



Faculty Focus

Focus on Technology: Successes and Challenges

Technological sophistication, part of our Vision Statement and one of the university core values, is one of the many ways we implement the Vision in our teaching. Use of technologies as “resources to people, catalysts for learning, and providers of increased access and enriched quality learning,” as the Vision states, is abundantly evident in the articles in this issue. Faculty write about their use of technologies in their discipline(s) and illustrate some ways that technology allows faculty to imbed other core values, such as multiculturalism and collaboration. In this issue, you’ll also find some of the recommendations made by faculty, staff, and administrators at the CLAIR retreat last semester. They suggest ways to increase that “enriched quality learning” and to increase our abilities to serve our students and our communities. In the next issue, the focus on technology will continue, so look for more articles by your colleagues about their uses of technology in their teaching.

Annette March, Editor

Inside this issue:

Technology and Discourse Analysis	2
Digital Stories, Visible Theories	2
Technology in Pre-Service Science	3
I Started Here...and Ended Up	3
Recent Faculty Scholarship	4-5
Managing Online Courses	6
Technology: Campus Challenges	6
Tenure and Online Teaching	7
Constructivist Teaching Online	7
Multicultural History and New	8

Technology in Multicultural Teaching

By Christine Sleeter

I use 3 main forms of technology to teach the graduate course Multicultural Curriculum Design: 1) a website that included the course syllabus, course materials, and several assignments using the Internet; 2) an e-book that I wrote and published; and 3) a Hyperstudio project I taught to the class.

On the website, you will find the learning outcomes, which are linked with assignments.

Throughout the class notes on the Calendar page, there are links back to the learning outcomes and assignments.

Students have told

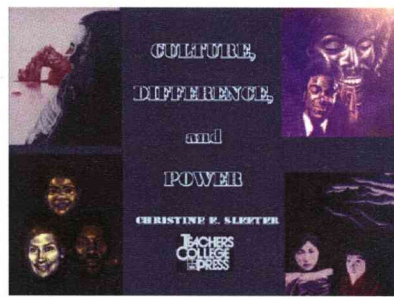
me that these links help them to see how assignments and course content relate, and how all of that relates to the purpose of the course.

The main textbook is my e-book, *Culture, Difference, and Power*. (Although I was the author, I thank **Troy Challenger** for wonderful technical assistance, **Cathy White** for excellent videography, and **Richard Bains** for super music.)

The form is non-linear, with many links throughout that help students to connect ideas, to encourage divergent learning and exploration, while at the same time helping students to pull divergent ideas together. Visual imagery—photographs, diagrams, and cartoons help students who are visual learners to understand ideas and stay focused. The interactivity keeps students engaged as they read and also gives them some control over where they “go” in the book.

In discussions, students referred extensively to ideas and visual representations in the e-book. They commented that the book was fun and it was apparent from class discussions that some of them were working through sections that had not been assigned. They also commented very enthusiastically about the video vignettes of classroom

teachers. (I videotaped teachers, artists, and theorists who showed what they do in the classroom.)



Christine Sleeter, *Culture, Difference, and Power* E-Book, Teacher's College Press, 2001

Did the technological form of the

book help them learn better? Although I do not have direct evidence that it did, the quality of their discussions throughout the semester and the quality of the work they completed suggests that students were learning what I intended.

Meeting the Challenges of Multicultural Curriculum

One of the challenges in building a multicultural curriculum is reflecting differences in viewpoints and experiences and not collapsing diverse experiences into one point of view. How do we teach students to listen to multiple perspectives and experiences without trying to sum up everything into one narrative? Hyperstudio seemed especially well-suited to help teach to this challenge in multi-cultural design.

Using Technology to Teach Discourse Analysis

By Adrian Hull

In teaching SBS "Research Methods & Data Analysis," my challenge is to transform highly analytical topics and complex research techniques that most students fear into a thrilling and engaging learning experience. I discovered that a judicious use of technology in research methods can help enhance both student interest AND learning.

The course outcome is "to provide a solid grounding in both quantitative research methods (i.e., elementary statistics) and qualitative research methods (e.g., ethnography) with particular attention being paid to the use of these two approaches in the social and behavioral sciences." With qualitative methods (such as ethnography, action research, and narrative analysis), helping students learn how to systematically discern *meaning and context*, and to *interpret* the social world then *share* their interpretation with

others, is especially difficult.

