagement learning experience. Based on the findings of this 21-month study of 77 adult students from six cohorts of MGT360, the authors concluded students in learning teams who selected the modified assignment demonstrated increased qualitative academic and student engagement and higher quantitative performance outcomes.

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Using Alternative Learning Assignments in the Adult Education Classroom

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Adult educators, whether in the academic or work setting, know well the challenges of providing an effective learning environment for students from different age groups with myriad learning styles. While educators attempt to address these differences, they may be faced simultaneously with the struggles of creating assignments that enable students to demonstrate achievement of objectives, as well as developing methods to measure that learning has occurred for an individual student. This paper will address the application of generational and multiple intelligence theory to a classroom situation, provide one approach to measure learning achievement, and pose additional questions for further exploration.

Generational Differences

Much has been written in the last 15-20 years about the characteristics and differences in people based on the generation into which they were born. This body of knowledge has led to a series of generalizations about birth groups; unfortunately, there is no taxonomy that unifies the emerging theories. In a review of the literature on this topic, Reeves and his associate (Reeves, n.d.) note the age group categorizations vary according to the researcher. In addition, Reeves observes that

much of the research leading to generational theory has been conducted with people about to enter college, thus excluding people who choose other avenues for their life pursuits. While this is a limitation that precludes generalization, for the purposes of this paper, which addresses learning in an academic non-traditional adult education environment, the common terms--Baby Boomer, Gen X and Net Gen (Reeves, n.d.)--will be used.

To review, the title Baby Boomer is often applied to persons born between the years of 1946 and 1964, making them 51 to 69 years of age. While this is a relatively elderly group, people from this segment of the population continue to pursue undergraduate and graduate degrees, often times to explore and secure second or third career options, or encore careers (Durkin, 2012). People in the second group, Gen X, were born between 1965 and 1980 and now comprise the middle aged population segment. Gen Xers exemplify the concept of lifelong learning as they participate in a variety of educational pursuits, including formal college degrees to build a foundational career, further an existing career, or construct a more flexible base to guard against a changing job market and the global economy (Miller, 2013). The last group, those people born between about 1980

and 2000, is referred to as Net Gen, or Millennial. Although this group comprises the largest cohort currently attending traditional college programs, some Millennials can also be found in nontraditional adult education environments and online programs. Raised on technology, Millennials are able to multitask in myriad settings and situations (Oblinger, 2003).

Some researchers and authors postulate that based on the generational group to which a student belongs, the adult educator might consider applying specific strategies to provide an effective learning experience. For example, Baby Boomers come to the classroom with lifetime experiences to share with other students and the faculty. Using techniques to engage them in an open discussion may be a beneficial way for them to demonstrate their understanding and application of content (Proctor, 2012). Gen Xers, on the other hand, generally learn at a fast pace and may favor learning activities that have a degree of flexibility, yet are specific as to the desired outcomes. They want to know what is necessary to pass the course and move on in their learning programs (Johnson & Romanello, 2005). The youngest students encountered in non-traditional classrooms, the Net Gen/Millennials, are confident, team-oriented and have a need for achievement (Wilson & Gerber, 2008). Potential instructional strategies for this group include developing a very specific, detailed syllabus and set of performance expectations, as well as allowing students to demonstrate learning using a variety of methods (Wilson & Gerber, 2008). The NetGen/Millennials are savvy

technology users so building in assignments and projects that capitalize on these strengths is beneficial to student learning.

Multiple Intelligences vs. Learning Styles

In addition to being faced with the differences inherent in birth groups, adult educators also encounter within these groups, a variety of ways students use to successfully accumulate and demonstrate the attainment, understanding and application of knowledge. One theory that helps to inform faculty practice in the variegated classroom is that of multiple intelligences. In the late 20th century, Howard Gardner, a renowned Harvard researcher, identified eight intelligences that are common within populations. These eight intelligences include: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, naturalistic, interpersonal, and intrapersonal (Davis, Christodoulou, Seider & Gardner, n.d.). Based on his research and observations, Gardner proposed that people use a predominate intelligence that they were born with or developed over time to “create products and solve problems” (p.2). But, as Gardner noted, individuals are not limited to their predominant style and may employ aspects of all of the other intelligences as they move through life experiences (Davis et al., n.d.).

