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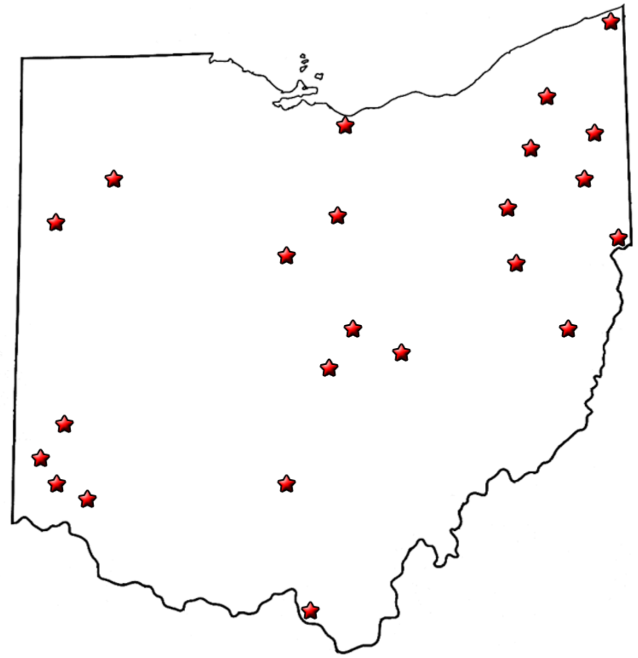
AURCO Journal

Spring 2007

AURCO

Association for University Regional Campuses of Ohio



★ Regional Campus Locations

Spring Journal 2007

The *AURCO Journal* is a peer-reviewed, multi-disciplinary scholarly journal published annually by the Association for University Regional Campuses of Ohio (AURCO). The *AURCO Journal* is dedicated to advancing knowledge through empirical investigation and theoretical analysis. The articles selected for inclusion in the journal reflect the regional campuses' distinct function in Ohio's system of higher education--in particular, their special emphasis on the linkages among teaching, service, and scholarship. Founded in 1993 at the Lake Campus of Wright State University, AURCO is an association devoted to the professional development of faculty throughout Ohio's twenty-three regional campuses and beyond. The sole responsibility for the material contained in published papers resides with the authors and not AURCO or the editor. The authors retain the copyright for published material. No part of this publication may be reproduced without the written consent of the authors. The journal welcomes submissions from all academic disciplines and thus includes a diverse mix of writing and documentation styles, which are retained for publication. Comments concerning the publication may be forwarded to the Editor:

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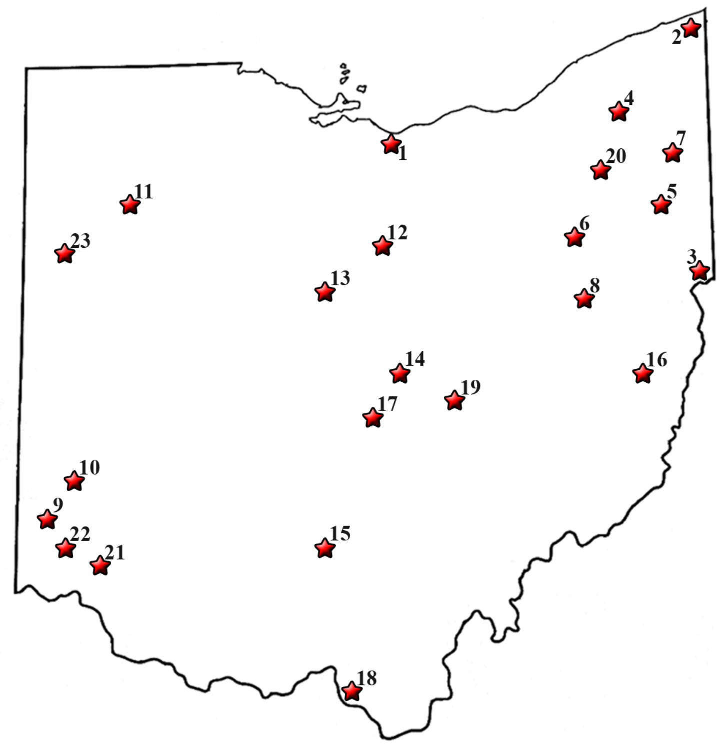

Regional Campus Locations

AURCO Journal
2007

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Mark Thomas
Emel Yakali

Wright State University—Dayton
Kathy Adams

Wright State University—Lake
E. Ted Bunn
Joseph Cavanaugh
Arthur A. Molitierno
Kenneth Rosengarten

Table of Contents

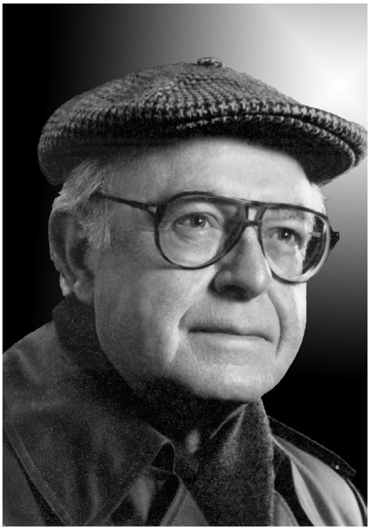
Edward “Ted” Bunn
1928-2006

This past November, AURCO lost one of its most ardent supporters. On the Saturday following Thanksgiving, Edward “Ted” Bunn passed away following a brief illness.

Ted became known to most of the faculty who regularly attend the annual AURCO conferences. He presented at the conferences for over a decade, and the broad spectrum of topics covered in his presentations reflected the diversity of interests that he had pursued over his long and extraordinarily productive life.

Starting as an English instructor at the University of Pittsburgh, Ted had become involved in radio as an announcer and advertising writer. He eventually became a marketing executive with major regional companies in industries ranging from meat processing to insurance. Along the way, he developed a passion for history and an obsession with theater. For almost half a century, he performed in and directed all sorts of plays with the Encore Theater group in Lima. He proved equally adept at dramatic, comedic, and even musical roles.

For almost two decades, Ted taught communication, economics, and marketing courses at Wright State University’s Lake Campus. As at AURCO, most people at the Lake Campus got to know Ted because he had a habit of introducing himself to just about everyone and had an unflagging curiosity about other people’s interests. A great talker, he was also a great listener. His laugh was every bit as distinctive as his voice.



But Ted should be remembered most for his great enthusiasm for teaching and his tremendous pride in any student’s success. He was one of the first faculty members to regularly include students as co-presenters at AURCO. (And he very quietly covered those students’ expenses out of his own pocket.) He would be very proud to know that the AURCO student awards have been named for him.

Editor's Commentary

The 13th Volume of the *AURCO Journal* is my first as Editor and the process of pulling the journal together has certainly been educational in many respects. My hope is that the current editorial team maintains and enhances the quality of the publication that was first published by our Editor Emeritus, Art Molitierno in 1995.

A total of 13 manuscripts were submitted for consideration by our able and loyal reviewers. Eight of these manuscripts were deemed worthy of publication for an acceptance rate of 62%. Seven campuses within AURCO are represented in this edition. In addition, one student essay was received and accepted for publication. We certainly hope to receive more submissions in the future and vow to maintain the vigorous review process to produce the best journal possible. This year's issue demonstrates the ongoing commitment to scholarship of Ohio's regional campus faculty. Many of the papers published this year and in the past further indicate strong ties to pedagogy and ultimately to student learning. In keeping with the interdisciplinary nature of the journal, the reader will find a variety of writing and documentation styles employed by the authors. We continue to promote a diversity of styles and welcome manuscripts from all disciplines represented in academe from our member institutions and beyond.

After reading the submissions for this edition of the journal and based on past experience as a reviewer for this journal and several others, I have three simple recommendations to pass along to those considering a future submission to the *AURCO Journal*. 1) Submit. You will not see your work in print unless you take the time to put your ideas and research on paper. The *AURCO Journal* is an excellent outlet for a first time author. At the very least you will receive some helpful comments from our reviewers to make future submissions better. 2) Argue. Make sure to present an argument that distinguishes you from the existing literature on the subject. After a thorough literature review, make your argument and clearly explain how the unique perspective that you propose differentiates your work from the literature. 3) Revise. Find content experts at another campus if necessary to critique your work and recommend revisions. Simply submitting your first pass at the manuscript to this journal or any other is a sure way to get a negative response from the formal vetting process.

The 2007 *AURCO Journal* Editor's Choice award goes to:

Julie E. Yonker, Sarah Cummins-Sebree, Jennifer Marshall,
and Robert Zai III
of
University of Cincinnati—Raymond Walters
for their paper
Hit the Books: Student and Instructor Surveys for Psychology
Textbook Selection, Fine-Tuning the Process

Acknowledgements:

A big thanks goes out to a few members of the AURCO Board for their help this past year, Brad Shepherd (Kent State University-Stark), Tracey Hawkins (University of Cincinnati-Clermont), Marty Kich (Wright State University-Lake), Bob Howell (University of Cincinnati-Raymond Walters), and Miki Crawford (Ohio University-Southern). Wherefore art thou, Art? Our loss is Columbus' gain; recently retired Editor Emeritus Art Molitierno (Wright State University - Lake) and his wife Mary have relocated to Columbus, so watch out OSU.

I would like to recognize the efforts of the Associate Editor Li Zhou and our group of reviewers who managed the manuscript review process very smoothly. In addition, my editorial assistants Kathryn Brooks and Terry Moore who developed and prepared the graphics and made the text – to pdf – to printed document process transparent. Finally, I would like to thank my Associate Dean, Dr. Victoria Hammer for her support and access to resources that helped make the 2007 edition of the journal a reality.

Jeff Bauer

Publication Guidelines for the *AURCO Journal*

Please read the guidelines carefully before submitting your work. Failure to follow the guidelines will result in rejection of your manuscript.

The *AURCO Journal* Publishes Only Refereed Articles.

To submit an article for consideration: Forward the manuscript for review to the Associate Editor, Li Zhou, Ohio University—Zanesville (at the mailing address and the e-mail address given below). The deadline for submissions is: September 1st for publication the following April.

Please note that the staff for the publication is limited: one Associate Editor who coordinates the efforts of the panel of reviewers, and one Editor who edits and prepares the submissions for printing. Your attention to the guidelines will greatly enhance the professional quality of the publication and ensure that the reviewers and editors will consider your work for publication. Reviewers will be applying the guidelines in considering the merits of the paper for publication; papers will not be reviewed unless they meet the demands of the guidelines.

You should submit four (4) double–spaced, one–sided paper copies of the manuscript via U.S. mail to the Associate Editor. These copies should contain all text, figures, and graphics placed as the author intends. Except for italics, and boldface, the document should be free of pagination, word-processing formatting, and style commands, including headers and footers. In addition, send electronic copies of the manuscript file via e-mail as an attachment to the Associate Editor. Acceptable files should be in PC versions of Word, or RTF (rich text format). The *AURCO Journal* does not support Mac platforms or software.

Use endnotes and not footnotes. Any notes should be numbered and entered at the end of the paper. Do not embed any notes in any style commands. Do not include any appendices or forms (such as form letters used in a survey). Whatever material is of value should be incorporated into the body of the paper as meaningful analysis or synthesis and not simply attached as an appendix. Simply indicate within the body or in an endnote where any data or forms may be obtained.

In keeping with the *AURCO Journal* tradition of maintaining an interdisciplinary publication, there is no preferred style for article submissions. The MLA, Modern Language Association, and APA, American Psychological Association formats are commonly employed. If you can not use MLA style or APA style, be consistent in notation. Regardless of the demands of your discipline, in the bibliography avoid using abbreviations for titles of journals.

At the end of your paper, include a short biography (approximately 250 words) along with both your e-mail and U.S. mail addresses. The editors or other readers may wish to contact you. Your affiliation with a particular institution should be included in the biographical note. Proofread everything after you have corrected your final hard copy. Remember to make any changes to the files before mailing and e-mailing. If your paper is approved by the reviewers and Associate Editor, it will be submitted to the Editor for final review and approval. If approved by the Editor you will be contacted by U.S. mail and e-mail.

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Faculty Submissions
ETUDE & TECHNE
Volume 6 - 2007

ETUDE & TECHNE, a refereed essay journal for students and faculty in Ohio's regional universities and colleges, encourages faculty and students to respond to this call for papers. Devoted to fostering non-fiction writing in any discipline, **E & T** is intended to promote and acknowledge the tradition of essay writing and commentary which allows for a wider range of expression and topics than most academic publications.

Submissions will be refereed for accuracy in content and excellence in writing. Articles with an interdisciplinary focus will be welcome. Technical or specialized essays will also be acceptable and may address issues in the arts, sciences, and mathematics. All papers, however, should be written for a fairly general audience.

Guidelines for Submission:

- Authors must be students or faculty at a regional college or university of Ohio. Student and faculty submissions will be judged separately.

- Previously published essays are not acceptable. **E & T** accepts only non-fiction.

- Recommended approximate length: faculty up to 2,000 words, although longer pieces may be accepted; students 1,000 words.

- Electronic submissions are acceptable in **Word**, or **Word Perfect** files. Except for pagination, italics, and boldface, the document should be free of special commands.

- Supply no footnotes or page headers. Numbered endnotes are acceptable. Provide a concise title. The preferred style is MLA. Send graphics or tables as separate files in MS **Excel** or Corel **QuattroPro**.

- Please include your affiliation with an Ohio institution as student or faculty, and be sure to include a brief biographical sketch.

Submit electronic articles to Leslie Heaphy:
lheaphy@stark.kent.edu

Send hard copy submission to:
Leslie Heaphy
Kent State University Stark Campus
6000 Frank Avenue NW
North Canton, OH 44720-9988.
Deadline for Volume 6 - 2007: May 1st 2007.

Refereed Papers

Classroom or Online? A Comparison of Learning Venues for Information Literacy

Patricia Antonelli and Nashieli Marcano
Bowling Green State University—Firelands

Introduction

This paper explores the teaching methods employed in LIB 221- *Research in the Electronic Library*, an information literacy course designed for students to gain an understanding of the research process and for them to become critical thinkers when it comes to selecting resources for their research needs. LIB 221, which was originally created for the traditional classroom, was then reconfigured to offer an opportunity for students who could benefit from a distance learning course. In order to satisfy the needs of our students in both venues, we understood the importance of, modifying the structure of the original course, adapting the class contents to fit the virtual environment, and paying close attention to their diverse learning styles. By comparing both environments, we can enhance our teaching methods to ensure our students' success, regardless of the environment chosen.

The Need for Information Literacy

LIB 221: Research in the Electronic Library is a one-credit, eight-week course created due to the need of Bowling Green State University - Firelands (BGSU Firelands) to make students more aware of the vast amounts of information to which they have access and to implement information literacy. Information literacy is defined as "the ability to locate, evaluate, and use information to become independent life-long learners" (Commission on Colleges, Southern Association of Colleges and Schools, 1996). Our goal was for students to develop hands-on research skills for purposes of searching through books, articles and the World Wide Web, and to hone their skills in evaluating the material they located.

LIB 221 Structure

Both the traditional and the virtual courses consist of eight sessions. Session 1 is a general introduction to the nature of information, where we focus on topic exploration and finding keywords and concepts to help with their online searching. Session 2 is an introduction to the Internet and synchronous/asynchronous activities such as e-mail, blogs, or newsgroups. Session 3 is book-searching techniques – since we are part of OhioLINK, there are various catalogs they should become familiar with. In Session 4, the students learn to search databases for journal, magazine, and newspaper articles. In Session 5, the students become familiar with the concept of using the World Wide Web as a research tool and perform exercises that stress WWW evaluation. In Session 6, we revisit the databases and students choose one in particular that they would like to learn more about. They begin to fill in an outline explaining the content of their database, its function, how to navigate through it, and if there are any other specific features.

During Session 7, those students in the traditional classroom would present a written outline to the class with a computer demonstration, whereas the students in the virtual venue post their outline on the discussion board. Finally, we conclude the class with a final project during Session 8. This project is an assigned topic that they will use to create a research log by finding two books on a subject, as well as two articles and two web sites. They then have to give some narrative as to why they chose these particular resources and clearly make the connection with their subject.

Blackboard, the learning tool used at Bowling Green State University, is a versatile program that can be easy for both faculty and students to access and manage. The way we have the online course set up allows for easy navigation and for effective usability. As a branch campus of BGSU, this course was originally designed for our students in particular. Now we find that about 50% of students who sign up for the online class are from BGSU main campus, reaching a wider audience than we originally envisioned.

As students log on to the University's online portal (MyBGSU), the first page they encounter is the Blackboard interface.