Last semester, I had assigned exercises on *discourse analysis*. (Discourse analysis seeks to unearth the multiple and situated meanings speakers bring to a "text," i.e., in an article, their own speech, conversations, etc.) After a couple sessions of dry-erase board illustrations and group practice, results were mixed; some students remained befuddled and bewildered -- rather than bedazzled -- with discourse analysis. What could I do to help them facilitate their own learning of this fascinating subject?

Then it struck me: students needed to move from the abstract realm of "research methods" to the nitty-gritty world of something applied and meaningful in their lives. They needed a pedagogical "hook" to get them on their own path of learning. I decided then

and there to have them choose a song, examine its layers of meaning and context, and share their interpretation with each other.

And here is where the technology comes in. I began that session in the Smart laboratory by having us search together for the lyrics to a song that I absentmindedly had been humming. Once we found the lyrics, we then revisited the coding and memoing techniques of the same assignments posted at my website in Blackboard that had met with less success during the earlier sessions. Some students also opened Microsoft Word and cut and pasted the lyrics and others printed out or downloaded them. I highlighted different parts of the song on the overhead and wrote on the dry-erase board. And finally some students began to check the etiology of the song and the singer's biography.

(con't on page 6)

CSUMB Hosts Writing Center Conference

CSUMB and the Academic Skills Achievement Program (ASAP) have been invited to host the 11th Annual Northern California Writing Centers Association conference on Saturday, March 8, 2003, 8am to 6pm. At 9 am, the conference will highlight keynote speaker, Dr. Nancy Maloney Grimm, Associate Professor in the Humanities Department, Writing Center Director at Michigan Technological University, and author of *Good Intentions: Writing Center Work for Postmodern Times*.

This year's conference theme, *Cultivating the Center: Connecting Diverse Writing Communities*, will focus on recognizing the multiple writing communities and how best to foster diversity in the center. Questions for consideration include: How is writing across the curriculum supported? How is literacy acknowledged and fostered in the center? What techniques are used to support writers with disabilities? How is the distance learner supported in the writing center? What approaches are used to connect and collaborate with faculty?

Writing center directors, coordinators, faculty, and tutors are encouraged to submit proposals that highlight this theme or address aspects related to writing theory and practice. We especially invite tutor-facilitated presentations. For more information about the conference such as registration fees, proposal forms, and conference schedule, please visit <http://asap.csUMB.edu/nwca> or contact the Conference Chair and ASAP Writing Coordinator, Natasha Oehlman, at nwca@csUMB.edu

?

Digital Stories, Visible Theories

By Rina Benmayor

In "Latina Life Stories," we read autobiographical writings and critical essays by U.S. Latinas. Along with analytical essays, students also write their own personal narratives, or "testimonios," reflecting on their own lives and experiences. Recently, I added a new component to the class: the Digital Story, which is allowing some very powerful stories to come to life.

Essentially, digital stories are 3 to 4 minute movies, with all the power and emotion that comes from telling one's own story in one's own voice, with images, narration and mood music. Students begin by turning their per-

sonal narrative into a short script, which they then record as a voice track. They select and scan visuals and choose a music track to run underneath. Using tools like Power Point, students then combine their voice, visuals, and music to create the digital story that can be played on the computer or projected on a screen.

Students produce digital stories about their search for cultural roots, celebrations and tributes to family, childhood memories of place and home, survival of painful struggles, issues of gender, race, or sexuality, and education. All require a significant emotional investment.

The readings and the digital stories of previous students set the tone for personal disclosure. Seeing life stories in print and on the screen authorizes students to speak out. In doing so, they produce an alchemy of trust in the classroom. We build on that alchemy throughout the semester, as we continually counterpoint the readings with sharing and acknowledgement of relevant personal experiences. We dialogue with theoretical constructs and paradigms and produce new insights based on personal experience. Toward the end of the class, at our Digital Story Festival, we see everyone's productions and dialogue about them. (con't on page 8)

Technology in the Pre-Service Science Teacher Classroom

By Henrik Kibak

The outcomes for a course I teach together with **Ernesto Franco**, "Inquiry-Based Life Science for Teachers," weave together teaching and learning with technology and teaching and learning science. For instance:

Engage in problem-solving activities that will require the acquisition of knowledge, design experiments that can be understood by children, and use appropriate technology to help children grasp what is happening in an experiment.