Although often used interchangeably, the phrases multiple intelligences and learning styles do not represent the same concepts. To differentiate, Gardner explains that learning styles

are the ways that people approach tasks, while multiple intelligences are related to different intellectual capabilities (Multiple Intelligences, 2015, para.5). In an article in the Washington Post (Strauss, 2013), Gardner argues that there is no research that defines learning styles and that a style is really a hypothesis of how people tend to approach and take in information (para.10). To accommodate the different intelligences and learning modes, Gardner recommends that teachers tailor the learning experience to the individual student while presenting information in a variety of forms to address different student learning needs (para.14).

Despite these endorsements from Gardner, traditionally in the education field the linguistic and logical-mathematical intelligences are those most frequently addressed by curricula and assessed in the classroom (Davis et al., n.d.). Such activities directed at or using only these two intelligences may not match those of individual students. Students with a predominant musical or body-kinesthetic intelligence, for example, may struggle to demonstrate learning in the traditional linguistic or logical-mathematical modes. Educators who recognize this disparity acknowledge, as does Gardner, that “The broad spectrum of students--and perhaps the society as a whole--would be better served if disciplines could be presented in a number of ways and learning could be assessed through a variety of means” (Gardner, 1991, as cited in Lane, 2009).

Classroom Application

Students in the Masters of Nursing/Family Nurse Practitioner program at the University of Phoenix are registered nurses who come from a variety of experiential settings and represent all of the generational and learning groups described above. One of the introductory courses in this degree program, NRP/505 Role of the Advanced Practice Nurse, includes an assignment in Week 3 that requires students to define advanced nursing practice (APN), examine the six primary roles of APN (i.e., educator, researcher, expert, consultant, leader and change agent), explain the functions of each role, discuss which role is most important, and explore the challenges of APN professional relationships (NRP/505 version 4 syllabus, 2015). The assignment was intended originally to be completed as a 1400-1750 word paper. Given the expected outcomes, students using the essay format should be able to articulate their understanding of the content and their analysis of roles and challenges. But, course faculty wondered if the linguistic format (paper) was the best way for all students in the class to demonstrate achievement of the learning outcomes. Were there alternative ways for students to provide evidence of meeting assignment and course objectives that would be more meaningful to them as individuals? Could a change in format allow expression of the individual student generational preferences and engagement of one or more intelligences?

To address these questions, in 2012 faculty restructured the Week 3 assignment that discusses APN roles and functions from a required paper to an alternative project that could include, but not be

limited to, a poster, flier, scenario, podcast, movie, booklet or other format of the student's choice: Students have the option of adapting or designing a product that meets the assignment specifications using their selected format. In addition, students submit a 300-350 word essay that discusses the challenges encountered by APNs in regards to professional relationships, thus providing a way for faculty to continue to assess writing proficiency.

Faculty was then confronted with the task of planning how to assess and grade the alternative projects and began to wonder if students' creativity should be taken into consideration, and if so, how creativity could be measured. According to an article in *Sense and Sensation* (2012), creativity can be assessed and there are four ways to do so; the Guilford Method, the Taxonomy of Creative Design, the Requirements Model and Csikszentmihalyi's Model (para.2). The first approach, the Guilford method, looks at creativity from the perspective of a person's divergence in terms of fluency, flexibility, originality and elaboration (para.4). In other words, what are the creative talents of the person? In the Taxonomy of Creative Design, the focus is on the product and a determination if it is an imitation, variation, combination, transformation, or original work (para.8). The emphasis here is on the creativity of the work produced. The author suggests that the taxonomy approach might be used by a teacher to propose ways students could implement a creative method to solve a problem or complete an assignment. As noted by the author, the taxonomy works best when paired with the Requirements

Model which spells out the criteria (requirements) before the product is created (para.13). In this model, the outcome expectations for the product are clearly delineated prior to students undertaking the creative endeavor. The last way to measure creativity is the Csikszentmihalyi's Model which looks at the impact of the creative design on society (para.17). Or, what is the social value of the product? Given the desired outcomes for the assignment, a combination of the taxonomy and requirements models appeared to be the best fit for including creativity in the assessment process for the week 3 assignment in NRP/505. As a result, at the start of the course, faculty discusses the assignment, suggests alternative ways in which students might unleash their creativity to complete the assignment, and provides the specific requirements to ensure course and programmatic objectives are achieved. To prevent students from being influenced by and/or stymied in their efforts, examples of work submitted by previous students are not shared with the current student cohort.