From there, they simply click on the *Courses* tab and select LIB221. Once they are at the main course page, they can immediately read the latest announcements from the instructor and select their navigation method from the menu. From the main page, students can locate the course syllabus, class lectures, assigned exercises and readings, as well as their grade-book and communication tools. Instructors can easily upload an existing syllabus to the system, as well as other documents needed for the lesson plan. Assessments and surveys, which can automatically score students' results, help instructors gauge their expectations of the course. Having the grade-book available to students allows them to know how they are progressing in the course as they submit their assignments. .

In that we have built a fully online course using this interface, we are able to conduct all the lectures virtually, without the need of meeting face-to-face. The well-structured format that Blackboard provides for organizing each one of the lectures allows instructors to add content comparable to that discussed in a regular classroom. At the same time, this interface facilitates student-centered learning by letting them choose their method of navigating the lectures. As they select a folder for a particular class session, they will see a variety of information presented. This method of learning is not as linear as the traditional environment, but based on their learning styles and level of literacy, students will create their own methods of acquiring knowledge.

Learning Environment

The learning environment of the classroom is a place where students can share ideas, communicate, and work with others. It is a structured learning environment and the more computer-literate students are encouraged to assist the less computer-literate students. During the first part of the class, lectures and demonstrations are used, whereas the second hour is for students to practice their search skills and complete their in-class assignments.

In the online classroom there are various means of communication and the type of interaction students and instructor have is more impersonal. Rather than having instant conversations, our communication forum provides the terrain for a more reflective kind of response. The online venue contains two main components: the learning system (Blackboard) and the course content. Students encounter the balancing act of learning how to be information literate, while at the same time becoming familiar with the navigation of the interface. One great advantage of this format is the freedom students have to work ahead and in multiple activities, giving them more control of their own learning process.

Student Success

The type of student that is successful in a classroom setting is usually a student who is responsible, reliable and somewhat organized. A student who chooses the classroom setting rather than the online section is one who prefers a more structured, managed classroom; one who probably enjoys face-to-face interaction with other students. The instructor's presence in the classroom can address computer-related questions for those students who are not completely comfortable with the technology. Student-to-student interaction has also been an effective way for them to gain technical skills.

Although similar to the traditional classroom, successful online students are typically self-disciplined and independent. These are students who—when encountering technical difficulties while using Blackboard—will take the initiative and find means of communicating with the instructor. We have found through the semesters that feeling comfortable learning with technology increases the chances of succeeding in the online course. Even for students who are not very computer-literate, it would make a substantial difference if he or she is willing to adapt to this new way of learning. To be a successful online student, it takes strong time-management skills. If students need to fit learning information literacy into a tight schedule, it is of utmost importance to plan the duration and frequency of time at the computer and the completing of assignments.

Learning Styles

Students with a visual learning style will certainly do well in the classroom setting; they can observe the demonstrations and explanations in regard to all facets of searching. During the database outline presentation, for instance, students can watch each other's live performance, enticing them to do a different kind of reading of the database discussed and making the experience more fun. The auditory learners can also do well in this setting because they have the opportunity to become involved in class discussions, hear the instructions and explanations, and get continuous reinforcement during assignments. The kinesthetic and tactile learners are involved in hands-on assignments and can work with other students in the class.

We have adapted to these learning styles in the online environment as well. In the online environment there are ways we can attract students with all learning styles. For visual learners, taking this course gives them the opportunity to view descriptive pages with images and to visit links that allow them to "see the world." Because of the asynchronous nature of our online course, visual learners have the chance to pause and visualize mentally what they have "seen." In the case of auditory learners, even though the traditional environment might be a better fit, the online venue can still attract them by incorporating audio components into presentations. As for kinesthetic and tactile learners, they are at a great advantage in the virtual classroom; this is their chance to express themselves through writing, participating in the Discussion Board, working in diverse activities and figuring out on their own how to best become information literate.

Student Motivation

To motivate students in the classroom setting, we encourage student—student interaction; we can highlight good work immediately and provide feedback; and, we also encourage group work and group discussion.

It is critically important in the online environment to keep our students motivated. Not having a face-to-encounter with the instructor and peers can increase the chance of losing momentum and discourage them from continuing in the course. That is why, as instructors, we follow strict guidelines for motivating our students, keeping them focused, and helping them to complete the course requirements. One of the things we do is vary the organization and presentation of the course material. For some lectures, for instance, we have prepared content containing links to web pages directly related to the topics covered for that particular week. In other lectures, students listen to audio-visual presentations (e.g., PowerPoint) or access other presentations made by other institutions. This is particularly effective as the course does not become too predictable to students. As in our face-to-face course, we encourage our online students to introduce themselves and to consistently react to lectures via the Discussion Board; this can increase their interest in participating. Acknowledging each other's backgrounds and opinions to the diverse subjects discussed, provides a community environment where students are assured a feeling of belonging in the course.

Meeting Library Instruction Standards

In maintaining the quality of instruction, we have adhered to the Association of Colleges and Research Libraries (ACRL) Information Literacy Standards for Higher Education in both the traditional and the online classrooms. These ACRL standards serve as guidelines for faculty and librarians when developing assessment instruments. They consist of standards, performance indicators and outcomes. We have used these standards to assess our instruction and adhere to these standards as close as possible (see Table 1). Here is a comparison of assessment instruments, standards, and outcomes:

Instrument	Standard	Outcome
Pre-course survey	The information-literate student indicates and defines his or her expectations for the course.	articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance.

Quizzes	The information-literate student accesses needed information effectively and efficiently.	identifies the value and difference of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book).
Assignments	The information-literate student determines the nature and extent of the information needed.	determines the availability of needed information and makes decisions on broadening the information-seeking process beyond local resources (e.g., ILL, using resources at their locations, obtaining images, videos, texts or sound).
Presentation	The information-literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.	restates textual concepts in his or her own words and selects data accurately.
Final Project	The information-literate student, individually, or as a member of a group, uses information effectively to accomplish a specific purpose.	articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance.

Table 1: Student Learning Outcomes

The results we obtained from the *pre-course survey* helped us better plan and adjust the content of the course. The quizzes, which consisted of true/false questions and hands-on book and articles searches, indicated that 98% of the students could search and identify resources as needed. By grading the assignments, we determined the students' ability to become comfortable with the various ways information is made available. After witnessing or reading their database presentation, we assessed their independent ability to maneuver the database and extract information pertinent to their topic. In comparing final exam scores, the online class scored an average of 44 out of 50 points and the classroom students averaged 46 out of 50 points. This suggests that the venue does not affect the final outcome of the class.

Conclusion

The key to a successful conversion from classroom to online is always bearing in mind the differences in learning styles and class environments. Focusing on the student's learning outcomes, keeping up with technology, updating the material, and changing the organization of its contents have also proven to be important ways in which the instructor maintains the integrity of the class. We are confident that after completing either section of LIB 221, our students carry with them valuable information literacy skills that, not only can be applied to their academic career, but also to their future endeavors.

References

Association of Colleges and Research Libraries. "Information Literacy Competency Standards for Higher Education". Retrieved 2 Feb. 2005 http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm

Southern Association of Colleges and Schools. "Criteria for Accreditation, Section 5.1.2". Library and Other Information Resources 10th ed. Retrieved 10 April 2005 http://www.sacs.org/pub/coc/cri70.htm#SECTION_IV

Biographical Information

Patricia Antonelli is the Assistant Librarian at BGSU-Firelands College, where she has taught LIB 221 for nine years in the classroom and seven years in the online format.

Nashieli Marcano taught the online course as adjunct faculty for two years and currently works as an Assistant Professor of Bibliography at the University of Akron.

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How Do We Compare? Branch and Main Campuses

Joseph Cavanaugh
Wright State University—Lake

Abstract

Although many of the goals of higher education are the same across institutions, the mission and focus of branch campuses in Ohio differ in many significant ways from their main campuses. This paper compares and contrasts Ohio branch campuses and their main campuses in order to determine if significant differences exist between the two. Recent statistical data from the U.S. Department of Education and from the American Association of University Professors (AAUP) are summarized and used for this analysis. Comparisons are made across a variety of variables including: student demographics, faculty compensation, and tuition cost. This paper specifically addresses whether faculty compensation is related to tuition, and how the disparity in faculty compensation between main and branch campuses has steadily increased.

Introduction

Few would disagree that branch campuses are different than main campuses. Within the different service areas the businesses and the people living in the communities are unique. Meeting the needs of these different communities has resulted in significant differences between branch and main campuses and also between each of the branch campuses. Certainly branch campuses have fewer students, lower tuition, and are in different locations then their main campuses. Other than these obvious differences how do the students, the faculties, and the institutions differ? This paper looks at many of the differences and goes on to investigate the reasons for some of these differences. In particular the analysis focuses on faculty compensation differences.

Analysis of Campuses

For a variety of reasons the branch campuses in Ohio differ from their main campuses. This paper provides the results of a statistical comparison of the 23 Ohio branch campuses with their 8 main campuses. The data was collected for fourteen variables from the March-April 2005 edition of Academe: Bulletin of the American Association of University Professors, the Ohio Board of Regents Webpage, the National Center for Education Statistics website which is part of the U.S. Department of Education, and from the webpages of (or phone calls to) the branch campuses. Table 1 provides a list of these variables and their mean values. The No. of Master Degrees and Bachelor Degrees were obtained only for the branch campuses.

Table 1 Means (all campuses)

Variable	Obs.	Mean
Branch = 1	31	.742
Ave. Tot. Faculty Comp. (x1,000)	31	$74.9
No. Male Faculty	31	174.6
No. Female Faculty	31	99.0
No. Total Faculty	31	273.6
Total Enrollment	31	7,657
Student to Faculty Ratio	31	48
Undergraduate Enrollment	31	6,284
Male Student Percentage	31	.386
White Student Percentage	31	.898
Tuition In St.	31	$5,578
Tuition Out St.	31	$12,947
Book Expense	31	$950
Room/Board	10	$7,065
No. Master Degrees	23	1.57
No. Bachelor Degrees	23	4.70

Many of these variables can be compared between the two types of campuses. The appendix contains a table of these values. Comparing the diversity between campuses, Table 2 indicates that branch campuses have a more diverse faculty. Calculating the percentages, an average of 45% of the total faculty are female on branch campuses compared to an average of 35% of the faculty that are female on the main campuses.

Table 2

	Number of Faculty	
	Branch	**Main**
No. Male Faculty	21.4	615.3
No. Female Faculty	17.7	332.5
No. Total Faculty	39.1	947.8

In Table 3 the diversity of student populations are compared. Branch campuses may be viewed as having a more diverse student population since they have a larger fraction of female students. However, the percentage of minorities is smaller on branch campuses (8% on the branch campuses and 16% on the main campuses) indicating that branch campuses have a less diverse student population.

Table 3

	Student Demographics	
	Branch	**Main**
Female Student Percentage	64%	54%
Minority Student Percentage	8%	16%

The two main focuses of this paper are on the factors that influence tuition and the factors that influence faculty compensation. A quick inspection of the mean values in Tables 4 and 5 indicate that the tuition and faculty compensation are both significantly smaller for the branch campuses, a regression analysis will allow an investigation of the causes of this disparity.

Table 4

	Tuition Comparison	
	Branch	**Main**
Tuition In St.	\$4,359	\$9,083
Tuition Out St.	\$11,633	\$16,723

Table 5

Average Total Faculty Compensation	
Branch	**Main**
\$70,600	\$87,200

Looking at just the means might suggest that the lower tuition at branch campuses results from the lower faculty compensation and the higher student to faculty ratio. In order to investigate this potential causal relationship a regression analysis is performed.

With respect to tuition the following regression was performed for the entire sample except Miami's Main Campus which was an outlier and eliminated.

Tuition In St. = B_0 + B_1 (Branch) + B_2 (Ave. Fac. Compensation) + B_3 (Student Fac. Ratio) + B_4 (No. Total Faculty) + B_5 (Undergraduate Enrolment)

The regression results are reported in Table 6. The number of observations was 30 and the adjusted R-squared was equal to .892.

Table 6 Regression on Tuition In St. (all but Miami Main campus)

Variable	**Coef.**	**t-stat**
Branch = 1	-$3,055	-5.97
Ave. Tot. Faculty Comp. (x1,000)	17	.91
Student to Faculty Ratio	-2.45	-.47
No. Total Faculty	.53	.51
Undergraduate Enrollment	-.04	-.58

The dummy variable for branch is statistically significant at an alpha level of .005. The coefficient on Branch indicates that the tuition at branch campuses is an average of $3,055 less than the tuition at main campuses. If Miami is not included the mean tuition of the remaining branch campuses is $4,409 and the mean tuition of the main campuses is $7,575 or the difference is $3,166. The regression analysis indicates that $3,055 of the $3,166 (or all but $111 of the difference in tuition) is due to the teaching taking place on a branch campus. The average total faculty compensation, (Ave. Tot. Faculty Comp.) and the Student to Faculty Ratio do not appear to significantly influence the size of student tuition. The remaining variables are statistically insignificant.

To investigate the factors that influenced the faculty compensation of all branches compared to all main campuses the following regression was performed on the entire sample.

$$\text{Ave. Fac. Compensation} = B_0 + B_1\,(\text{Branch}) + B_2\,(\text{Tuition In St.}) + B_3\,(\text{Book Expense}) + B_4\,(\text{White Student Percentage}) + B_5\,(\text{Male Student Percentage})$$

The regression results are reported in Table 7. The number of observations was 31 and the adjusted R-squared was equal to .57.

Table 7 Regression on Ave. Fac. Compensation (all campuses)

Variable	Coef.	t-stat
Branch = 1	-$10,393	-2.05
Tuition In St.	.00008	.90
Book Expense	-.003	-.70
White Student Percentage	8.58	.34
Male Student Percentage	64.63	2.32

The dummy variable for branch and Male Student Percentage are both statistically significant at an alpha level of .025. The coefficient on Branch indicates that faculty on branch campuses earn an average of $10,393 less than the faculty on main campuses. Since the average difference in compensation between branch and main campuses is $16,600 the regression implies that $10,393 of this difference can be explained by the faculty being located on a branch campus. Other factors are the cause of remaining salary difference. The coefficient on Male Student Percentage indicates that for every one percent increase in the percentage of male students faculty compensation will increase by $65. The remaining variables are statistically insignificant. This regression suggests that the location of the branch campus is the only factor that significantly influences the lower average faculty compensation of branch campus faculty. The lower tuition and different student demographics are not statistically significant.

To better analyze the factors that result in differences between the faculty compensation within respective branch and main campuses (instead of across all branch and main campuses), a computation was made that calculated the difference between the specific main campus and their branch campus(s) for every variable. So, for example, the difference in the number of male faculty for Kent State University - Trumble was calculated as the number of male faculty for the Kent State Main Campus 369 minus the number of male faculty for Kent State University - Trumble of 35 or an amount equal to 334. This computation is performed for each branch campus and their respective main campus.

The means of these differences (usually the amount the main campus was larger than each of their branch campuses) is provided in Table 8 below.

Table 8 Difference Means

Variable	Obs.	Mean
Dif. Ave. Tot. Faculty Comp. (x 1,000)	23	$18.6
Dif. No. Male Faculty	23	635
Dif. No Female Faculty	23	322
Dif. No. Total Faculty	23	957
Dif. Total Enrollment	23	24,923
Dif. Student to Faculty Ratio	23	-26
Dif. Undergraduate Enrollment	23	19,165
Dif. Male Student Percentage	23	.098
Dif. White Student Percentage	23	-.069
Dif. Tuition In St.	23	$4,311
Dif. Tuition Out St.	23	$5,031

To investigate the factors that influenced the faculty compensation between branches the following regression was performed on the just the branch campuses.

Dif. Ave. Fac. Compensation = B_0 + B_1 (Dif. Tuition In St.) + B_2 (Dif. No. Total Faculty) + B_3 (Dif. Undergraduate Enrolment) + B_4 (Dif. White Student Percentage) + B_5 (Dif. Male Student Percentage)

The regression results are reported in Table 9. The number of observations was 23 and the adjusted R-squared was equal to .74.

Table 9 Regression on Dif. Ave. Fac. Compensation

Variable	Coef.	t-stat
Dif. Tuition In St.	.0003	-.95
Dif. No. Total Faculty	.018	2.77
Dif. Undergraduate Enrolment	-.0004	-.93
Dif. White Student Percentage	-11.2	-.48
Dif. Male Student Percentage	1.30	.06

The difference in the number of total faculty (Dif. No. Total Faculty) is the only significant variable in this regression. The magnitude of this variable is, however, small. The coefficient value of .018 implies that each additional faculty member at the main campus that occurs without an increase in the faculty members at the branch campus will result in the main campus faculty being paid $18 more per year. Likewise, each increase in the number of faculty members on the branch campus that is not matched with an increase at their main campus will bring the branch campus compensation $18 closer to the faculty on the main campuses.