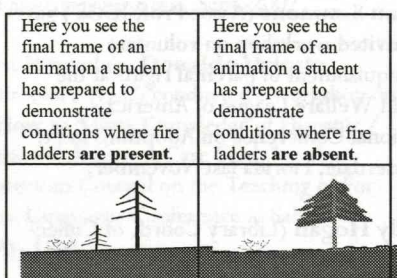
Become proficient at observation and illustration. Specifically, use drawing, video, and animation in teaching of science.

Prepare their own instructional materials for science education and become familiar with resources already in place.

Students in this non-majors course are fortunate to have an international authority on fire ecology (Dr. Franco) in the classroom with them. They must struggle with scientific debate and controversy as well as upper division ecology and then provide a digest of that

material appropriate for 5th graders. How concepts such as a "fire ladder" and the management of Mediterranean ecosystems are related can best be distilled by use of animation. The outcomes for the 8th computer lesson states:

Student can create animated GIFS for web pages.
But, it continues: *Student understands concept of a fire ladder.*



Students are also required to prepare numerous web pages that support their learning

experiences, such as pages displaying excel tables and graphs and pages that identify the standard they have chosen to address in their lesson plan. They also prepare PowerPoint presentations on insects and web compatible movies that support their science lesson plans. We encourage students to use languages other than English in these movies and to provide visual experiences that children could not easily receive otherwise.

By integrating the use of technology with the assessment of concepts acquired in the classroom, we provide an incentive for students to also acquire technical skills that will benefit them in their future careers. Because the assessments for these outcomes are displayed on the web, the bar seems to be raised in terms of the quality of student work. The ability to be able to review the work of peers allows students who may be confused by the instructor or unclear about expectations to see what others have done. Learning by peer example may also be a less threatening avenue for some students than instructor direction. ?

I Started Here...and Ended Up There...

By Bobbi Long

In my media design classes, I felt I was struggling with three things during lab demonstrations: how to overcome the lab's problematic hardware and software flare-ups, remembering the steps to a complicated activity, and how to communicate clearly at the same time I was demonstrating. **Ken Wanderman** recommended that I try a mac-based screen-

recording program called SnapPro2 by Ambrosia software. I uploaded a free 30-day trial version from the Ambrosia website, but I couldn't get it to work.

So, I contacted **Troy Challenger**, Faculty Technology Consultant at ATMS for help. We made a screen recording of the sequence

of steps involved in using complicated action scripts. It was great! Unfortunately, the trial version leaves a huge translucent message covering the screen that says THIS SOFTWARE IS NOT REGISTERED.

I purchased a copy and played with it. The online operating instructions (*con't on page 8*)

Upcoming TLA Race Issues in the Classroom Series: Building Skills for Teaching in Racially Diverse Classrooms

Last semester in this series, faculty worked on increasing our awareness about race issues and on articulation of these issues. This semester we focus on building skills for teaching about race issues. Sessions this semester are longer, to provide time to discuss issues together in more depth.

Friday, Mar 7, 12-2 pm

How can I more effectively negotiate issues of privilege and power in the classroom?

This session provides a space for faculty of color and white faculty to work on this issue both separately and together.

Faculty of color facilitators: Tomas Sandoval and Mel Mason

White faculty facilitators: Liz Meador and Seth Pollack

Friday, March 28, 12-2 pm

How can I better facilitate issues about race in my classroom?

Featuring discussion of issues about classroom facilitation raised in a video of students and professors at Harvard who are facing the challenges of talking together about race issues, ("Race in the Classroom: A Multiplicity of Experience")

Facilitators: Tania Mitchell and TBA

Friday, April 18, 12-2 pm

Diversity and Collaborative Classroom Pedagogies

Respecting differences in our students participation and collaborative work in our classes

Facilitators: Renee Curry

Amalia Mesa-Bains

12-2pm, Building 10

Brown Bag Lunch - Drinks Provided

Read Faculty Focus Online
<http://csumb.edu/academic/centers.tla>

Yong Lao (Assoc Prof, SBS and Director, Institute of GIS and Spatial Analysis) has been selected as a Wang Faculty Fellow in the People's Republic of China. The \$10,000 grant is awarded to promote international education and exchange at some of the most prestigious universities in the People's Republic of China. Yong will be undertaking a project at Peking University.