The original course rubric for the Week 3 assignment was developed with the syllabus and designed for application to essays/papers; it did not match the change in assignment parameters which allow for a more flexible outcome format. The grading criteria were broad and nonspecific making it difficult for students to know the exact assignment requirements and how they would be scored. The learning criteria were loosely based on Bloom's Taxonomy and there were no stated expectations of performance at the higher levels of evaluation and creation/synthesis (Huitt, 2011).

Because the existing rubric did not align with the changes in the Week 3 assignment, a new rubric was developed to allow for the assessment of the product, regardless of the format, including the ability to assess student writing capabilities. The rubric builds in a hierarchy of learning from the knowledge to the synthesis level, and is specific to what students need to accomplish to achieve the learning objectives (Appendix A).

Over time, students responded enthusiastically to the change in the Week 3 assignment with production of a wide range of products including; books, calendars, games, posters, mobiles, recipes/recipe boxes, movies, songs, podcasts, brochures, blocks, a toy train replica, and a chocolate cake. Despite subjective accounts from students about the positive nature of the experience, no hard evidence has been collected to date. The next step in the process will be designing and collecting information that addresses the validity of the use of alternative assignments in meeting student learning needs and objectives.

Questions for Future Exploration

Several questions arise from this example of application of generational and multiple intelligence theories to an alternative assignment in an adult education classroom.

- Does the adaptation of an assignment based on these theories lead to improved student learning outcomes?
- Do students prefer an adapted assignment to a more traditional linguistic approach?
- Can faculty apply fairness and objectivity consistently when assessing products that display varying levels of creativity?
- Is the revised rubric sufficient for capturing and assessing performance regardless of the product format?
- Does the freedom to exercise creativity enable the student to engage in learning beyond their dominant intelligence(s)?

Conclusion

The best teachers continually search for ways to improve their practice and enhance the learning environment for students. Faced with the challenges of providing meaningful experiences for students with wide ranges in age and learning preferences, adult educators might explore the adaptation of assignments that allow more flexible student responses that still meet the course, program and organizational objectives. Careful thought and planning is needed to ensure that methods for assessing learning are developed to ensure objectivity and fairness. A well-designed rubric is one approach for conducting formative assessment in such a situation.

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Appendix A

NRP/505 Analysis of Advanced Nursing Practice Roles (Week 3)

Poster Flier Scenario Podcast Movie Booklet Other format _____

	<i>DOES NOT MEET EXPECTATIONS</i>	<i>APPROACHES EXPECTATIONS</i>	<i>MEETS EXPECTATIONS</i>	<i>EXCEEDS EXPECTATIONS</i>
Organization (1.0 point)	Structure is disorganized, unclear and/or difficult to follow.	Structure is somewhat organized, mostly clear with good flow.	Structure is organized, clear, and logical with good flow.	Exceptional organization that is clear and logical.
	0.65	0.75	0.85	1.0
Spelling and Grammar (1.0 point)	More than 10 spelling, punctuation and/or grammatical errors	Between 6-9 spelling, punctuation and/or grammatical errors.	Between 1-5 spelling, punctuation and/or grammatical errors.	No spelling, punctuation and/or grammatical errors.
	0.65	0.75	0.85	1.0
APA (6th Edition) Format (1.0 point)	Does not follow or minimally follows APA guidelines for formatting citations & outside works.	Follows some APA formatting guidelines for citations & outside works.	Follows most APA guidelines for formatting & citation of outside works.	Follows APA 6 th Edition guidelines for formatting and citation of outside works.
	0.65	0.75	0.85	1.0
Sentence Mechanics (1.0 point)	Sentences are not well constructed with little variation. Sentences are often incomplete, unclear, or vague.	Sentences are inconsistently strong with little variation. Sentences are also sometimes incomplete, unclear, or vague.	Sentences are well constructed but inconsistently strong with little variation. Sentences for the most part are complete, clear, and concise.	Sentences are well constructed with consistently strong and varied form. Sentences are also complete, clear, and concise.
	0.65	0.75	0.85	1.0
Content (16.0 points)	The following elements are presented in the project and the paper: 1. Definition of advanced nursing practice, in your own words (3.9 pts.)	The following elements are explained in the project and the paper: 1. Definition of advanced nursing practice, in your own words (4.5 pts.).	The following elements are analyzed in the project and the paper: 1. Definition of advanced nursing practice, in your own words (5 pts.)	The following elements are evaluated in the project and the paper: 1. Definition of advanced nursing practice, in your own words (6 pts.).