Another way of comparing the salaries of branch campuses to their main campuses is to look at the amount faculty members at branch campus are paid as a percentage of the amount paid to the faculty at their main campuses. This approach has been investigated by Gordon Aubrecht, Professor of Physics, at Ohio State University - Marion. Using data from the Academe: Bulletin of the American Association of University Professors Gordon computed this percentage for every year since 1998 for each branch campus. He found that there has generally been a downward trend in branch campus salaries for each rank since 1998. Although particular branch campuses have faired far worse, across all the branches the salaries at the assistant and associate ranks have declined by a few percentage points. Branch campus faculty at the assistant and associate ranks have moved from being paid about 90% of the main campus salaries in 1998 to roughly 89% of the main campus salaries in 2006. Full professors at branch campuses have seen a slightly larger decline from being paid at a rate equal to 85% of the main campus faculty in 1998 to about 82%

in 2006. Gordon's analysis not only confirms a main conclusion of this paper but also suggests that the salary disparity is a historical and increasing problem.

Conclusion

This paper investigated many of the differences that exist between branch and main campuses. With respect to the number of females, branch campuses are found to have a more diverse faculty and student population compared to the main campuses. The analysis also finds that there are significant differences in tuition that can not be explained by the fewer faculty members or by the disparity in the number of students per faculty. The salary difference between branch and main campuses is also not explained by differences in tuition or by any of a number of student demographic variables. Almost the entire difference in tuition, and a significant amount of the difference in faculty total compensation, results from the campus being a branch campus (or having a different location). Although this analysis focused on one year's data, the compensation differences between branch and main campus faculty have been large since at least 1998. In addition, the trend since 1998 suggests that the compensation disparity between branch and main campus faculty will continue to grow.

Appendix

Table 10 Means (branch campuses n=8, main campuses n=23)

Variable	Mean Branch	Mean Main
Ave. Tot. Faculty Comp. (x1,000)	$70.6	$87.2
No. Male Faculty	21.4	615.3
No Female Faculty	17.7	332.5
No. Total Faculty	39.1	947.8
Total Enrollment	1,896	24,217
Student to Faculty Ratio	55	27
Undergraduate Enrollment	1,846	19,041
Male Student Percentage	.359	.463
White Student Percentage	.919	.837
Tuition In St.	$4,359	$9,083
Tuition Out St.	$11,633	$16,723
Book Expense	$944	$968
No. Master Degrees	1.57	
No. Bachelor Degrees	4.70	

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The Teaching Journey – A Perspective from a Mid-Career Switcher to Academia

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Abstract

All regional campuses in Ohio's state universities hire or utilize a large number of working professionals to teach. The policies made by the Ohio Board of Regents indicate that 40% of the curriculum can be taught by part-time instructors on the two-year campuses. This indicates that quite a number of courses are taught by part-time instructors on regional campuses of AURCO member universities. In addition, the mission of AURCO member campuses is to provide qualified education to the local workforce, which implies "relevance instead of vigor" which is emphasized on the teaching of regional campuses. Thus, recruiting working professionals who can bring relevant real world experiences to classrooms helps to accomplish a regional campuses' mission. These two categories of regional campus instructors, either part-time or full-time, are content experts, but they lack formal education in teaching. This paper shares some observations, thoughts, and emotional experiences from a former business professional, now an assistant professor on the regional campus of one of Ohio's public universities.

Introduction

There are different types of beginning instructors. According to Brock and Grady, "some are entering the teaching profession directly from college; others arrive at the school door after raising a family or after a brief venture into the business world" (Brock, 2000). This paper focuses on this second category of beginning instructors and gives the perspective of a working professional entering the teaching profession as a mid-career switcher from the business world to academia.

In the state of Ohio, mid-career switchers are especially frequent, partially because of the existence of regional campuses associated with Ohio's major state universities. In comparison to a main campus, the main mission for Ohio's regional campuses is to educate the local workforce. In turn, application-oriented majors were created, such as engineering, computer information systems, nursing and business technology with the aim to provide practical education for local employers. These programs are unique to Ohio's regional campuses and make the recruiting and retention of working professionals from the business world extremely important (Ohio Board of Regents, 1988). These working professionals often bring the much needed "real world" experiences to classrooms which serve the regional campuses' mission.

Another characteristic of these application-oriented programs is that quite a number of courses are taught by part-time instructors due to budget limitations. According to the Ohio Board of Regents, "A minimum of sixty percent of the curriculum generally should be taught by faculty members who devote full time to the teaching and administrative responsibilities of the two-year campus" (Ohio Board of Regents, 1998). The reality is that in these programs, adjunct faculty members are used extensively. Although adjunct working professionals usually have rich work experiences, they do not have much classroom experience, so they are "beginning instructors" according to Brock and Grady's "beginning instructor" definition.

As a former corporate business executive, now an assistant professor, I share some of my observations, thoughts and emotional experiences, especially during my first years of working in academia with "beginning instructors" of mid-career switchers.

Teaching Strategies for Mid-career Switchers and Part-Time Instructors

1. Leverage Private Sector Experiences in the Classroom

Teaching effectiveness is not always proportional to your knowledge, skill or your preparation before a class. To those who are from the private sector, knowing the content is only the foundation and first step.

The number one failure for beginning teachers listed by Boice is using a "facts and principles style of lecturing" (Axelrod, 1973). To most beginning teachers, they "equate good teaching with good content" (Weimer, 1990). As an example, think of these questions: How to revive your classroom after the first 75 minutes or 3-4 hours? How to make students actively participate in the learning process? While you are answering one student's curious question, how do you keep the whole class engaged? Thus teaching requires much more than just passing the knowledge, as mastering course content and having corporate experiences does not equal the ability to effectively deliver the course content. Most mid-career switchers are content experts, but we need practice on class management and content delivery, which often requires careful planning and effective implementation by leveraging our corporate experiences. The following sections discuss some specific teaching strategies.

2. *The Less, the Better*

With my prior work experience in industry, every topic seemed to have some significance in the real world environment. This caused me to hesitate skipping anything covered in the textbook. However, with limited course time and student exposure to my field, too much content only confuses students. This situation worsens if textbooks are filled with abstract concepts and theories.

I find that I do not have time to cover a mountain of textbook material. Now, I always separate the course material from each chapter into basic and optional categories. If there is not enough time, I skip the content in optional category, so that I am sure to cover the basic category. I find that in-depth analysis is better for students to retain the course content comparing to just requiring student to "hear about" abstract concepts.

My experience is that if any content does not leave you with deep impression, it will probably not be comprehended or remembered by students. Thus categorize the course content into basic (which every student is required to understand) and optional (for those with strong aptitude) categories. Lectures and exams should focus on the basic category of course content.

3. The Sequence of Presenting Course Content – Eel, Dr. C!

Some courses may have their own inherent sequence in which the content should be presented. But for some courses, like marketing and management, the logic from the course content is not strong. I have found that better results can be achieved if the course material is presented with the aim of arousing, interesting, and engaging students. To be more specific, I used the "Eel, Dr. C" approach to stay away from "facts and principles style of lecturing."

Eel, Dr. C is an acronym for **e**ngage, **e**xperience, **l**abel, **d**emonstration, **r**eview and **c**elebration. This proven technique was summarized by DePorter and his colleagues (DePorter, 1991). According to DePorter, most textbooks are organized in the sequence of definition, example, and explanation. However, this is not congruent with a learner's recognition process.

The "Eel, Dr. C" approach allows students to start with something they are familiar with and interested in (engage and experience). They then label the concept with a definition (label). After the concept has been defined, as a teacher, you call for further discussion, explanation and clarification to enhance student understanding (demonstration and review). In the end, you summarize and conclude the concept which enables students to have a sense of completion (celebration). The exact sequence of Eel Dr. C has to be followed to maximize students' learning.

4. Make the Discussion Topic Controversial, Sharp and Striking

The other method that easily captures the attention of students is to try to make discussion topics "controversial, striking and sharp." This is especially true for more subject-oriented disciplines, such as sociology, management and marketing. For example, when I taught the organization control chapter in my management class, I asked the question, "How many of you believe that some of the mirrors installed in the department store's bathrooms are pure mirrors?" Then I distributed articles indicating that some of the mirrors installed in U.S. department stores have hidden cameras behind them. Students were surprised and interested to find out more. Then I started to introduce my main topic on organization control. Because the installation of hidden cameras in public bathrooms could be an invasion of privacy, it could also be a valid business decision. By making the subject striking and delivered in this sequence, students are immediately interested. This delivery strategy is much more effective compared with teaching this same topic with a definition, example, and conclusion.

5. Classroom Management - Authoritative vs. Approachable

In academia, classroom management means set up the classroom behavior boundary and limit. This is the equivalent of building a positive organization culture to maximize learning. Cultivate a positive learning community involves experiments. If the result from such experiments turns out positively, it is a great success. If the experiment does not go well, you may risk losing students. I do not totally agree on the comment that “you lose them once, you lose them forever.” However, it can be challenging to regain trust, cooperation and momentum from students.

You may have heard the saying that “Don’t smile until Christmas” (Ryan, 1974). To me, maintaining a balance of being authoritative and approachable is critical. You do not want to become a “buddy” to students, but you want them to feel comfortable to talk with you. From my personal experiences, students tend to listen more to an authoritative figure or experienced instructor. According to Greene, you can only get more control over a situation “out of respect and fear” (Robert, 1998). Thus properly maintaining the balance is important. This is especially true for young instructors who happen to teach junior level courses.

The Emotional Impact of Teaching

Teaching is a very emotional endeavor. To most new teachers, we cannot become immune to what has happened in our classrooms. We constantly “rewind” what has happened in the class. Be prepared to have some emotional outlet, either by writing a journal or having some time to reflect.

1. Teaching is a Passionate Experience

When working in the corporate world, your product design, marketing campaign and crafted strategies always have a delayed effect. But when you teach, you see the immediate result from the gleams of students' eyes. Their gleams can energize you and keep you in an energetic high. No wonder some corporate executives quit their well-paid jobs and made the switch to teaching. Consider Randy Moore, a successful businessman, who has held several leadership positions, such as CEO and president for two Hawaii-based companies. Even though he has consistently served on the educational board, the impact of teaching and education eventually pushed him to make the decision to retire from the corporate world and switch to a teaching career (Hitz, 2005). I believe most mid-career switchers to academia can echo that teaching help to find our identity, which we usually can't find in the corporate world; teaching gives us some new perspectives about lives. Again and again, I have heard the comments from mid-career switchers "switching to academia is the best career decision I have ever made!"

2. Teaching is an Isolated Profession

Though no other profession has as much immediate response as teaching does, it also has wide variation and uncertainty. Most experienced teaching experts have their moments of teaching highs and lows. "Teaching is the education equivalent of white-water rafting" (Brookfield, 1990). Just when we think we have anticipated every eventuality, something unexpected happens (Winograd, 1951). Indeed, every class period is different, and every class period is somewhat unpredictable.

Even more challenging is that teaching is one of the most isolated professions. This fact to those who are used to team work in the business world is very uncomfortable. "Instructors just do their jobs and get back to their own offices. My only interaction is with students," commented by one instructor from Brock's research. "Beginners and veterans alike spend much of their day alone with students, isolated from contact with other people… the lack of adult contact and support is frightening and frustrating (Brock, 2000). Brock even described a young instructor who was ready to quit because of the isolation and lack of communications among colleagues (Brock, 2000).

"Loneliness was new faculty's most salient comment." In Boice's book, one faculty member is quoted as follows,

> *Now that I am here, no one pays much attention to me. That's disappointing, I suppose, but I should have known that this would happen. The other people in the department have their own business to take care of. I wish this were a happier place, one where we took more interest in what each other teaches.* (Boice, 1992)

"I also doubt my teaching talent when I see my colleagues' calm reaction of pedagogical virtue." As Jersild noted in his study, "Teaching is an experience in which one commonly feels lonely, anxious, alienated and abused. It is quite normal to experience regular episodes of hesitation, disappointment and ego-deflation." (Jersild, 1955). Fortunately, this issue has been addressed in several papers. Attending to beginning instructors' emotional needs will reduce the frustration and improve the retention (Hoerr, 2005; Inman, 2004; and Schlichte, 2005).

Epilogue - To Teach is to Touch a Soul Forever

While teaching is a rewarding experience, teaching has its own challenges, especially to mid-career switchers. Teaching has its own ups and downs, just as in all other professions. However, the teaching profession has its own characteristics, such as immediate response from your customers (students), constant self-reflection and an isolated job nature. Because of these characteristics, I wrote this paper to share my joy, struggle, and lessons learned with those who are transitioning from the private sector to academia and those who work in the private sector but teach as part-time instructors. I have worked for Fortune 500 companies, but followed my heart and pursued working in academia. After several years of teaching, I still cherish and agree with the anonymous statement "to teach is to touch a soul forever!"

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Reflections on a Service-Learning Project in a Two-Year Program

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A Brief Overview of Service-Learning

The elevated profile which service-learning has assumed at many institutions of higher education in recent years (Howard, 2003, p. 1; Eyler & Giles, 1999, p. 5; and Furco & Billig, 2002, p. viii) might lead some to believe that the approach is new. In fact, modern approaches to service-learning have their roots in cooperative education at the University of Cincinnati (Caristi, 2003, p. 4) and in experiential education advocated by Dewey and others nearly a century ago (Eyler & Giles, 1999, p.7). Ramsey and Sigmon coined the term "service-learning" decades later, in 1967 (Seitsinger, 2005, p. 20).

Even though the basic idea of service-learning has been around for some time, theorists still have trouble agreeing on a definition of service-learning. According to Furco, "One of the greatest challenges in the study of service-learning is the absence of a common, universally accepted definition for the term" (2003, p. 13). As explained by Billig and Waterman (2003),

> The issue of definition is complex, and arguments about conceptions of service-learning have plagued the field for years. Although most service-learning researchers, evaluators, and practitioners would agree that service-learning involves both service to the community and learning tied to academic curriculum, the definitions of service, community, learning, and academic curriculum all vary widely....The definitional problem, then, is layered and complex. (p. viii)

Furthermore, the service-learning aspect of a project is not always immediately apparent to those involved (Giese, 2005). Even the decision to write the term with or without a hyphen varies with researchers.

In spite of the difficulties in achieving a precise definition of service-learning, theorists accept the notion, at least, that service-learning engages two communities—town and gown. Seitsinger expresses the service-learning relationship as a synthesis of community service and academic learning (2005, p. 22). Pritchard (2002) adds, "There are at least two types of learning objectives that are reasonable. One type of learning objective emphasizes the practical application of knowledge and skills....A second type of learning objective pertains to students' moral dispositions and understanding" (pp. 15-16).

Alternatively, some theorists approach the definition of service-learning by saying what it is *not*. Bentley and Ellison (2005) explain, "It differs fundamentally from volunteer activities, community service, internships, field education, and traditional clinical experiences. These are not less important than service-learning, but the approaches, objectives, and outcomes have a different focus" (p. 287). Likewise, Vanderhoff (2005) states that service-learning "is not a volunteer program; it is not community service hours required for graduation; it is not a form of punishment; and it does not just benefit either the student or the community" (p. 36). The last point is particularly significant to Vanderhoff, who is concerned not only about the benefits of service-learning for nursing students but also about the impact of the activity upon those with whom the students work: "Although benefits to students are great, *reciprocity* is a key element in service learning. Students must put in as much as they get out of the experience, and patients must benefit as much as students" (p. 35).

In arguing for greater philosophical guidance in service-learning, Sheffield (2005) expresses similar concerns about the importance of reciprocity:

> When it comes to the service component of service-learning most discussions begin and end with the idea of mutuality. Mutuality is the understanding that in a service-learning project, it is important to encourage a two-way service ethic. That is, those being served benefit at least as much, if not more, than those receiving the actual "service." (p. 48)

Eyler and Giles (1999) prefer an inclusive versus exclusive definition of service-learning:

> It is quite reasonable to suppose that programs with different structures might be effective in their own way at meeting particular academic goals….Thus we accept that any program that attempts to link academic study with service can be characterized as service-learning;… (pp. 4-5)

The Task of Assessing Results

The absence of a precise and universally accepted definition of service-learning, has not diminished attempts by researchers to evaluate the results of service-learning activities however defined. Eyler and Giles (2002) note that published research on the impact of service-learning on college students has increased dramatically since the early 1990's along with "a modest increase in studies that focus on the impact of this instructional approach on communities and institutions" (p. 147). In addition to wrestling with a basic definition of service-learning and its nature, service-learning researchers typically encounter a variety of restrictions, according to Howard (2003):

> Beyond the idiosyncratic issues, service-learning suffers from many of the same limitations as other educational research. For example, naturally occurring conditions, such as length of the semester; variability in the students' personal interests, abilities, and values; and variability in the site placements (individual vs. group activity, high vs. low intensity of the community work, etc.) can each have a dramatic effect on outcomes, thereby limiting the generalizability of any single-site study. (pp. 7-8)

One of the factors which make generalizations based upon service-learning research difficult is the high degree of program diversity. Additionally, traditional research "methodologies cannot easily capture all the aspects of the service-learning experience. Most of the more than 100 published studies of service-learning have been unable to make definitive statements about the impacts of service-learning on students, teachers, schools, and communities" (Furco, 2003, p. 13).