Yong has also been awarded a \$31,000 grant by the Wireless Technologies in Teaching and Learning program initiative of the US Department of Education. His project aims to demonstrate the technical and pedagogical uses of wireless technologies for real time community mapping by experimenting with and comparing two innovative methods based upon state of the art technologies. The study will provide foundations to the future integration and implementation of wireless broadband, GIS, and GPS technologies for real time community mapping within the context of curriculum design and student learning outcomes.

Ruben G. Mendoza (Professor, SBS and Director, Institute for Archaeological Science, Technology, and Visualization) also has been awarded a grant by the Wireless Technologies in Teaching and Learning program initiative of the US Department of Education. His \$43,650 project seeks to demonstrate the technical and pedagogical uses of wireless technologies for real time data management and analysis in lab and field archaeology by way of experimenting with and comparing several innovative state of the art technologies. See <http://archaeology.csUMB.edu/wireless/index.html>

Telling To Live: Latina Feminist Testimonios, by the Latina Feminist Group (Duke University Press, 2001) was recently awarded the 2002 Outstanding Book Award from the Gustavus Myers Center for the Study of Bigotry and Human Rights in North America. This prestigious award is given to ten books each year that inspire and inform strategies and action to combat intolerance and bigotry. Some former recipients include Toni Cade Bambara, Ralph Abernathy, Derek Bell, Naom Chomsky, bell hooks, Susan Faludi, Lani Guinier, Robin Kelley, Subcomandante Marcos, Dorothy

Healy, Minnie Bruce Pratt, Cornel West, and Toni Morrison (see: www.myerscenter.org).

The eighteen authors of the book include, among others, **Rina Benmayor**, (Prof. HCOM) and **Celia Alvarez** who also has taught in HCOM. The authors will be featured guests and will give a reading and sign books at our March 6, 2003 International Women's Day celebration at CSUMB.

Brian Simmons (Assoc Prof, ICCS) gave an invited workshop on voluntary relinquishment of parental rights at the Child Welfare League of America's National Conference on Adoptions in Ft. Lauderdale, Florida last November.

Eddy Hogan (Library Coord. of Collection Development) was recently appointed to the editorial board of the peer-reviewed journal, *Information Technology and Libraries*, a quarterly publication of the Library and Information Technology Association, a division of the American Library Association. Eddy also recently accepted an invitation to join the editorial board of *Culture, Society & Praxis*, a peer-reviewed online journal of student scholarship, published by SBS at CSU Monterey Bay.

Last fall, **Eve Connell** (Lecturer, IMIE/HCOM) led a public speaking workshop for the staff development and training program at UCLA. She also trained the Panetta Institute staff in communication skills and taught a public speaking workshop for MA students in Commercial Diplomacy and Trade at the Monterey Institute of International Studies.

Jim May (Retired, SBS) was elected to the Board of Directors of the American Indian Science and Engineering Society for 2002-2006.

Babita Gupta (Assoc. Prof, IMIE) has several forthcoming articles in the area of Electronic Commerce. "An Empirical Investigation of Online Consumer Purchasing Behavior" will be published in the *Journal of the Communications of the ACM*. Recently she published "Global E-Commerce: Analysis of Growth Limitations" in *The Proceedings of the 3rd Annual Global Information Technology*

Management (GITM) World Conference 2002 and "Performance, Scalability and Reliability Issues in Web-based Business Applications" will appear in *Proceedings of International Conference on Management of Research & Development in the New Millennium, New Delhi, India, 2003*.

Babita was invited to contribute a chapter, "A Theoretical Framework for Measuring the Success of Customer Relationship Management Outsourcing" in the forthcoming book, *Business Strategies for Information Technology Management*, edited by Dr. Kalle Kangas (IRM Press, 2003). And, her article "Global Issues of the Internet" will be included in the forthcoming *The Internet Encyclopedia*, edited by Dr. Hossein Bidgoli, (John Wiley and Sons, Inc., 2004).

An article by **Jennifer Lagier** (Lecturer, ICCS), "Last Supper," is included in *The Milk of Almonds: Italian American Writers on Food and Culture* published in 2002 by Feminist Press. Her chapter "Internet File Types," is forthcoming in the *Internet Encyclopedia*, published by John Wiley & Sons.