	<p>2. Types of challenges faced by APNs with regards to professional relationships (1.3 pts.).</p> <p>3. Methods to deal with anticipated challenges (1.3 pts.).</p> <p>4. Essential roles and functions of the APN including (2.6 pts.)</p> <ul style="list-style-type: none"> - educator - researcher - expert - consultant - leader - change agent <p>5. Which role is most important (0.65 pts.)?</p> <p>6. Why is this role the most important (0.65 pts.)?</p>	<p>2. Types of challenges faced by APNs with regards to professional relationships (1.5 pts.)</p> <p>3. Methods to deal with anticipated challenges (1.5 pts.)</p> <p>4. Essential roles and functions of the APN including (3 pts.)</p> <ul style="list-style-type: none"> - educator - researcher - expert - consultant - leader - change agent <p>5. Which role is most important (0.75 pts.)?</p> <p>6. Why is this role the most important (0.75 pts.)?</p>	<p>2. Types of challenges faced by APNs with regards to professional relationships (1.7 pts.)</p> <p>3. Methods to deal with anticipated challenges (1.7 pts.).</p> <p>4. Essential roles and functions of the APN including (3.4 pts.):</p> <ul style="list-style-type: none"> - educator - researcher - expert - consultant - leader - change agent <p>5. Which role is most important (0.85 pts.)?</p> <p>6. Why is this role the most important (0.85 pts.)?</p>	<p>2. Types of challenges faced by APNs with regards to professional relationships (2 pts.)</p> <p>3. Methods to deal with anticipated challenges (2 pts.)</p> <p>4. Essential roles and functions of the APN including (4 pts.)</p> <ul style="list-style-type: none"> - educator - researcher - expert - consultant - leader - change agent <p>5. Which role is most important (1 pt.)?</p> <p>6. Why is this role the most important (1 pt.)?</p>
	10.4	12.0	13.5	16
Total Score				



Engaging the Over-prepared & Under-prepared Learner: Inclusive Instructional Activities Across the Spectrum

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Introduction

Faculty members face students that have complicated lives filled with full-time jobs, family, social obligations, and households that all compete for their valuable time. It is not uncommon to have a student come to class completely unprepared, with no time put into the readings and writings for the week. On the other hand, there are students that have completed all readings and writings, and even found time to conduct additional research. Most students fall somewhere between these two extremes. Faculty face the challenge of designing class activities that contribute learning to those that have achieved mastery on the content, but also provides a learning environment for those that require remediation. This article addresses how to design class activities that are appropriate for the unprepared, the prepared, and the over-prepared learner in the same workshop. The result is that all learners achieve higher mastery in the learning outcomes for the week.

Student Preparedness

In the literature, the term unprepared typically refers to poorly academically situated students compared to their college peers (Grimes & Kelly, 1999; Anonymous, 2007). In this article, the term unprepared refers to the student who has not

completed the course assignments for the previous week. Likewise, the term prepared is used to refer to the student who has completed the course assignments for the week. The term unprepared, prepared, and over-prepared are defined for this context as follows,

1) Unprepared – this student has not engaged in any studies since the last class. The student did not complete readings and no assignments are turned in. This student most likely has not mastered the content. Thus, building remediation into the activity will engage the student in a meaningful way.

2) Prepared – this student has completed the readings and assignments. This student has mastered most concepts and is prepared for new material. This student can analyze the material in new ways.