Regardless, service-learning advocates continue to see benefits for both students and communities resulting from the pedagogical approach. Caristi (2003) extended service-learning to an international community and noted that the benefits to his video production students included learning more of the language and the culture, resulting in "a greater increase in international understanding" (p. 7). Similarly, Shirvani (2003) used service-learning to expand the cultural horizons of the students in her intercultural communication class. Furco (2002) was able to measure gains for service-learning students at the .05 significance level "in developing more positive attitudes toward school, themselves, others, the future, and their community, as measured by the student pre/post survey" (p. 37). Gorman, Duffy, and Heffernan (1994) observed that "students who engaged in community service work showed a significant increase in moral reasoning while the comparison group did not" (p. 430).

Perceived Benefits and Responsibilities

There are additional reasons for engaging students in service-learning activities. Astin (1999) views service-learning not only as an opportunity but also as an obligation:

> Many of us who are enthusiastic advocates of service-learning have tended to emphasize its "service" benefits: We promote more wide-spread adoption of service-learning in higher education because we see it as a powerful means of preparing students to become more caring and responsible parents and citizens and of helping colleges and universities to make good on their pledge to "serve society." (p. xi)

Furthermore, students who engage in service-learning may find it to be a personally enjoyable and rewarding experience. In conversations with students who had participated in service-learning, Eyler and Giles (1999) concluded that "students like service-learning....their enthusiasm in unmistakable....it is clear that they believe that what they gain from service-learning differs qualitatively from what they often derive from more traditional instruction" (pp. 1-2). Not surprisingly, my colleague and I encountered similar results with our video production students in a two-year program on a regional campus.

Like Giese (2005), my colleague and I committed our video production students to a service-learning project (Shriver & Collins, 2003) with a desire to give our students real-world experience while doing something worthwhile for the community, but with little consideration of existing service-learning literature. At the time, we were not concerned with defining service-learning or assessing results at the .05 significance level. Getting the job done professionally and on time was our objective. As in the typical video production workplace, meeting deadlines for our clients was a major concern and left little time for reflection upon the project's academic nuances. Only after the passage of time and an examination of service-learning literature have I been able to review our efforts in the context of service-learning theory and compare our experience with that of others.

Overview of the Video Project Methodology

Our service-learning project began when a local education group approached our campus for assistance with the production of a series of video training tapes. The proposed series would consist of six programs intended to serve elementary mathematics teachers, with each program running 20 to 30 minutes in length. In other words, the training tapes would instruct teachers in methods which they could use to enhance their classroom instruction.

Initially the client planned to shoot classroom video on location and then to provide the raw footage to our students for editing into finished programs with titles and other graphics. After being advised of the difficulties in getting usable footage with that approach, the client accepted our offer to videotape the sessions in our television studio instead.

The combined efforts of the client, our students, and a high school carpentry class turned our television studio into a passable elementary classroom. Over the course of the ten-week winter quarter, our introductory video production class videotaped several mathematics teachers who served as instructors for the series as they taught their own elementary students in our studio.

During the spring quarter, our advanced video production class of eight second-year students, most of whom had worked on the project during the previous quarter, began the task of completing the instructional tapes. After learning the basics of non-linear video editing with Adobe Premiere 6.0, each of three small teams of students partnered with individual math teachers, who provided informally written scripts and consulted with the students during editing. One student produced an original musical theme for use with the opening and closing credits of each installment in the series by using royalty-free music loops. At the end of the project, we provided the master tapes to the client for duplication at a professional video facility.

Results and Reflections

From the beginning, we considered the video production project to be one of service-learning (see Eyler & Giles, 1999). Our project's objectives were consistent with the general goals of service-learning, namely to enhance the education of our students and to provide benefits to the community (compare with Seitsinger, 2005; Sheffield, 2005; & Pritchard, 2002). Furthermore, the experience was not merely a volunteer program, an internship, punishment, or one of the other no-no's identified by Bentley and Ellison (2005) and Vanderhoff (2005).

The community component of the service-learning experience was multi-layered, as the activity served at least three communities: 1) the education group which was our primary client; 2) the elementary mathematics teachers who would watch the instructional tapes; and 3) elementary students who would benefit ultimately with a stronger foundation in mathematical relationships and principles. A future project could examine the impact upon a fourth community, namely the community at-large; and consider the benefits to society resulting generally from an educated populace. The overall process might be described as an educational chain-reaction.

Unlike Furco (2002), we did not have a sufficient number of students to measure the results of a pre/post survey with any statistical significance. In production courses on regional campuses, we typically deal with fairly small classes. As a result, we would expect qualitative assessment of results to be more appropriate than quantitative measures. Given our situation, observing the students at work, discussing the results with both students and representatives of the client, and viewing the completed tapes provided sufficient qualitative feedback to conclude that the endeavor had been worthwhile.

Conversations with both our students and the client's representatives were casual, spontaneous, and free-flowing. Participants frequently remarked about the progress of the work, expressed concern about meeting deadlines, and indicated their level of satisfaction with the results. Most of the students were highly motivated and engaged in their work. Several students appeared to gain a new understanding of educational techniques and found themselves relating to the math teachers, as they themselves developed a teaching tool. Likewise, the teachers and administrators from the education group expressed pleasure with the efforts of our students and the resulting video tapes. We observed the teachers and our video students as they bonded with one another and truly worked as teams.

While most of the students threw themselves into the project, a few were obviously less engaged and appeared to simply bide their time until the proverbial factory whistle blew. The most highly motivated students spent many additional hours outside class time, hurriedly working to complete the project by the end of the ten-week quarter. The less motivated did not always attend class. Our experience with variances in students' interest and level of participation was consistent with the limitations noted by Howard (2003), as were the pressures of impending deadlines dictated in part by the rigidly structured--and short--academic quarter.

Conclusions

Overall, we concluded that our service-learning project was a success. Our video production students and the client agreed. With the six completed tapes in hand, the education group conducted a pilot training session later that summer with very favorable results. It appears that we might have achieved Sheffield's (2005) two-way ethic in which the lives of both students and members of the community would be enriched.

The video project has encouraged me to become a proponent of service-learning by demonstrating to me its benefits for students at a regional campus. Where commuter students are the norm, service-learning benefits students in two ways: 1) as students and 2) as citizens of the communities which they serve.

Unfortunately, the video project was an isolated event for our program. When service-learning activities become a regular feature for our students, then our regional campus can take a step forward in serving not only our students but also in serving our community.

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Teaching Statistics with Official Statistics in Regional Campuses

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Abstract

Official statistics are a very useful tool in teaching a statistics course, even in introductory-level classes. Eurostat is one site that has a collection of data on various topics in Europe. The United Nations Statistics Division has a wealth of statistical information on its member countries. The United States federal government and its agencies collect extensive data on topics from agriculture to space science. This paper discusses students who attended a statistics class and were encouraged to find a data set from one of these official statistics databases to write a term paper. One student used regression analysis to study the inequality in salary between the genders. Use of geometric mean is well explained in the class using data on radon gas concentration in the ground. Official statistics could be used to teach various other subjects where statistical methodology is used to explain concepts.

Introduction

Knowledge of statistics helps students to understand how numbers reveal information about a population. Statistics is taught in regional campuses in the freshman to senior levels. Though fields such as economics, sociology, and public administration have the most obvious uses for official statistics, students majoring in nursing, psychology, education, geography, criminal justice, mathematics, and business also study statistics as one of their courses. Official statistics can provide data relevant to most subjects. Sports statistics and stock-related data are also included in public domain data along with official data. These statistics provide data on national finances, external trade, health, agriculture, labor, real estate, businesses, transportation, tourism, weather, retail sales, employment, and vital statistics. Using official statistics to study statistical concepts, students can appreciate and understand the decision-making process in the public and private sectors.

Why official statistics

In studying statistics, the main skills developed are data analysis and inference. Gal and Ben-Zvi (2004) give the following reasons for use of official statistics:

> (1) They are created and disseminated by *official* bodies using *public* funding, yet these agencies operate outside formal educational systems and hence bring new, independent resources into the educational arena; (2) Statistics agencies offer long-range continuity as they are stable organizations, unlike research groups and individual developers who may divert their energies to other areas as time goes by; (3) Statistics agencies offer users access to products based on up-to-date data collected through explicit and credible methodologies; (4) The data available to statistics agencies cover a very wide range of topics that reach far beyond what students themselves can collect through classroom based efforts; (5) The data and associated reports address topics of social relevance, hence can engage students with meaningful statistics on current issues, and this has motivational benefits.

Official statistics data is collected by various means, including sample surveys and census surveys. When evaluating census data in our class, we discuss concepts such as the relationship between variables, correlation and causation, spatial and temporal variation, level of measurement, construction of indices, and data display. Studying official statistics creates an opportunity for students to learn pattern recognition, database management, and data visualization. Weldon (2004) writes that more students may be motivated to participate in discussions when relevant questions are addressed in the context of official data. As Weldon says students in my class use sports data as means to understand the statistical concepts.

Official statistics resources

The Internet allows access to large data sets in electronic format. This section will list a few of the official statistics resources. Some sites have educational resources.

- The Federal Interagency Council on Statistical Policy (http://www.fedstats.gov) provides easy access to a full range of statistics and information that are of interest to the public, compiled by more than seventy federal government agencies
- The Index to International Statistics at http://www.lexisnexis.com/academic/3cis/cisi/IndexInternationalStatistics.asp provides abstracts for reports and other publications issued by intergovernmental organizations (IGOs), such as the United Nations, IMF, World Bank, and OECD, which contain statistical tables.
- The Department of Commerce provides http://www.stat-usa.gov for authoritative information from the federal government for the business, economic, and trade communities.
- The U.S. Census Bureau offers abstracts on statistical information about the social, political, and economic organization of the United States at http://www.census.gov/compendia/statab. It is a statistical compendium that covers a wide variety of topics, including population, vital statistics, health and nutrition, education, law enforcement, the environment, parks and recreation, elections, state and local government finance and employment, federal government finance and employment, defense, human services, labor, income and expenditures, prices, banking and finance, business, communications and information technology, energy, science and technology, transportation, agriculture, natural resources, construction and housing, manufacturing, and trade. The tables provide summary statistics with footnotes indicating sources for more detailed data.
- The Centers for Disease Control and Prevention also has a website (http://www.cdc.gov/excite) that carries a collection of teaching materials designed to introduce students to public health and epidemiology, including some aspects of biostatistics.

- The Bureau of Labor Statistics (http://www.bls.gov) is the principal fact-finding agency for the federal government in the broad field of labor economics and statistics. The BLS serves as a statistical resource to the Department of Labor and collects, processes, analyzes, and disseminates essential statistical data to the American public, the U.S. Congress, federal agencies, state and local governments, businesses, and labor.
- The Statistical Office of the European Communities (Eurostat) compiles and publishes statistical data on European Union member states at http://europa.eu.int/comm/eurostat/. The covered topics include statistics on general and regional data; economics and finance; population and social conditions; industry, trade, and services; agriculture; external trade; transportation; environmental and energy issues; and science and technology.
- The website of Statistics Canada, http://www.statcan.ca, offers free access for students and academics to most of Canada's official data sources. This site provides a learning resources section with data-based problems from kindergarten to university level.
- The United Nations Statistics Division website, http://unstats.un.org/unsd, offers a large statistical database on global topics.

Examples of student projects

Project 1

One student used data to develop a multiple regression model, with body mass index (BMI) as the outcome variable and with the age of the person (age greater than 65) and an osteoarthritis (OA) history as the predictor variables. The student tested the following hypotheses:

- Gender can predict an older adult's BMI
- A person's age is directly related to his/her BMI

The data was obtained from Centers for Disease Control. Summary of the data and its analysis is given the appendix. What did the student learn? In the words of the student "A standard multiple regression produced a model that showed a significant relationship between the variables ($r = 0.622$). In the model which includes age, gender and osteoarthritis history, the R square (0.387) showed that 39% of the variance was explained by the model. The significance of the model can be attributed to the presence of at least one independent variable that exhibits significant relationship with BMI. The result of the regression analysis determined that gender ($\beta = 0.186$, $t = 1.508$ and $p = 0.139$) and arthritis history ($\beta = -0.158$, $t = -1.277$ and $p = 0.209$) were not significant predictor of a person's BMI, while age ($\beta = -0.585$, $t = -4.813$ and $p = 0.000$) was shown to be a significant predictor of a person's BMI. The independent variable, age ($\beta = -0.791$) has negative relationship to the dependent variable, BMI, which indicates that as age increases BMI decreases."

Project 2

One student used FedStats (economics and demographic information of 15 states)-collected data on alcohol-related accidents, single-mother homes, and homes at poverty level. The raw data and the analysis are given in the appendix. This student tried to see if there is any correlation between single-mother homes with children under 18, homes at poverty level, and the number of accidents due to alcohol. In this study, the student found a positive correlation at a significant level. In the words of the student, "When testing the overall significance level of our model, our F-test statistic was found to be 354.509 with a significance level of p-value 0.000 which is less than $\alpha = 0.05$. However, when looking at the coefficient model, only single-mother households with children under 18, were found to be significant ($t = 2.601$, p-value 0.023) with $\beta = 0.687$".

Project 3

One project was a study of the relationship between income, education, and age in northeastern Ohio counties. Again, the data came from the FedStats website. The conclusion of this study was that counties with more educated people and more people younger than sixty-five had higher average incomes. The data for this study was taken from www.fedstats.gov, which covered twelve Northeastern counties in Ohio: Ashtabula, Columbiana, Cuyahoga, Geauga, Lake, Lorin, Mahoning, Medina, Portage, Stark, Summit, and Trumbull. The data and the analysis are given in the appendix.

Conclusion

In many countries, official statistical agencies are active in promoting the use of public domain statistical data in academe. The use of official statistics in educational curricula helps students learn to analyze social issues in a scientific and objective manner. Ho (2005) says that students who have used official statistics will appreciate the value of answering surveys. They will use statistical data in making decisions. Students will also appreciate the use of statistical indices and indicators in the making of broader decisions by the government, which affects the society. Statistics is not a subject that triggers "love at the first sight," but the use of official statistics is another promotional effort to make students interested in the value of understanding statistics.

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Appendix

Project 1
The data was obtained from Centers for Disease Control. Raw data is not given here but only the summary.