Jennifer's paper "Through the Cyber Space Looking Glass: Reflections of an Online Instructor and Distance Learner" has been accepted for presentation at this year's Teaching in the Community Colleges online conference, April 22-24, 2003, <http://tcc.kcc.hawaii.edu/index.html>

Jerry Endres (Community Director, ICCS) is presenting a workshop entitled "Standards for Wraparound Services for Latino Families" at the Child Welfare League of America in Washington, D.C. on March 4, 2003. Jerry will be a keynote speaker on March 18th at an Outcomes Evaluation Symposium in Orlando, Florida, sponsored by the University of Central Florida, the Orange County Citizens' Commission for Children, and the Heart of Florida United Way.

Ilene Feinman (Assist. Prof, HCom) was invited to speak at the American Political Science Association annual meeting in Boston (August 2002) on the connection between activism and research in her writing. She also organized a panel selected for the American Studies Association annual meet-

Scholarship

ing in Houston (November 2002) entitled "911 Emergency of Racist Militarism," and presented her current research about the converging movement discourses and action in the antiglobalization and antiwar movements.

More New Faculty Introductions



John Wu

(Associate Professor, IMIE)

I bring years of working, teaching, and research experiences in marketing, supply chain, and global management to enrich the business curriculum. I want to develop innovative programs for students to apply what they learn in school in local and international communities.

Haw-Jan "John" Wu (Assoc. Prof, IMIE) presented "Building an Electronic Nerve Center to Integrate Manufacturing Activities at Sony de Mexicali" at the conference of Decision Sciences Institute's annual meeting last November in San Diego. His presentation focused on Sony de Mexicali as a factory that has found its new advantage in building, from the ground up, information systems and supply chain integrations with an all Mexican staff.

David Takacs (Assoc. Prof, ESSP), **Kevin Cahill** (Lecturer, CST) and **Seth Pollack** (Director, SLI) conducted a two-day workshop at Saint Mary's College in Moraga, CA on the topic "Integrating Social Justice Learning Outcomes Across the Curriculum." The workshops were attended by leading Saint Mary's faculty and academic administrators. Saint is attempting to help faculty and administrators use an outcomes-based approach to address social justice issues.

Seth Pollack was also invited to present at the Campus Compact 2002 National Summit on Higher Education Civic Engagement, held at Brown University in Providence, RI, November 7-9, 2002. His presentation was entitled "Cultivating a Campus-Wide Commitment to Social Justice and Civic Engagement at CSU Monterey Bay: From Institutional Rhetoric to Curricular Reality."

Frances Payne Adler (Assoc. Prof, HCom) has recently published several poems, including "Riding The Eye" and "Voices Are Coming Up," in *A Fierce Brightness: Twenty-Five Years of Women's Poetry* (Corvallis, OR: Calyx Books, 2003), "Breasted God," in *Bridges: A Journal for Jewish Feminists and Our Friends* (Eugene, OR. Vol 9, no 2, Fall 2002) and "The Pleasure of Slowness," Possibility," "Matriot," "Home, What It Costs," and "Woman She Will Be," on *poetrymagazine.com*, Sept. 2002.

Last November, **Donald Urioste** (Director, WLC) conducted a workshop on "How to Assess Knowledge of Hispanic / Latino Cultures: A Case Study" at the American Council on the Teaching of Foreign Languages Conference in Salt Lake City, Utah.

Janie Silveria (Library faculty) recently published an article in the peer-reviewed library journal, *Public Services Quarterly*. Janie has also been invited to make presentations at the American Library Association national preconference, Digital Reference @ Your Library, and at the Internet Librarian 2002 conference. In April 2003 at the Association of College and Research Libraries national conference, she and colleagues from SJSU will give a panel presentation, "Reach Out and Teach Someone: Instructional Uses of Virtual Reference Software."

Richard L. Harris (Professor, GS) has co-edited (with Abebe Zegeye) *Media, Identity and the Public Sphere in Post-Apartheid South Africa* (Boston and Leiden: Brill, 2003). They also co-edited *Media, Identity and the Public Sphere in Post-Apartheid South Africa* and co-authored the introductory essay "Media, Identity and the Public Sphere in Post-Apartheid South Africa," (Boston and Leiden: Brill, 2003).

Richard has also recently edited a special issue on "Globalization and Globalism in Latin America and the Caribbean," *Latin American Perspectives* and authored the introduction, "Globalization and Globalism in Latin America: Contending Perspectives," and the concluding essay, "Resistance and Alternatives to Globalization in Latin America and the Caribbean," (Volume 29, Number 6, November 2002).