3) Over-prepared – this student has not only completed the readings and assignments, but has also conducted additional research and is ahead in the reading material. This student will require a sophisticated activity to build on learning.

Activity Development Method

The steps of the activity follow a guideline developed at the University of Phoenix, Southern Arizona Campus. The structure of the activity is based on the works of Hunter (1992) and Marzano,

Pickering, and Pollock (2001). Hunter developed an educational plan that incorporates principles of learning. Marzano, Pickering, and Pollock designed nine instructional strategies to improve student learning. Merging the two methodologies compromise what is locally referred to as the Vitale Method, and is described as follows;

- 1) Identify Learning Objective
- 2) Engagement Activity or Exercise
- 3) Anticipatory Set for students to get energized
- 4) Assessment

The following sections describe how faculty members design classroom activities that engage all three levels of learner preparedness within the Vitale Method framework.

Identify Learning Objective

Begin by choosing the course that that you would like a new activity. Examine the performance objectives for this course and choose one in which to apply an extra focus on student learning. In considering what students should learn, consider the University of Phoenix's learning goals and determine which one applies most closely to the performance objective. The University of Phoenix's five learning goals are 1) Professional Competence & Values, 2) Critical Thinking & Decision Making, 3) Communication, 4) Information Utilization, and 5) Collaboration. Choose the learning goal that ties most closely with the performance objective. Also, consider the stages of Bloom's Taxonomy. Bloom's Taxonomy for critical thinking ranks learning into categories, with each subsequent skill requiring mastery of the

previous skills: knowledge, comprehension, application, analysis, synthesis, and evaluation (Petram, 2010). The revised Bloom's Taxonomy into the following categories: remember, understand, apply, analyze, evaluate, and create.

Student Engagement & Active Learning

With the performance objective in mind, brainstorm an activity that utilizes active learning. Michael defines active learning as the process of having students participate in an activity in a way that leads them to reflect deeply on how they are using the content ideas. The author continues to describe active learning as resulting in the learner achieving a skill of handling the concepts and problems in the particular discipline of study. Active learning activities tend to be driven by a student-centered approach. In this way, the students influence the activities, content, the pace of learning, and the structure of how they are learning. This model of instruction places the student at the center of the learning process, rather than the instructor conducting the lesson (2006). The student-centered design is what Parker Palmer described as being the center of the pedagogical circle (1998).

The activity is creative and innovative that includes an engaging strategy, and is energizing and collaborative. Reid (2010) recommended that the faculty member consciously craft an engagement-focused activity that allows the students to pursue multiple correct answers. The author further added that the higher levels of

comprehension encourage critical thinking. Weimer (2008) explained that learning activities involve group work, making them cooperative in nature. With the student-centered active learning philosophy in mind, the challenge is to design an activity with consideration to the three levels of preparedness. The activity has incremental topics built in so that all students may build their understanding of the learning objective, engaging students toward increased learning.

Anticipatory Set

Once the engagement strategy is established, the anticipatory set is developed. Rogers described the anticipatory set as a three-part process that energizes that student. The set begins with a short activity that *hooks* the student's interest in the topic being taught. The author explained that the anticipatory set may also serve as a pre-assessment of what students already know, but that this element is not necessary. However, the hook should be open-ended enough so that every student in the class can answer (2014). The faculty member may have students draw on personal experiences, allowing even the unprepared student to brainstorm a response. Rogers explained that the second part of the anticipatory set is a review of what the students have learned. The third part of the set is a small introduction of the new material. This process allows students to make connections between what they have learned and the larger picture of the topic (2014).

When designing the activity, include aspects that allow remediation for the unprepared student, additional material that allows the

prepared students to understand the content in new ways, and enough sophistication so that the over-prepared students make new connections. The activity will be inclusive to all in a way that Leupen and Burt (2009) described as being 'truly participatory, encouraging all students to come to class prepared and to participate fully.