Frequency Tables

Gender	Frequency	Arthritis History	Frequency
Male	17	< 5	18
Female	29	5-10	10
		11-15	5
		16-20	5
		> 20	8

Age	Frequency	Body Mass Index	Frequency
50-55	6	< 28	14
56-60	4	28-29	6
61-65	8	30-31	4
66-70	5	32-33	4
71-75	5	34-35	5
76-80	10	36-37	4
81-85	5	38-39	3
86-89	3	40-41	2
		42-43	2
		> 43	2

Model Summary (Predictors: Constant, arthritis history, age, gender)
Dependent Variable Body Mass Index

Model	R	R-Square	Adjusted R-Sq	Std. Error
	0.622	0.387	0.343	2.360

ANOVA

Model	Sum of Square	Degrees of Freedom	Mean Square	F	Significant F Change
Regression	147.652	3	49.217	8.834	0.000
Residual	234.000	42	5.571		
Total	381.652	45			

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Significance
	β	Std.Er	β		
Constant	8.217	1.220		6.737	0.000
Gender	1.111	0.737	0.186	1,508	0.139
Age	-0.791	0.164	- 0.585	- 4.813	0.000
Arthritis history	-0.301	0.236	- 0.158	-1.277	0.209

Project 2
The data obtained from FedStats (economics and demographic information of 15 states)

States	Alcohol related accidents	Single Mother homes	Homes at Poverty level
Alabama	462	141,057	73,882
Alaska	48	17,243	4, 407
Arizona	447	129,511	46,150
Arkansas	217	76,774	38,037
California	1720	834,716	310,533
Colorado	294	102,113	28,478
Connecticut	155	91,114	26,802
Delaware	51	22,975	6,950
District of Columbia	31	24,561	12,184
Florida	1,110	164,596	537,680
Georgia	522	258,006	105,840
Hawaii	64	23,619	8,737
Idaho	88	27,091	10,178
Illinois	681	315,957	116,851
Indiana	330	160,311	53,075

Model Summary

Model	R	R-Square	Adjusted R-Sq	Std. Error
	0.992	0.983	0.981	64.98532

ANOVA

Model	Sum of Square	Degrees of Freedom	Mean Square	F	Significant F Change
Regression	2994250	2	1497125.118	354.509	0.000
Residual	50677.098	12	4223.091		
Total	3044927	14			

(Predictors: povertylevels, single mothers) Dependent Variable: alcohol accident

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Significance
	β	Std.Er	β		
Constant	39.990	21.973		1.820	0.094
Single mothers	0.001	0.001	0.687	2.601	0.023
Poverty levels	-0.002	0.001	0.306	1.159	0.269

Project 3
The data for this study was taken from www.fedstats.gov, which covered the12 most Northeastern counties in Ohio

County	Income	Proportion with degree	Proportion above 65 years
Asthabula	16,814	11.1	14.7
Columbiana	16,655	10.8	15.0
Cuyahoga	22,272	25.1	15.6
Geauga	27,944	31.7	12.0
Lake	23,160	21.5	14.1
Lorin	21,054	16.6	12.5
Mahoning	18,818	17.5	17.8
Medina	24,251	24.8	10.5
Portage	20,428	21.0	11.0
Stark	20,417	17.9	15.1
Summit	22,842	25.1	14.1
Trumbull	19,188	14.5	15.7

Model Summary

Model	R	R-Square	Adjusted R-Square	Std. Error
	0.956191594	0.914302364	0.895258445	1038.660775

ANOVA

Model	Sum of Square	Degrees of Freedom	Mean Square	F	Significant F Change
Regression	103588363.1	2	51794181.53	48.0101997	1.57892E-05
Residual	9709345.848	9	1078816.205		
Total	113297708.9	11			

(Predictors: proportion with degree, proportion above 65) Dependent Variable: Income

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Significance
	β	Std.Er	B		
Constant	39.990	21.973		1.820	0.094
Single mothers	0.001	0.001	0.687	.601	0.023
Poverty levels	-0.002	0.001	0.306	1.159	0.269

The Affect of Decreased Classroom Time on Course Outcomes

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Introduction

Many of today's college students have outside responsibilities such as families and jobs that make attending traditional classes difficult. One way that universities have begun to accommodate busy students is through the use of technology generated courses. The literature suggests that there is a growing demand to shift from traditional classroom teaching to the use of computer technology or a combination of both in a blended fashion. It also suggests that successful outcomes depend on delivering courses in ways that meet the needs and desires of students (Zhang & Nunumaker, 2003). With the increasing quality and availability of technology, on-line learning has become effective, flexible and convenient for both students and faculty (MacDonald et al, 2001).

Advantages & Disadvantages of Traditional Classroom Learning

The traditional classroom usually consists of faculty lecturing to students. Traditional face to face learning has the advantage of being comfortable and familiar for both students and faculty. In the traditional classroom faculty can disseminate a large amount of knowledge to large numbers of students (Zhang & Nunumaker, 2003). The faculty assumes responsibility for the learning environment including designing the delivery of information, troubleshooting technology problems and collecting on the spot student feedback related to their understanding of concepts. Some students feel more secure with the teaching learning process when they take a more passive role.

Disadvantages of the traditional classroom include the need to travel and disruption of work schedules, which can yield additional expenses (Zhang & Nunumaker, 2003). Another disadvantage is that too much content may be exposed in the classroom making retention difficult. Also, teaching in the traditional classroom is instructor-centered where instructors mainly control the class content (Zhang & Nunumaker, 2003). This may hinder the student involvement and interaction.

Advantages & Disadvantages of On-line Learning

Internet access has become easier and the cost of desktop computers has decreased making the possibilities for students to complete on-line course work convenient and manageable. New advances in on-line software provide discussion areas as environments for personal interaction. Students and faculty members can interact in either synchronous or asynchronous time. The ability to delay responses while one composes them more completely is a privilege not usually available in the traditional classroom. The chance to answer in writing is often an advantage for those who are slower to speak audibly in class and often enhances student engagement.

In many ways on-line learning is comparable to traditional learning as it provides a variety of formats for students and faculty to communicate. Communication can occur through email, chat rooms, homework drop boxes, and other course supporting software platforms. These diverse modes of communication allow students access to the faculty or their peers at more frequent times than the traditional classroom environment. Course supporting software makes it possible for faculty to provide additional educational materials, web links and course grades, available to the class any time of the day. One big advantage to on-line learning is that students gain flexibility of their schedule and more control when learning occurs. This is appealing to many of today's students who are juggling many responsibilities while obtaining a college education.

On-line learning can facilitate opportunities for faculty to design various learning experiences that accommodate multiple learning styles. Providing learning experiences that utilize multiple learning styles may lead to improved learning outcomes (McCray, 2000).

One disadvantage to on-line learning is that students must have access to appropriate technology in order to utilize on-line learning. This includes an additional expense to program delivery expense as well as ongoing costs for internet access, technical support and upgrading hardware and software (Afro-American Red Star, 2000). Another disadvantage is that the on-line learning environment is sometimes unstructured; therefore, students need to be self motivated and have a clear plan of study to be academically successful (Buereck, Malmstrom & Peppers, 2003). Faculty can enhance student success by structuring an on-line environment that clearly identifies course objectives, course assignments, course assessments and methods for course communications. Designing the course to require regular student interaction and engagement can enhance student motivation.

Faculty have the option of providing testing including quizzes and exams on-line, which can be an advantage to both the faculty and the student. On-line testing can save both time and money and allow flexibility in busy schedules. Students do not have to spend money or use their valuable time to travel to the institution to take the test. A down fall to this is the faculty's ability to secure the test ensuring that students do not use their text books, notes or others to help them with the test. There is also potential for students taking the test at different times to share the questions from the test with others or even to print the test and it distribute to others. One way to solve this dilemma is to have the test proctored in a designated computer lab at the institution or to have the students take the test using paper and pencil. Using one of these methods allows students to take the test as a large group or to sign up for individual testing times but either way this affects the student's flexibility to take the test at their convenience. Set hours by the computer lab may not fit into their busy schedules.

Selection of affective strategies for on-line learning can be challenging in that students have different learning styles. There are many different ways to accommodate these styles using on-line learning but deciding which will best fit the course and the students can be a challenge. On-line courses can utilize electronic links to other resources, on-line communication through e-mail, chat rooms and discussion boards, on-line assignments and testing. Although this is an advantage, the faculty member must be knowledgeable about learning styles of the students and also about what strategies will be most useful for the course. This may be difficult if the faculty member has not met the students prior to setting up the course. The faculty member is challenged to develop the course and to make it as interactive as possible (Ostrow & Ghalili, 2005).

On-line teaching, like the traditional classroom environment requires effective faculty-student interaction and the services to support distance learning to ensure quality and course satisfaction (Buerck, Malmstrom & Peppers, 2003).

Both human and technical support are critical (Longman & Gabriel, 2004). In the traditional classroom when technical difficulties occur, it is the faculty member's responsibility to troubleshoot problems and resume delivery of content. Technical problems that occur during on-line learning can make delivery of content and course access difficult for students. The teacher may be unaware of the technical problems until notified by the student. One example of a technical difficulty would be the student who can not complete their on-line quiz or exam due to technical difficulties. Students often become frantic when they believe that the technical difficulty will negatively affect their grade. Therefore, technical support services must be readily available and easily accessible to students. The responsibility to resolve these technical difficulties can be stressful to students and impair their ability to successfully complete assignments and interact in the course. The feelings of the students need to be recognized, discussed and acted upon. For many learners, the availability of a facilitator will alleviate the anxiety associated with incorporating technology into education (Longman & Gabriel, 2004).

Pilot Description

To improve the attractiveness of our nursing program to a large number of adult students the authors developed a pilot nursing course utilizing on-line learning. The targeted course, Adult Health Alterations III, is taught in the fifth quarter of a six-quarter Associate Degree Nursing Program. The traditional course met twice a week for a two-hour class. In addition to class time, students also have a two-hour campus lab and a seven-hour clinical once a week. The goal in the pilot course was to decrease classroom time by fifty percent while maintaining the two-hour campus lab and seven hour clinical day. This change allowed selected students to complete course requirements in as little as one day per week with a maximum of two days per week. This was much more attractive to some students than the three days traditionally required for course completion per week.

Sample

Students were allowed to self-select to either the pilot course or the traditional course. Although random assignment of students would have made comparisons of the two groups statistically sounder, faculty believed it was more important to allow students to choose the course that would optimize their success in the program. The traditional course was comprised of 34 students and the pilot course had 18 students enrolled.

Methodology

Course objectives of the traditional and pilot course were identical. Both groups included the use of a course software platform, to provide course information, documents (including lectures on power point and study guides), assignments, grade book and communication. The on-line pilot group was given additional on-line assignments including mandatory study guides, discussion board, assessments, and readings. As faculty, we were concerned how to best change the method of delivery and still ensure that the pilot course students would be successful. One thing that was of major importance was keeping the pilot course students regularly engaged in course material and encourage the discipline required for success in internet supplemented or blended courses. Thus, the faculty required the pilot students to complete study guides about course content and awarded points for completion. Pilot students were also given points for a group teaching-learning project that they developed to educate the public about a disorder covered in the course. This project was posted on the course web site for peer evaluation. The students in the class provided each group with feedback about their project.

Weekly quizzes were required to be completed on-line in the pilot group. Faculty members were aware that quizzes delivered on-line might not be secure. To decrease the risk of students using materials to assist them with the quiz a time limit was attached. Knowledge of course content was also tested with two major exams that were scheduled and proctored outside of the normal class time at the University. In the traditional class, students were given five exams and no quizzes. At the conclusion of the course, the pilot students took the same proctored comprehensive final exam as students in the traditional course.

To evaluate outcomes of the pilot course the faculty collected the following data: Average course grades, final exam grades, informal feedback from clinical instructors and pilot students. An overall evaluation of the courses was also collected by the University. Long-range outcomes were established by collecting data on students' performance on a national standardized exam predictive of success on the RN licensure exam and comparing their results. Data related to students who passed or failed the national RN licensure exam on the first try was also collected.

Results

Nursing students in the pilot group performed better than the traditional students on all measured course outcomes. The average course grades for the pilot course were 89 percent out of 100 compared to the traditional course average grade of 87 percent. Final exam grades for the pilot course were 85 percent out of 100 compared to the traditional course average grade of 84 percent. The average score for the pilot course on the national standardized exam was 81 compared to 75 for the traditional course. RN licensure exam pass rate for first time test takers was 94% for the pilot course and 62% for the traditional course students (Table1).

Table 1. *Course Outcomes*

Pilot Nursing Course (N=18)		**Traditional Nursing Course (N=34)**	
Final exam average	85%	Final exam average	84%
Course grade average	89%	Course grade average	87%
Standardized Predictive exam	81	Standardized Predictive exam	75
RN Licensure pass rates	94%	RN Licensure pass rates	62%

The positive results of the pilot group reassured faculty that reducing class time did not lead to decreased student performance on course exams, standardized exams or in the number of students passing the RN licensure exam. The pilot course students performed better than traditional course students on all measured outcomes.

At the conclusion of the course, students were asked to complete a combined evaluation of the course and the faculty. The evaluation tool was comprised of 13 questions. Students answered the questions using a five point Likert Scale. The scale ranged from poor (1) to excellent (5). The totals for the 13 questions were tallied to provide an overall average score. The average score for the pilot class was 4.55 and the average for the traditional class was 4.48.

Limitations

Limitation to this pilot study may be the smaller number of students in the pilot group compared to the traditional group and lack of randomization. As a result, faculty could not generalize the data to infer that students achieved better scores because of changes in the method of delivery course content. Inferences were made that the changes in delivery did not impede student success. It could be possible that the students selected the method of delivery they felt would best fit their learning styles and schedules thus ensuring course success. It is also unknown whether students from both groups studied together which could have had an impact on the grades.

The differences in pass rates on RN licensure exam were startling. These results support that perhaps the pilot nursing students were more independent and self disciplined students, which may have attributed to their improved success on RN licensure exam.

Suggestions

The data collected supports the use of on-line learning as a successful method of course delivery and student satisfaction. Student achievement by group was not compared to their performance in other courses throughout the program. Collecting student demographics could have provided information for further group comparison. It is possible that the students that self selected into the on-line pilot course were higher achievers throughout the nursing program. Student learning styles were also not considered in the selection process for either course group and should be an area for study in the future.

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Student and Faculty Perceptions of the Impact of Study Abroad on Language Acquisition, Culture Shock, and Personal Growth

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Introduction

Study abroad has a long history in higher education. Traditionally it has been an expectation at four-year institutions, associated with language learning for literature. However, as global awareness has become more widely valued, the realization of study abroad has become much more varied and serves more purposes than just language learning. In its more traditional form, study abroad was a year-long experience to gain language proficiency, but even in this case, the student is learning far more than language structure. Any person immersed in another way of life cannot help but learn about social language use and cultural expectations. Inevitably the shock of the new forces most people to also look inward and experience greater personal awareness. As a result, students and faculty can experience profound changes as a result of even short-term study abroad. In this study, the researchers surveyed both students and faculty who had study abroad experiences ranging from two weeks to a year in order to explore faculty and student perceptions of their language change, their awareness of culture, and their personal growth as a result of study abroad.

Literature Review

The literature on research concerning study abroad generally asserts that study abroad has positive effects on student personal and cultural awareness, confidence, and language ability. The consensus is that study abroad provides unique benefits not only for students but also for faculty. In addition, the focus of study abroad programs seems to have evolved from a foreign language acquisition focus to a more general cultural perspective focus which cultivates students to be global citizens.

Research on study abroad dates to the 1930's, when foreign language majors often spent a year living abroad, studying at a foreign university. The goal at this time was to improve linguistic ability in order to facilitate reading literature from the country, as well as to experience the everyday culture to be able to understand it (Sepmeier, 1939). Following World War II, when the U.S. was nation-building in Europe, the principles of democracy were identified as the key role of study abroad, along with the need for students to be sufficiently informed to make a good impression while abroad. Thus, discussion focused on the qualities of the students who should study abroad. The embodiment of high democratic ideals, along with a broad liberal education and the ability to adapt living conditions to a lower standard than the one enjoyed in the U.S. were key factors cited by von Rohr Sauer (1949).

By the 1960's, the U.S. had experienced an economic boom, the Cold War, and an influx of G.I.'s followed by the baby boomers filling American universities. The luxury of a full year abroad came into question, with shorter-term options introduced. The actual linguistic benefit also came into question. Neuse (1962) notes a certain degree of elitism among students who believe themselves to be eminently qualified in all aspects of the language and culture following a year abroad, when, in fact, "their German is lousy" (p.9). Just a few years later, suggestions for alternatives to the standard junior year at a foreign university surfaced. Still holding to the full year abroad, one possibility was a split year, with the student enrolled in language instruction in a foreign language institute for the first semester, followed by a second semester of university study (Sander, 1965).

It is not until the mid-1970's that the personal benefits and self-actualization inherent in study abroad, and the possibility of achieving them within a shorter period of time, entered the discourse (Nash, 1976). Over the next twenty years, shorter study abroad experiences were introduced, standardized for content (Milleret, 1990), and both criticized as insufficient for both language improvement and the acquisition of culture (Talburt, 1999), as well as lauded for the ability of any length of study abroad as a "major turning point in a student's life" (Cressy, 2000, p. 46). Cressy also addresses the important role of culture shock, and that may well be the ironic benefit result of study abroad.

Current research into student and faculty perceptions of study abroad indicates that both groups feel a significant personal impact from the experience beyond language acquisition. Many universities currently stress a global perspective both in student activities and the academic curriculum (McCabe, 2001). Study abroad is the ideal method of cultivating this perspective at a deeply personal level. McCabe points out that it is possible to argue that an experience in a single country could result in a narrow perspective limited to that country. However, in student and faculty comments on their experiences, even if that experience occurred in one country, the change of viewpoint seems to extend beyond national boundaries. Nevertheless, this experience is not always easy. Hashim and Zhiliang (2003) report that the daily strain of this experience can be stressful. However, the stress, when positively supported, can lead to important personal changes. In fact, inducing culture shock may be a significant result of the experience (Cressy, 2000). Researchers have consistently found that participants of all ages and experience report a change in attitude, a broadening of thinking, and a heightened awareness of cultural relativism.

A sampling of the research findings concerning student perceptions demonstrates this change in attitude (e.g. Harison & Malone, 2004). Williams (2005), reports that participation in a study abroad program increased students' cultural sensitivity more than students who stayed on campus in a culturally diverse environment. This study also indicated that gender and major were factors that influenced students' perceptions of ethnorelativism. Likewise, Talburt (1999) suggests that, at the most basic level, study abroad challenges students' personal cultural beliefs which pose both difficulties and learning opportunities. In a larger survey of the effects of study abroad, Lange and Paige (2003) document the power of study abroad through a series of studies in their book *Culture at the Core: Perspectives on culture in second language learning*. This book points out that there are aspects of another culture that cannot be learned through explicit teaching which must be learned through experience. In addition, Ting-Tooney (1999) points out that students who experience adapting to a different culture learn the valuable skills of a high tolerance for ambiguity, cultural empathy and non-judgmental perceptiveness. The *Journal of Studies in International Education* consistently outlines these benefits to students of study abroad.

Less research has been done concerning the effects of study abroad on Faculty. Sandgren, Ellig, Hovde, Krejci, & Rice (1999) explore this topic in their article, "How international experience affects teaching: Understanding the impact of faculty study abroad." Their findings mirror those of research on students' attitudes. The broadening of perspective, higher tolerance of ambiguity, and cultural empathy all contribute to better teaching. This heightened self and social awareness lead these faculty to report that they more actively insert a global perspective more often than faculty who have not traveled abroad (Sandgren et al., 1999). More recently, Cubillos and Robbins (2004) report positive outcomes for teachers in study abroad programs. They suggest that brief yet structured foreign sojourns may have significant and lasting impact on the linguistic, cultural, and pedagogical skills of foreign language teachers. Indeed, there is a strong perception that faculty research contributes to better teaching. In the case of international experience and the push for globalization, it is clear that faculty benefit from research and teaching abroad and students will, in turn, benefit from this experience.

Much of the challenge in doing research on study abroad programs is that they differ so greatly, such as in terms of where the students reside, the nature of language instruction, and the amount of immersion in the host culture. Perhaps the most extensive review of the literature on the more traditional study abroad programs that focus on language learning is found in Pellegrino (1998). Pellegrino reports mixed results in terms of language learning in study abroad. She notes that a common language myth that "study abroad would ultimately and inevitably lead to language acquisition" may lead students to be rather casual about their studies. She observes that students in language acquisition oriented programs seem to view language academically rather than as a cultural experience. Focusing on language as a static system with rules may distract students from learning the often subtle nuances and variation of the language learned in everyday social exposure.

Nonetheless, if a program is sufficiently structured to help students not make this error of perception, there can be significant strides made in language acquisition. Adams (2000) tracked 89 Brigham Young University students in six different language oriented programs. The results indicate that language learners who were able to increase their "strategy use" seemed to be more successful in improving their language proficiency, especially in listening. This study led the researcher to suggest that students need to have their strategy repertoire presented in a highly explicit manner to avoid the trap of viewing the language as a static system. Cohen and Paige (2003) corroborate this call for students' attention to cultural issues to improve language acquisition. These researchers call for a combination of both linguistic and cultural knowledge as critical for language learning. For example, in order to be effective in making a request in the target language, students need to know not only the appropriate words, but they also need to have a sense of the cultural norms of whom to ask, for what, and when it is appropriate to do so.

Participants

In order to explore the impact of study abroad on faculty and students both in terms of cultural and linguistic challenges, faculty and students at a two year branch of a large research university were asked to participate in a survey concerning their study abroad experiences. Ten faculty who have taught in the college's study abroad programs responded. Six students who participated in the three-week German study abroad program, ten students who participated in the two-week Costa Rica study abroad program, and six students who participated in the three-week British/European study abroad program responded. Thus, a total of ten faculty and twenty-two students responded to the survey. Surveys were distributed in both paper and electronic format.

The surveys included questions such as the following:

- What are your perceptions of X culture following your study abroad program?
- Do you feel you have a different perspective of American culture as a result of your experience in study abroad?
- What surprised you most during your study abroad experience?
- What kind of vocabulary did you learn that you did not know from your classroom experience?
- How did your grammar usage improve as a result of your experience?

In addition to the above questions, faculty were also asked questions concerning their teaching such as the following:

- As a result of study abroad, do you think your teaching has changed?
- What did you learn about yourself or your teaching as a result of your experience abroad?

In addition to these open ended questions, faculty and students were asked to rate the usefulness of different aspects of the program such as the length of study and the types of activities. The written responses were compiled and analyzed for recurrent themes concerning language structure, culture shock, and personal awareness. These results were used in program assessment to improve programs currently being offered.

Language Acquisition

Student perceptions of their experiences were highly positive. They looked at the experience in three ways--classroom accomplishments in comprehension and grammar, interactions with host families and new vocabulary implementation, and learning culture. The combination of both linguistic and cultural knowledge was a new concept for most of the learners. Exposure to multiple stimuli was by far the most frequently mentioned "highlights of their trips". The students felt that they were well-prepared with the pre-departure orientation activities.

Students reported that their comfort level in the second language was a high priority. At the most general level, they perceive the language as beautiful now that they have completed the program. More specifically, many commented that their word base is much broader--they didn't have to use the same words over and over. They reported that they learned some slang and didn't let themselves get too bogged down with grammar as long as they could get their point across. Students with the Costa Rica program particularly commented on their improved understanding of the use of *por/para,* imperfect/preterite and indirect and direct object pronouns. In this program, the instructors kept them under grammar observation and the host families politely corrected them. They are now more aware of attention to detail as they became more relaxed with the use of the second language.

In their U.S. courses, faculty have noted difficulties in comprehension and production by non-native speakers in their classes, such as incorrect verb forms and the use of false cognates. Indeed, as a result of their study abroad experience, the faculty surveyed reported being more sympathetic and empathetic with these struggles. One faculty member wrote, "I did find myself [in English] being much more literal, enunciating more and avoiding idioms." As a result, they found themselves being better mentors to their own students. In addition, faculty also noticed that their own native language awareness was heightened. They remarked and enjoyed the differences of vocabulary even among English dialects. Another faculty member observed "Well that was great fun! Some of my favorites were 'brilliant', 'dead slow' ...I could go on and on. I loved hearing my students pick up British English, and begin to use it, never in a mocking way, but in a 'Hey, this is cool' way." They expressed an increased appreciation of language diversity in their own language usage and that of their students.

Culture Shock and Stress

Anyone who has traveled is aware of the physical stress that an individual experiences. Disrupted sleep patterns, different foods at different times, and the dealing with luggage can present significant physical difficulties. Travel abroad compounds those problems with the addition of being forced to function under less than ideal circumstances in a foreign culture, and often in a language not yet mastered. In fact, medical researchers have reported that when under stress, the human body operates differently. While the participants did not necessarily cite these issues, it is important to remember that the information processed may be influenced by different levels of awareness. Virtually all participants noticed the similarities between the two cultures upon reflection, but noticed only the differences while abroad. Immersion in a different culture/language, with little or no opportunity to withdraw into a familiar environment reinforced the fact that applied culture is near impossible to learn outside of an immersion experience.

After finishing a program, and returning home, faculty and students alike commented on how little Americans actually know about other cultures. As Cressey (2000) suggests, culture shock may be the instrument that paves the way for the ability to think critically about one's own culture. Individuals noted that while abroad they were forced to confront their own strengths, weaknesses and idiosyncrasies. Faculty often reported that they knew to expect culture shock, but that the difficulty of helping students experiencing it for the first time was more effort than they expected, (though students noted that the experience was "emotionally as well as physically draining"), and that they were surprised to feel a similar re-entry shock upon return. In their roles as program directors, faculty also had to confront their own stereotypical beliefs of what it means to travel abroad. One faculty member noted that her "romantic notions" of traveling were quickly dispelled by the reality of being in charge and on call 24 hours a day.

Both faculty and students cited individual events or encounters as most surprising. One faculty member noted she was surprised that the group was thanked for American efforts and aid during World War II, "even though not a single one of us was alive back then". Another noted that her experiences allowed her to gain understanding in her own inability to fit into U.S. culture seamlessly. Similarly, students were surprised that foreigners were friendly to them. One noted how nice everyone was to him in Ireland, and his later discovery that the "Irish love any country that makes Great Britain surrender." Other students noted how individual and communal property were carefully protected (no shoes in university exercise facilities, barbed wire around private homes), and how much more progressive other cultures were with their recycling efforts. In addition, both groups summarized their experiences by noting that there was more to learn, and that the experiences while abroad reminded them of that.

Personal Awareness

The stress of travel and teaching abroad provides opportunities to shock a person into new awareness through cognitive dissonance and surprising contradictions. The process of negotiating new territory for oneself as well as the students in one's care is a rich experience. Of the ten faculty who completed a questionnaire about their experiences abroad and how that experienced affected their teaching, there was a universally expressed theme of personal insight and a heightened sense of ethnorelativism. All ten faculty commented on how their experience of taking students abroad has had a profoundly positive effect on their teaching at their home institution.

These faculty members all reported that their travel abroad lead them to greater personal awareness. All ten rated "independent unguided travel" as either an essential or life changing experience. The opportunity to follow one's curiosity in a new place contributed strongly to their experiences. This powerful learning is reflected in their comments about how their personal views of culture changed through travel abroad. Individuals commented on learning a new pace of life, the kindness of strangers, and the meaning of friendship. Faculty commented on how their view of their home country was enhanced by seeing it from a new perspective. One faculty member wrote, "When abroad, the feeling you get is that American culture is the new kid on the block. It is young and can be in your face." In addition, faculty commented on how they learned more about themselves in terms of how controlling yet flexible, impatient yet tolerant, and proud yet humble they can be. A representative comment that summarizes this group's perspective is, "I have the power to build bridges, to span cultures and countries, and, in some small way, help to bring about more understanding and acceptance of others."

In addition to an increase in personal awareness and sensitivity to cultural differences, faculty unanimously agreed that their teaching was strongly affected by their experiences abroad with students. They each echoed their colleague who wrote, "Awareness of cultural differences and perceptions affects how I deal with students. I am now able to draw on my experience to provide new frameworks for my classes." Faculty members cited greater experience with subject matter, more vivid examples from their travels, greater sensitivity to student confusion, and a greater awareness of how student points of view may diverge from faculty points of view. Consequently, the increase in personal awareness seems to feed directly into improvement in teaching. One faculty member phrased it this way: "[my teaching has changed as a result of study abroad] in the sense that it has made me a better person, and I believe there is a correspondence between being a good person and a good teacher."

Discussion

The principal issue highlighted by these surveys is that both faculty and students feel a strong impact from their study abroad experiences. Even though faculty may be seasoned travelers, they still comment on how the specific experience of being with students abroad and traveling by themselves makes them more sensitive and informed teachers once back home in their classrooms. Teaching in a study abroad program seems to bring the students' personal challenges into high relief even as the faculty member him or herself is experiencing the same language and culture stresses as the student. This overlapping experience seems to give faculty a better sense of the student experience, thus allowing faculty members to gain better understandings of their students' learning. Thus, study abroad appears to be a valuable form of faculty development not only for professional development, but also for improving teaching.

Whereas the faculty who responded to the survey were all full-time faculty who had extensive experience abroad, the students who participated often counted their study abroad experience as their first significant travel experience. The majority of the students were under

25 years old, and few had traveled outside their own state. Many came from working class homes, and all were enrolled in the first two years of their post-secondary education. Given this situation, many students commented on how they had acquired a startling perspective of the United States as a fast paced, fast food, loud, wealthy, isolated country with little historical awareness. One student summarized this perception, "My interaction with different students from all over Europe…has tamed the negative aspects of egocentrism that, as an isolated country, I (as many others) have been socialized into."

While students reported this unflattering view of their own culture as a surprise, they were contrastingly impressed with a positive view of the countries they visited in terms of personal issues they valued. One student wrote, "Experiencing another culture, one in which I was a foreigner, made me take on a different role than I am used to here in the United States." Students overwhelmingly commented on how friendly and helpful people were in the countries they visited. They noted a strong value of family, hard work, and education. In addition, several noted that they were curious about the strong impact of American culture in other countries.

Similar to the faculty, students also noted the empowerment of travel abroad. They commented on their new confidence in their second languages, and they noted a greater comfort with asking questions when they did not understand what was going on. A common observation was a genuine enthusiasm for more travel as well as a greater confidence in being able to do so. There also seemed to be a genuine pride in gaining a more sophisticated understanding of other languages and cultures. A student who went on the Costa Rica study abroad program wrote, "A Spanish speaker came into the restaurant where I work and needed directions and I was able to give them to him and help him out." This new awareness of participation in a wider community as a result of study abroad is invaluable.

A common thread that ties the more experienced faculty travelers with the naïve student travelers is the recurring observation of how people in other countries are really more the same than different. This appreciation of the common experience of all people is an interesting expression of a bond with people heretofore considered the "other." Both faculty and students remarked on the friendliness and helpfulness of the people they met in their travels. This is not to say that they saw the world as a melting pot of common culture or a distillation of some kind of ubiquitous Americaness.

Recommendations

Previous studies in this field support the assertions of this survey study that short term study abroad is useful and productive for both faculty and students. Research shows that technical language skills may not improve in this short time, but the motivation for continued study and cultural awareness is strengthened. For students who are not in language study programs, research finds that experiencing culture shock is a valuable experience for increasing sensitivity to cultural diversity. All study abroad involves a certain amount of stress, but that stress can lead to increased personal awareness and development. The advantage of a short term of program is that homesickness does not have time to set in, and students can remain in the culture shock stage of euphoria. These benefits are not limited to the students. Even faculty who may be seasoned travelers benefit from the language contrasts and culture shock. The personal growth faculty experience from these experiences translates into the classroom not only as information for their courses, but also as a more student centered pedagogy.

Future study could involve surveying students at the ends of their academic careers to ascertain whether the changes experienced from study abroad endure. For these short term programs to be effective in this way, they should be organized academically such that the short amount of time does not become just a vacation. The research reported here took place at a two-year branch of a larger university. This type of institution is ideally placed to take advantage of short term study abroad. Van de Water (n.d.) suggests that two-year institutions could take part in statewide networks to increase cost effectiveness, pull from a wider pool of students, and share administrative costs. Thus, two year institutions can benefit from collaborating to offer short term study abroad programs that would accommodate working students' calendars and budgets yet afford them tangible benefits. In the comments from this study, it is clear that participants note a positive feeling of gratitude and appreciation of people initially viewed as different, but who, in the course of interaction, became friends. If this embracing of "the other" is the only result of short term study abroad, that alone recommends it.

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Hit the Books: Student and Instructor Surveys for Psychology Textbook Selection, Fine-Tuning the Process

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Abstract

We must get beyond textbooks, go out into the bypaths... and tell the world the glories of our journey (John Hope Franklin). Although most college professors would embrace the principle of this quotation, the reality of our profession is that we must begin with textbooks and thereby inspire our students on their journeys as life long learners to tell the world the glories of their journeys of learning. This brings us to a pivotal question: How do we select textbooks that meet the needs of both instructors and students and fulfill the goals of pulling the students out into the world as life long learners? The following paper proposes a technique of fine-tuning the textbook selection process.

Introduction

When choosing a textbook for a popular course, serving nearly a thousand students each year, as well as a course that is taught by numerous faculty members, the selection is often based on criteria that faculty members deem important and useful for their students. However, it is the rare occurrence when students are asked about their textbook reading habits in order to incorporate their responses into the decision-making process. We believe that by comparing students' and instructors' reports of how they use the current textbook as well as what improvements they desire in the succeeding textbook, textbook selection committees will be able to make a more informed textbook decision. The final selection will be, therefore, an optimal textbook that is utilized to its greatest extent by both instructors and students.

Previous work by Chatman and Goetz (1985) describe a well established, three stage process for textbook selection. Stage one involves an objective screening procedure in which literature reviews are conducted for articles describing the content analysis of textbooks under consideration (Christopher, Griggs, & Hagans, 2000; Griggs & Koenig, 2001). The second stage requires a more intensive analysis in which readability calculations and student ratings are evaluated with published readability reports (Griggs, 1999). The final stage is a careful examination of chapter contents and review of published reports.

Unfortunately, minimal research has compared students' and instructors' views on introductory textbooks in an effort to aid selection of textbooks for a course. Research has shown that although introductory psychology texts cover much of the same topical material, the variability in how that material is presented (e.g. length, depth, experimental summaries) is quite high (Griggs & Koenig, 2001; Griggs & Marek, 2001). Although it is agreed that textbook selection is incredibly important in promoting optimal learning for students (e.g. Chatman & Goetz, 1985; Christopher, Griggs, & Hagans, 2000; Dove, 1998), rarely are students asked about how and with what frequency they use their textbook and its resources. On the other hand, faculty are asked to comment on how they think their current textbook characteristics facilitate student learning (Landrum & Hormel, 2002). By conducting student and instructor surveys, we hope to bridge this gap by 1) comparing the views of students and instructors, and 2) comparing new introductory psychology students (enrolled in Introduction to Psychology I) to students progressing through the introductory sequence (enrolled in Introduction to Psychology II) and using the same textbook, thereby providing our textbook selection committee with important relevant data. We also hope that by sharing the findings of our study, the reader may be able to incorporate some of what we have learned into his or her own textbook selection process.