Assessment

The assessment is easily integrated as part of the class activity. The Vanderbilt University Center of Teaching describes Classroom Assessment Techniques as simple, non-graded, anonymous, activities, performed in-class, and designed to provide valuable feedback to both instructor and student. This activity provides feedback as the teaching and learning process is occurring. The result is that the instructor may provide just-in-time feedback and emphasizes the philosophy that teaching is an ongoing process of inquiry, experimentation, and reflection. In designing the assessment, allow a depth that permits students of all levels of preparedness to show competencies.

Applied Examples

The activity development method described is used to design class activities. An Economics activity and a Mathematics activity are presented here as a means to engage the unprepared, prepared, and over prepared student.

A favorite economics activity is the Moving Cities Activity. This activity is designed to engage students. Students are asked to partner with another student and think about costs in different cities, which differ based on supply and demand,

and asked *where would you like to move in the future? How much in earnings are required to make the move viable?* The students are instructed to search the web for the cost of living index by the city. Students are told to assume they are earning \$50,000 a year (or use an approximation of current salary). Students are asked to ponder, *does it take a different salary to maintain your current standard of living?* Students are then asked to select two different cities and present to the class the best choice city.

This Moving Cities pair-share activity requires students to identify quickly the best search tool, select two cities, and consider the city and salary information to find the true cost of living in one city versus another for microeconomics. Individual students often wonder whether it makes sense to take a job in another city for higher pay. The follow-up question is, what are the social factors beyond salary and costs that influence a move? This exercise is designed to meet the learning objective to differentiate between microeconomics and macroeconomics. This activity based on instructor approach is microeconomic when discussed as an individual student and macroeconomic in the aggregation of city costs. The critical thinking and decision-making, communication, and collaboration goals occur through the identification of the problem, steps to solve, and concluding decision. Communication is inherent in the share-pair and present to the audience requirements. Collaboration is required to reach a decision on

which cities to choose, how best to approach the problem and presentation of the activity results.

Student engagement and active learning are evidenced in the active participation in this engagement-focused activity. Reid's (2010) recommendation to include an engagement strategy that is collaborative occurs in the active learning required to complete this activity. This activity contains an anticipatory set and hooks the student based on where they would like to live and is open-ended enough to allow students to answer the question based on a selection of city choice. Each answer will be different based on the chosen city. The review is completed by all students as they present their findings to the class. Assessment easily integrates into the activity and can either be informative or summative based on a discussion rubric. The follow-up question, what are the social implications of a move requires students to critically think about the costs of a move beyond monetary terms and enables students to gain a deeper understanding of microeconomics.

The Mathematics Activity requires students to think critically, working as a group to solve a given linear equation. The students are instructed to determine ordered pairs for the equation. This step is the most elementary technique in the activity that allows students of all preparedness levels to master the task. Next, the students are asked to graph these points. In the third level of the activity the students are instructed to determine the slope and the y-intercept from the graph. In the final step, the students compare the computed slope and y-intercept to the original

equation. As the students build on these activities, they tie concepts together at either elementary, intermediate, or more advanced levels depending on their preparedness when they arrive to class. Each group presents to the class on how they solved their problem and the characteristics behind it.

The Mathematics Activity meets the university goals of decision making through selecting the best method to solve the problem, collaboration as the group finds the best solution, and the communication by the presentation to the class. This activity helps set the stage for the graphing learning objective and leads to student engagement. Student engagement begins in this active learning exercise based on the instructor's hook and the explanation that understanding how to solve this problem gives a good foundation for subsequent solutions to other problems and helps succeed in class. The active learning occurs in the group brainstorming to solve the problem. Students in the class participate in the review and are encouraged to help other student groups to identify the best solution to the problem. In this comprehensive activity, all students learn to make new connections in graphing, regardless of their levels of preparedness.

Conclusion

Faculty face challenges at designing activities to meet the needs of students that arrive to class with varying levels of subject preparedness for the week. The method presented here is a simple guide that faculty can easily implement for designing a class activity that meets this need. The

method developed is based on the foundation of university goals and the course learning objectives in an active learning scenario that engages students to succeed. The implementation of the engagement strategy, anticipatory set, and assessment provide the framework for the activity. A little imagination and ingenuity lead to activities where students at all levels of preparedness will benefit toward learning the learning objectives. The recommendation is to continue research in this area to identify across the discipline activities to enhance student learning.

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