Method

Participants. Two hundred fifty-one Introductory to Psychology I and II (Psych I and Psych II) students at Raymond Walters College, a two-year transfer college housed in the University of Cincinnati system, participated by filling out a simple questionnaire during Winter Quarter, 2006. The majority of students who participated were female, traditional students (see Table 1 for participant characteristics). In addition, eight of the eleven instructors for these courses who taught Psych I and/or II during that quarter participated by filling out a modified version of the same questionnaire.

Materials. We provided the participating students with information sheets describing our study; if after reading the sheet the student decided to participate; filling out the anonymous survey satisfied the requirement for indicating informed consent. We created our 3-page survey that asked such questions as: How much of the assigned portions of the textbook do you read? How do you read the textbook? (See Appendix A for a full copy of the student survey). We also provided the Psych I and II instructors with modified information sheets and a modified version of our survey to ascertain what instructors thought about student use of the textbook (see Appendix B for a full copy of the instructor survey).

Procedure. A survey administrator (one of the authors or another psychology instructor, but not the instructor of the particular class being surveyed) asked students at the beginning or end of a class to read the information sheets. Then the survey administrator passed out the appropriate surveys with Scantron answer sheets and asked a student volunteer to collect the surveys and place them in an envelope while the survey administrator waited outside the classroom; we used a student volunteer in order to reduce possible coercion for the students. Once the student volunteer collected the surveys, he/she gave the sealed envelope to the survey administrator, and the survey administrator thanked the class for their participation.

For the instructor surveys, the authors disseminated the information and informed consent sheets, the surveys, and the

Scantron answer sheets to the appropriate psychology instructors. We asked the instructors to return the surveys via campus mail without indicating their names on the outside or inside of the envelopes.

The Survey Answer Form Scantron (form 20-S) was used for data collection. This Scantron permitted immediate scanned percentage of responses for each answer; we, however, also used SPSS for analysis to compare student responses (Psych I vs. Psych II) and to compare student responses to faculty responses to determine if any differences were significantly different. We used chi-square tests to compare the frequency of responses for each question.

Results

First, we compared Psych I students, who are new to the Introduction to Psychology sequence, and Psych II students, who have completed Psych I and are taking Psych II because it is required for their programs or they are able to use it as an elective. As can be seen in Table 1, the two groups of students did not differ with respect to gender, type of student or final grades received, at $p > .05$. However, the groups differed with respect to how much text is read, with significantly more Psych II students reading the assigned text compared to Psych I students as determined by Chi-square test, $p < .05$ (see Table 2). Furthermore, significantly more Psych II students will follow their professors' suggestions for seeking additional learning opportunities contained in websites, $p < .05$, yet more Psych I students claim to find additional learning websites on their own compared to Psych II students, $p < .05$. As a group, fewer Psych I students use additional learning website tools, $p < .05$.

When comparing instructor responses to student responses, we found a significant difference in student reasons for not using the extra learning tools and instructors' prediction of student responses. Most instructors predicted that "Don't care" or "No time" were the main reasons for not using the additional learning resources; however, students claimed these reasons, as well as they "learned enough from text and class", $p < .05$. Whether the students actually learned enough from the text and class can be debated, as the students were making that evaluation for the surveys; they did, however, take this survey well into the quarter, such that they had at least one exam grade to reflect on, so this response would have reflected their comfort with their current performance in the class.

Discussion

Choosing a new textbook can be a daunting task, especially if it involves deciding from a variety of similar books and ancillary materials. The researchers took this into consideration when doing this investigation and found the results promising. The students (approximately 61% Psych I and 68% Psych II) reported that the textbook that was previously selected (Coon, 2004) was useful for skimming and receiving information from pictures/graphs/tables. On the other hand, it was discouraging to discover that about half (47%) of Psych I students had reported reading less than a quarter of the text. Although the percentage of students who read at least a quarter of the text increased with Psych II classes, reading was still limited with 33% of students reporting they read less than a quarter of the text. There are several possible explanations for this limited reading. One explanation could be the professor failed to utilize the text by not linking the reading to exams or assignments (Sikorski, 2002). A second explanation would suggest that although professors link the textbook to assignments and examinations, the students failed to comply (Clump, 2004). It was encouraging to find a much larger percentage of Psych II students reading the entire text. One implication of these results is that instructors need to highlight the importance of reading for Psych I students. To accomplish this task the professors could give reading tests and link assessments more closely to reading. A second implication is that the textbook selection committee may need to focus its attention on the writing style of the textbook author, the readability of the text, and how well the textbook fits with what the instructors will want or need to cover in the course.

Overall, the students and half of the instructors were not interested in the “bells and whistles” of the textbook (videos, CD-ROMs, publisher websites). It appears that individuals using this text did not have enough time to utilize these resources. There seems to be a pattern with these findings - the teachers don’t use the “bells and whistles," and the students don't either. One implication would be that there are too many "bells and whistles," so both the instructor and students are overwhelmed with these extra additions to the textbook. Another implication could be that the instructors focus more attention on the textbook and lecture notes and don't mention the "bells and whistles" to the students who remain unaware of them throughout the course. For a textbook selection committee, this means that choosing a textbook should involve close examination of the ancillary materials and deciding which "bells and whistles" instructors will want to use for their courses and students will want to use for study purposes.

These ancillary parts of the textbook, the "bells and whistles," do not seem to be as important as the pictures and graphs; 61.8% of the Psych I students, 69.5% of the Psych II students, and 43.8% of the instructors reported they helped with understanding the topics. Students appear to use the pictures and graphs to understand the material more than the actual written information. This could be because the pictures and graphs take less time to understand compared to actually reading the material. A suggestion to link text reading with table and graph enhancement would be for instructors to have students organize the material in tabular form or perhaps use concept mapping to illustrate the relationship between concepts. This would also show that tables and graphs are important and help with understanding, but also highlight that reading the text is no less valuable. For selecting a textbook, this also implies that the selection committee may want to weight the quality of tables and graphs in relation to the text when making their decision.

Another interesting finding is that 79.7% of the Psych I students, 76.4% of the Psych II students, and 62.5 % of the professors found the Coon (2004) *Introduction to Psychology* textbook at the right reading level, whereas 25% of the instructors found the reading level of the textbook a little too easy. A possible explanation for this result could be that several instructors and students found a comfort level with the Coon (2004) textbook because they lacked access to other Introduction to Psychology textbooks. Overall, instructors were more likely to rate the readings as too easy when compared to student ratings. This also means, though, that a textbook selection committee may want to compare readability of potential textbooks to their current selection and decide whether the current text is meeting the faculty's goals for student improvement in reading comprehension skills, if that is a particular educational goal being sought by the department or college.

Students in Psych II were also more likely to use the multimedia CD for the course compared to those in Psych I. As students progress through the course sequence, they may become more comfortable with the materials. This may have also been due to the quality (i.e. video clips, animations) of the information on the CD relevant to the topics covered in Psych I compared to Psych II; if the students in Psych II found the additional material interesting and useful in understanding their content areas and the Psych I students did not for their respective content areas, then we would expect to see the same result. Thus, a textbook selection committee may want to consider the quality of the multimedia components, particularly if the same multimedia items could be used across a course sequence.

Some limitations apply to this study. Although this investigation thoroughly examined instructor and student's responses about one textbook, more research on other Introduction to Psychology textbooks needs to be conducted. Though one of our goals was to obtain a good idea of how our Psych I and II students use textbooks, the originating focus of this work was to determine how the current textbook we were using was being utilized so that we could continue with our textbook selection process in a more informed manner. Thus, if the students were not using the current textbook and its materials at a level we, as instructors, thought appropriate, then we wanted to eliminate that text from contention and focus our energies on reviewing textbooks that may increase that level of use.

Another limitation is that this information was collected from students and instructors from a two-year, open-access institution. A comparison could be made between two-year and four-year, selective-admission schools regarding their thoughts about Introduction to Psychology textbooks. It could be possible that students accepted into a four-year institution are more likely to read the textbook and use the additional materials (due to the requirements of high school college preparatory courses, for example) than those admitted into a two-year, open-access institution.

A third limitation is that Psych III students were not accessed. Looking at all three sections of Introduction to Psychology may produce different results, including a continued increase in reading and use of the ancillary materials by those in their third quarter of the Introduction to Psychology sequence.

Some very promising findings came from this study. It appears that our instructors are making correct assumptions about student learning. The findings illustrate that instructors appear to be meeting the students' expectations for in-class video use, choosing a readable textbook, and knowing the importance of figures and tables for student learning. These realizations are a good step in the direction of teaching and learning in regard to finding out what the instructors and students want in a textbook.

Our knowledge of these results indeed helped in our selection of our new Introduction to Psychology textbook. The committee examined these findings and took them into consideration. We selected several textbooks for consideration, based on the lack of use of the current textbook and with the following factors in mind: graphs/tables/pictures, videos/video clips from ancillary materials, and readability. Overall, this investigation led our textbook selection committee to choosing a textbook and a format that we hope our instructors *and* students will desire and use on their life long journey of learning.

Acknowledgement

The authors would like to acknowledge and extend appreciation to Raymond Walters Student, Amanda Whittle, who assisted with data entry. We also wish to thank the instructors and students in the Introduction to Psychology I and II for their time and completion of the surveys.

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Table 1: Participant Characteristics

	Psych I Students	Psych II Students	Instructors
Number of participants	83 (enrolled = 197) 42% of course surveyed	168 (enrolled = 330) 51% of course surveyed	8 (actual # = 11) 72% instructors
Gender			
Male	32 (39%)	58 (35%)	N/A
Female	50 (61%)	108 (64%)	N/A
Type of Student			
Traditional	63 (76%)	121 (73%)	N/A
Non-traditional	17 (21%)	44 (27%)	N/A
Grades			
A	85 (33%)	139 (36%)	N/A
B	51 (24%)	81 (21%)	N/A
C	35 (14%)	69 (18%)	N/A
D	8 (3%)	28 (7%)	N/A
F	8 (3%)	13 (3%)	N/A
Non-Completers	62 (24%)	55 (14%)	N/A

Table 2: Student and Instructor† Survey Results

Survey Question	Psych I Students	Psych II Students	Instructors
How much text do you read?			
≤ ¼	47.0%	33.3%*	N/A
½ - ¾	37.4%	42.8%*	N/A
All	15.7%	23.8%*	N/A
Reading level of current text?			
Too hard	2.7%	3.0%	
A little too hard	14.9%	16.4%	12.5%
Just right	79.7%	76.4%	62.5%
A little too easy	2.7%	4.2%	25.0%
Importance of pictures & graphs (average value from questions # 7 & 8)?			
Not important	33.2%	27.5%	37.5%
Help understanding	61.8%	69.5%	43.8%
Look only, don't read	5.1%	3.0%	18.8%
Do you use extra websites for additional learning?			
No	72.3%	69.6%*	N/A
Yes, self found	18.1%	14.9%*	N/A
Yes, prof. suggested	6.0%	14.3%*	N/A
Yes, text & prof. suggested	3.6%	1.2%*	N/A
Main reason for not using extra learning tools?			
Don't care	27.5%	9.1%	33.3%**
No time	30.4%	42.0%	50.0%**
Overwhelmed with info	8.7%	6.3%	16.7%**
Learn enough from text	10.1%	8.4%	0**
Learn enough from text & class	21.7%	34.3%	0**

Desired frequency of videos?			
Never	8.8%	4.8%	0
1 - 2 / quarter	31.3%	20.4%	12.5%
Every 2 weeks	16.3%	17.4%	12.5%
1/week	25.0%	31.1%	25.0%
Every class	18.8%	26.3%	50.0%
Projected use of eBook?			
No, hard copy only	34.6%	38.6%	50.0%
Only eBook	27.2%	22.9%	0
Both	35.8%	38.6%	50.0%

†Instructor survey requests predictions of student responses
* Chi-Square for category, Psych I vs. Psych II students, $p < .05$
** Chi-Square for category, Psych I vs. Psych II students vs. instructors, $p < .01$

Appendix A

Textbook Survey – Student Version

To assist the Behavioral Sciences Department in their decision concerning a new Introduction to Psychology textbook, we would appreciate your honest responses about how you use the current textbook and some features you, as a student, might appreciate in a new textbook.

Please read all selections before you make your choice. Please use a #2 pencil to mark your responses on the Scantron.

1) Are you currently enrolled in:
   a. Psyc 101?
   b. Psyc 102?

2) If you are enrolled in Psyc 102, did you take 101?
   a. Yes
   b. No

3) How much of the assigned portions of the textbook do you read?
   a. none
   b. about ¼
   c. about ½
   d. about ¾
   e. all

4) How do you read the textbook?
   a. Just skim
   b. Read only
   c. Read & highlight
   d. Read & take notes
   e. Read, highlight & take notes

5) Is the reading level/understandability of the current textbook…
   a. Too hard?
   b. A little too hard?
   c. Just right?
   d. A little too easy?
   e. Much too easy?

6) Do you do the learning checks and quizzes in the book?
   a. No
   b. Sometimes
   c. Always

7) How important are pictures that illustrate the text?
   a. I don't look at the pictures.
   b. I glance at the pictures, but they're not very important.
   c. I use the pictures to help my understanding of the text.
   d. I only look at the pictures; I don't read the text.

8) How important are graphs, tables and summary boxes that illuminate the text?
    a. I don't look at the graphs, tables and summary boxes.
    b. I glance at the graphs, tables and summary boxes, but they're not very important.
    c. I use the graphs, tables and summary boxes to help my understanding of text.
    d. I only look at the graphs, tables and summary boxes; I don't read the text.

9) Does your professor require use of the Psych Now CD?
    a. No
    b. Yes
    c. Only for extra credit
    d. I don't know

10) Do you use the Psych Now CD more than is required by your professor?
    a. No
    b. Yes
    c. I don't know what the Psych Now CD is.

11) Do you use any additional websites for information about psychology?
    a. No
    b. Yes, those I find myself.
    c. Yes, those suggested by my professor.
    d. Yes, those suggested by the textbook and/or publisher.

12) If you do not use the additional websites or extra learning opportunities on the Psych Now CD or those from the publisher; please tell us your top reason.
    a. I don't care.
    b. I don't have time.
    c. I'm too overwhelmed by all the information.
    d. I can learn enough from the textbook.
    e. I can learn enough from the textbook and classroom.

13) If you do not use the additional websites or extra learning opportunities on the Psych Now CD or those from the publisher; please tell us your next reason.
    a. I don't care.
    b. I don't have time.
    c. I'm too overwhelmed by all the information.
    d. I can learn enough from the textbook.
    e. I can learn enough from the textbook and classroom.

14) Would you prefer, for your learning, definitions that are….
    a. embedded in the text, but highlighted in a different color.
    b. located in the margins next to the text in which it was discussed.
    c. located in a special "definitions box".
    d. I don't care, I'm flexible.
    e. I don't care, I don't use the definitions.

15) Would you prefer for your learning, ___________ pictures, graphs, tables, and/or summaries compared to the current text.
    a. more
    b. less
    c. the same amount

Some publishers offer their textbooks online, at a reduced price. If you purchased the eBook version, you would receive a code to access an electronic version of the textbook online. (If you purchase the more expensive hard copy book, you would also get access to the eBook within the cost of the hard copy.)

16) If an eBook were offered in the new Introduction to Psychology text, would you ….
    a. Not use it; I would use only the hard copy.
    b. Use only the eBook?
    c. Use both the eBook and the hard copy?

17) How frequently do you like to see videos or clips to illustrate a topic in class?
    a. Never, I don't like videos.
    b. Once or twice a quarter
    c. Every 2 weeks
    d. Once a week
    e. Every class period

18) If the textbook publisher offered video clips that you could access yourself, how frequently would you access them on your own time?
    a. Never
    b. Occasionally
    c. Sometimes
    d. Frequently
    e. Every time possible

19) Please indicate your gender.
    a. Male
    b. Female

20) Please indicate what type of student you are.
    a. Traditional
    b. Non-traditional

Additional comments or suggestions (feel free to use the back if necessary):

Appendix B

Textbook Survey – Instructor Version

To assist the Intro Psych Textbook committee in their decision concerning a new Introduction to Psychology textbook, we would appreciate your honest responses about how you use the current textbook and resources and some features you and your students might appreciate in a new textbook and its accompanying resources.

Please read all selections before you make your choice. Please use a #2 pencil to mark your responses on the Scantron.

1) Do you think, for our Intro students, the reading level/ understandability of the current textbook is…..
   a. Too hard?
   b. A little too hard?
   c. Just right?
   d. A little too easy?
   e. Much too easy?

2) Do you use the Psych Now CD with your class?
   a. No
   b. Yes – for assignments
   c. Yes – for extra credit

3) How often do you use the internet resources provided from the publisher?
   a. Never
   b. Occasionally
   c. Sometimes
   d. Frequently
   e. Every time possible

4) Do you use videos or clips in your classroom (from publisher or other sources)?
   a. Never
   b. Once or twice a quarter
   c. Every 2 weeks
   d. Once a week
   e. Every class period

5) How frequently do you think your students would like to see videos or clips?
   a. Never
   b. Once or twice a quarter
   c. Every 2 weeks
   d. Once a week
   e. Every class period

6) How important do you think the students find the pictures, graphs, and/or tables that illustrate the text?
    a. Not important
    b. Somewhat important
    c. Important
    d. Very important
    e. Essential

7) Do you currently use the publisher's overheads and/or Powerpoints?
    a. Never
    b. Occasionally
    c. Sometimes
    d. Frequently
    e. Every time possible

8) If you don't use the publishers overheads and/or Powerpoints, why?
    a. I don't use overheads and/or Powerpoints.
    b. I make my own slides.
    c. I don't like their slides.
    d. B & C

9) How often do you use the Instructor's Resources provided with the text?
    a. Never
    b. Occasionally
    c. Sometimes
    d. Frequently
    e. Every time possible

10) Do you use the test bank?
    a. No
    b. Yes, for every test
    c. Yes, for ½ of tests
    d. In the past, but now I recycle tests.

11) Do you use Blackboard?
    a. No
    b. For grading and/or posting online quizzes/tests
    c. For posting Powerpoints and announcements
    d. For discussion boards
    e. B, C
    f. C, D
    g. B, D
    h. B, C, D

Some publishers offer their textbooks online, at a reduced price. If the student purchased the eBook version, they would receive a code to be able to access an electronic version of the textbook online. (If students purchase the more expensive hard copy book, they would also get access to the eBook within the cost of the hard copy.) Instructors also have an option (with many eBooks) to add material into the eBook and highlight important information for their students.

12) If an eBook were offered in the new Introduction to Psychology text, would you ….
    a. Not use it, I would use only the hard copy.
    b. Use only the eBook?
    c. Use both the eBook and the hard copy?

13) If students do not use the additional websites or extra learning opportunities on the Psych Now CD or those from the publisher, what reason do you think the students would give?
    a. They don't care.
    b. They don't have time.
    c. They're too overwhelmed by all the information.
    d. They can learn enough from the textbook.
    e. They can learn enough from the textbook and classroom.

Additional comments:

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Student Essay

My Yerma Writes Herself: A French Feminist Reading of Lorca's *Yerma*

Pamela E. Mohon
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Federico García Lorca's *Yerma* (1934) presents the gripping "tragic poem in three acts and six scenes" of a young wife obsessed with her barren womb. The wife, Yerma, longs to conform to the wishes of society and produce a child but is prevented by her husband, Juan, who denies her sexual satisfaction and prefers instead to irrigate his crops by night. Twice, Yerma is given the opportunity to stray from her husband, but in rural Catholic Spain, the societal urge is so overwhelming that she can do nothing but remain. After years of neglect and emotional torture, Yerma finally breaks free from the societal limitations placed on her and strangles Juan to death. Yerma's pain and subsequent break from society are easy to identify and have led to many insightful interpretations concerning the nature of traditional sexuality and marriage; however, both of these events are richer and more complex when viewed from the stance of feminism and the woman writer. Childbirth as writing is a reoccurring theme in world literature and is also found in *Yerma,* where Lorca presents his title protagonist as a repressed poet rather than a spurned barren housewife; thereby, this creates a statement where, for women, writing is a means of social revolt.

Throughout literature, a marked relationship between communication and sexual reproduction has existed. In specific, this has often been termed the childbirth metaphor. The metaphor asserts the idea that when women write, they create and in turn, this creation sustains similarities to the act of sexual reproduction and childbirth. When a woman gives birth to a child, she expresses part of herself over again and reaffirms part of her being comparable to the significance of writing to remain immortal. Men and women have both used this metaphor to their advantage over the centuries. Notable examples include William Shakespeare (prominently in his sonnets), James Joyce (*Ulysses*' "Oxen in the Sun" episode), Mary Shelley (in *Frankenstein*), Anne Bradstreet ("The Author to Her Book," among other poems), and Erica Jong (poems like "Menstruation in May" and "Playing with the Boys") (Friedman 57, 59-60, 67-70). The theme appears so many times because it represents an almost primordial need to communicate in any manner possible. The metaphor can even be found in one of the West's oldest culturally relevant texts, the New Testament (Friedman 52-53). The angel Gabriel comes to the priest Zechariah to reveal to him that his wife Elizabeth is going to have a child. Because of Zechariah's disbelief, his speech is taken from him until the child is born and he writes his name. One may also note that Mary, the mother of Jesus, is said to have given birth to *the word* (Friedman 53). Another early reference can be found in Plato: "give birth or write" (Munck). Writing much closer to the time of Lorca is Henrik Ibsen who explicitly uses the childbirth metaphor in his play, *Hedda Gabler* (1890). The manuscript that Lövborg writes with the aid of his lover, Thea, is often referred to as their "baby," and Hedda takes particular delight in calling it so as she burns the book. Rather than working from his own imagination, the use of the childbirth metaphor in *Yerma* is instead the reworking of a common human theme.

Herein, the criticism of Hélène Cixous becomes particularly relevant. Her essay, "The Laugh of the Medusa" orders "women must write herself" and stresses the importance of "writing the body" (Cixous 1232, 1236). Cixous claims that throughout the centuries women have been denied writing and their own bodies because of the prevalent phallocentric tradition (1234-1235). She also points to the bias in repetition and pointed language that favors masculine authority instead of celebrating the multiplicity of being. I would fault Cixous only in that rather than giving examples of how to do this sort of writing, she simply commands that women must "fly" (1241). Although I can feel this in my inner being, what exactly does it mean in words? Yet I understand that if one decides to "fly," that implies that one cannot be instructed, and perhaps her meta-discourse may be instruction in itself. Despite the exact meaning, it is clear that to Cixous writing is more than pen and paper; writing the woman is a way of living. It is defiance to feminine submission and blind following. It is a woman who does not kneel in fear of the phallus. Although this call is quite obviously directed towards women, Cixous observes that men can also write femininely (notably Heinrich W. von Kleist) and that an acceptable alternative to phallocentric writing is bisexual writing which is in spirit neutral (1235, 1238).

The work of Cixous becomes important when viewing Lorca's writing through his sexuality. Lorca was shot to death during the Spanish Civil War by Falangists "for no good political reason but rather because he was 'queer'" (Pierson 145). It could be a logical assumption that masculine homosexuality could lead to greater phallocentrism in writing; however, Lorca appears very much in touch with the feminine. His portrayal of Yerma is sensitive and evocative. Rather than adhering to traditional gender constructions, Lorca explores the possibilities of being. Juan can be a feminine farmer with a frail body, and Yerma can be a strong housewife with an independent spirit. Thankfully, Lorca forgoes the sense of pity and presents Yerma's struggle against the confines of a society that will not allow her adultery as noble. Whether or not Lorca himself writes the feminine is debatable, but his character Yerma clearly tackles the issue of writing the feminine in her daily life.

When examining the play itself, the character Yerma often makes curious statements that indicate she is talking about something other than childbirth when she seemingly is. At the end of Act 3, Scene 1, Yerma yells "let this beautiful thing come out of my body and fill the air" (Lorca 143). Naturally, one would assume that she is speaking of a child, but since she is obviously not pregnant, this is purely a call to expression. The connection between pregnancy and other types of conception is also subtly used by Yerma in Act 1, Scene 2. She tells the old woman about herself that she's "not empty, because [she's] filling up with hate" (Lorca 113). There is a transference that has occurred where her nonexistent child has become all her dreams, hopes, fears -- passions. Her thoughts and feelings are her child and her mouth is her womb.

Yerma's desire to produce a child appears to be perfectly acceptable within her society. As she fights with Juan in Act 2, Scene 2, she only says she is bitter because "men get other things out of life: their cattle, trees, conversations, but women have only their children and the care of their children" (Lorca 129). Because of the limitations of rural Spanish society, children are the only means for Yerma to construct meaning in her life, and she is trying to follow this. However, Yerma contradicts herself so that her misunderstanding of motherhood and pregnancy becomes apparent. Yerma, in fact, may become so frustrated because she does not actually understand what she would be accomplishing in having a child. In another effort to conform to society and also give birth, Yerma visits a sorceress. While they are talking, Yerma says, "I'm thinking how thirsty I am, and how I don't have any freedom" (Lorca 139). The freedom that she speaks of to asexually generate simply is not physically possible. The seemingly fanciful statement of Yerma's "it was to see myself reflected very small … as if I were my own daughter" also supports this (Lorca 113). No child of Juan and Yerma's could be only an extension of Yerma. In this way, her method is self-defeating because by definition a child could not satisfy her need for individual conveyance.

This confusion confirms having a child as an act of sublimation for Yerma. Macionis defines sublimation as a situation when the "competing demands of self and society result in a compromise … which changes selfish drives into socially acceptable behavior" working from the scholarship of Freud (64). The question then becomes, what is Yerma covering up by her vocal insistence on producing a child? Throughout the play, Lorca paints Yerma as the most romantic of all the characters. Yerma says that to obtain children, she would go so far as to stick "needles in the weakest part of [her] eyes" (Lorca 112). Her conversation is also littered with elegant phrases about flowers, water, the moon, and apples. Each of these are classic poetic symbols, and Lorca usually reserves them for her or the chorus. Other characters like Juan, Maria, and Victor are typically more sedate in their words. By doing this, Lorca presents Yerma as a poet herself. He also gives her the poet's thirst for knowledge and inability to sleep (Lorca 114, 129). The feeling of being pregnant with poetry for years on end must be horrific, but even more so when combined with the fact that her society does not allow her to read, write, or speak publicly. Her only options are to bear the burden in tortuous silence and torture or to revolt. In this way, Lorca recasts the childbirth metaphor to turn the struggles of a barren woman instead into a longing to write and poetically create. *Yerma* is the struggle of a woman who cannot find her courage until the end of the play to write the woman.

The death of Juan is Yerma's ultimate poetic symbol that finally gives birth to all that is in her soul and seals the metaphor. The meaning rests entirely on the stage direction: "Yerma … seizes her husband by the throat. … She chokes him until he dies" (Lorca 153). Yerma eventually came to the conclusion that the only way she could get her message of aggravation and ill-use through to her husband was to kill him. Figuratively, Juan has been strangling Yerma by trying to take away her human right to self-communication during much of the play. He held her back by telling her not to talk so loudly and not to leave the house unattended (Lorca 143, 127-28). Therefore, she revenges herself on him by doing the same he has done to her: She takes her hands and winds them about his throat, and now he can never articulate himself again verbally or any other way. Her action writes the feminine in that she is not just expressing her anger over her inability to reproduce; to her, Juan is every man in every century suppressing every woman from communicating in every way.

The basis for readings founded on symbolism is clearly established in the theatre of Lorca. Like most good works of literature, the rural tragedies of Lorca (*Blood Wedding*, *Yerma*, and *The House of Bernalda Alba*) are written on two complex levels. The first of these levels is the literal. Details like wake ceremonies, mourning rituals, wedding celebrations, rural laundresses, and fertility rituals -- the last two of which are seen in *Yerma* -- are all painstakingly accurate to the historical period of which Lorca is writing (Blum 77). Lorca, himself, even claimed that the plays were meant to represent "un documental fotográfico" (a photographic document) for the way in which his characters would have lived historically (qtd. in Blum 77). The other level is the metaphorical. As noted, this dichotomy is not unique; however it is significant to note that Lorca expressly wrote his plays so that certain sections are meant to be read primarily in one manner or the other. The sections that are meant to be metaphorical are generally set off by fantastic events like the dreams of characters coming to life on the stage, nonsense songs that reveal subconscious character, and elaborate masked ceremonies -- all present in *Yerma*. This distinction becomes even clearer upon examining the text of *Blood Wedding* which depicts natural elements singing and dancing. Lorca's intentional subtitling of *Yerma* as a "tragic poem" indicates that the audience should view Yerma with the literal of the stage as well as the metaphorical of poetics in mind. Dramatic actions seen on the stage are more than the sum of their parts, and everything from colors to objects to movements can be seen as metaphors. This knowledge creates a context where reading the action of childbirth symbolically is not necessarily overreaching.

Because Lorca paints this greater picture of Juan and Yerma as sides of opposition in society, Yerma is even more than writing the feminine in the same way that Feminism can be seen as an aspect of Marxism. She is now a symbol for all kinds of social revolt with the masculine representing any oppressors and the feminine repressing all the oppressed. Rupert C. Allen specifically calls Yerma a "victim of society" (120). Baz Kershaw goes even further to say that the plays of Lorca should be read "as a cultural construct and as a means of cultural production" (qtd. in Blum 73). The plays can also be viewed as mini societies set up in a laboratory to be manipulated. Elin Diamond specifically calls Lorca's rural tragedies "cultural practices" after this manner (qtd. in Blum 73). In the theatre of Lorca, norms are the very thing that drives his female protagonists mad, and that in and of itself calls for resistance. As mentioned earlier, Lorca knew first hand the seriousness of masculine power and social codes. Lorca, himself, was also known for being in "his support of the Republic in cultural matters, … notorious" (Herr 190). The deep connection between these two conflicted souls, Lorca and Yerma, can lead to a reading where the story of Yerma becomes the story of Lorca. Both in essence are characters fighting for social equity by daily writing their lives.

Literature has also prominently been a place for social uprising over the centuries. The use of satire is highly prominent in this endeavor. The works of Jonathan Swift and George Gordon, Lord Byron's *Don Juan* are most commonly cited as good examples of the device. More relevant to this day, however, are works like Kenneth Fearing's "AD" which served as a foretelling to Nazi atrocities during World War II and the comic musings of Gary Trudeau over the current political situation in the United States. The word "satire" has never been applied to *Yerma* and should not be because it is not humorous. Yet it is often unfairly looked over as not being socially significant. The reason for this, in my opinion, is that if societal values are going to be explored in conjunction with reading *Yerma*, the output will be subtle. As a true artist, Lorca does not pound his meaning into the text but leaves room for personal revelation and epiphany. More to the point, serious meaning is not often applied to works of beauty. This has very little basis in logic but remains the truth despite. If a work like *Yerma* can present an atrocity as -- to borrow from Robert Frost -- "lovely, dark, and deep" and still defy it, is that not greater than a trifling joke? But that is for the individual to decide.

As with all interpretations, the consequences of applying this metaphor to *Yerma* must be considered. In the final act, Yerma has made her stand, murdered Juan, and written herself. The curtain falls. What will happen to Yerma from here? She may either be killed by stunned vigilante villagers, kill herself being stunned by her own actions, or imprisoned. The fact remains though that even if she lives, she will likely not be able to in fact give birth to the literal child that she so desires. Neither death nor imprisonment can satisfy the means to giving birth. Both also take away any other form of communication that could occur. It appears that Yerma may have undone herself. Extending this to the childbirth metaphor, could Lorca be likewise warning women to be careful not to undo themselves when they write themselves? Yerma's action may have been too bold because to gain further ground she may have needed to manipulate Juan's power rather than to destroy him. By destroying him, she has lost the only means to give birth in the context of a marriage which she herself wants.

Making this even more socially significant, has Lorca acted as a Cassandra figure, foretelling issues of gender portrayal as society ignores? Women gained the right to vote in the United States in 1920, and feminism came back in full force in the 1960s. Today, despite conflicting analyses, men and women have fairly equal standards of living in the United States even though sexism persists to a degree. But have women gone too far; have they undone themselves? Feminism has created a society where neither men nor women are favored to have a door opened for them anymore, but it has also created a society where some individuals feel comfortable allowing a door to swing into someone's face. Men now curse in the presence of women which also means they can disrespect anyone or disturb anyone in public. Women's liberation has created an economy where women often *must* work to help support a family rather than work as a statement of independence or because it is their true calling. Lorca reminds the audience that every action has a price and while suppressing others is inappropriate, considerable thought must be given to the consequences before one writes the self.

In the way that *Yerma* can be read as a personal journey for Lorca, reading *Yerma* was a personal journey for me. Discovering the criticism of Hélène Cixous was enlightening and enriching, giving a new eye to a text that is sometimes simplified by academics. Both Lorca and Cixous reveal that gender can be an extremely powerful and intensely misunderstood representation of the self. In all mediums -- kicking, screaming, writing, painting, living, dying -- it is self expression which sustains us and may be inevitably found at the heart of every text. I am drawn to Lorca because I identify with Yerma's longing for children, but I also distinguish in her the longing for expression that I possess within myself. Thus, this meaning for me is not only found in *Yerma*'s text but, it is rather an amalgamation of myself and Lorca. In a way, I feel that I am Yerma and that I have a right to her. Here I have rewritten her, and I have rewritten myself. Together Lorca and I have created *my* Yerma.

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