Doug Smith (Assoc Professor, ESSP) has recently completed two projects for community partners in collaboration with the students and staff of the Watershed Institute. Doug is also leading students in a study of the amount of, and roles of, large woody debris in the Carmel River. This work will guide the Monterey Peninsula Water Management District in habitat restoration decisions.

Doug and ESSP senior **Suzanne Gilmore** recently presented the ESSP program as a model for improving environmental policy at the national Geological Society of America conference in Denver. At the same meeting, Doug and Tim Diehl presented their study on Tennessee Rivers, which has implications for resource management policy in the Mississippi Embayment. With collaborators from Lehigh University, Doug presented an abstract on the paradoxical origins of the Baja California Peninsula.

Amalia Mesa-Bains (Director, VPA) has recently exhibited *Arte Latino: Treasures from the Smithsonian American Art Museum* at the Oakland Museum of California, *Mixed Feelings* at the USC Fisher Gallery in Los Angeles, and *Parallels and Intersections: Art/Women/California, 1950-2000*, at the San Jose Museum of Art.

She has also recently published "Calafia/Califas: A Brief History of Chicana California" in *ART/WOMEN/CALIFORNIA: Parallels and Intersections 1950-2000* (Fuller and Salvioni, University Press, Berkeley, San Jose Museum of Art).

She has recently been cited in Marsha Meskimmon's *Women Making Art: History, Subjectivity, Aesthetics* (Routledge Press, London, 2003), in Jonathan Yorba's, *Arte Latino, Treasures of the Smithsonian* (Watson-Guptill Publication, NY, Smithsonian American Art Museum, 2001), Laura E. Perez's, "Writing on the Social Body: Dresses and Body Ornamentation in Contemporary Chicana Art" in *Decolonial Voices: Chicana and Chicano Cultural Studies in the 21st Century* (Arturo J. Aldama and Naomi H. Quinonez, Indiana University Press, 2002) and Jose Luis de la Nuez Santana's, *Arte y Minorias en los Estados Unidos: el ejemplo Chicano*, (Instituto Universitario Augustin Millares de Documentacion y Gestion de la Infomacion, Universidad Carlos II

Manage Your Online Course Communications

By Mike Albright

For many faculty, particularly those who teach larger classes, online communication can become overwhelming. However, a number of techniques are available that can help online communication become both productive and manageable.

Provide structure.

- Use a FirstClass conference or Blackboard for online discussions.
- Make sure that your online discussions have structure and purpose; give students a reason for being there.
- Use your own participation to provide structure: introduce the topic and frame issues, encourage students to build upon each other's comments, link discussion threads to course content and the literature, synthesize key points, and summarize.
- Provide student incentive to participate in online course discussions by making it a part of the course grade. Reward quality, not quantity.

Manage your time and minimize your own involvement in online discussions.

- Don't commit yourself to quick responses. Promise students a specific turnaround time, and if you can respond more quickly, fine.
- Block fixed times of the day for e-mail so it does not consume hours that should be devoted to other faculty responsibilities.
- Read all of your incoming course e-mail before you respond to any. Often you can consolidate thoughts related to several postings in a single response.
- Post periodic FAQs to the forum that answer common questions.

Establish rules and procedures.

- Set limits on message length, such as three screens.
- Unless anonymity is desired, require that students place their names and e-mail addresses within the text block.
- Require that only substantive messages be posted to the course discussion forum. Ask students to avoid sending messages that simply agree with other postings without making meaningful comments.
- Set a limit on the number of discussion threads running simultaneously. ?

Technology: Campus Challenges

At the CLAIR retreat last fall, a broad spectrum of faculty, staff and administrators worked interactively to create suggestions and recommendations for CLAIR's new collaborative (Library, AMTS, DLEE, and TLA). Listed below are some recommendations from the groups to CLAIR specific to technology and online teaching.

Serving Underserved Students Wherever They Are/The Digital Divide

- Provide library resources for distance learning students: Explore area libraries as information/learning access points; Use MO-BAC; connect with groups doing research on libraries that can help communities; involve CSUMB students in library literacy projects.
- Expand university presence in local communities through activities such as: broadcasting city council meetings; providing community surveys, public forums; broadcasting cultural events.
- Work in communities with those who know the community needs.
- Align CLAIR activity with SOAR's outreach programs, do retention study on what works, explore and experiment with multiple modes of delivery.
- Identify the needs and demands of distance learning.
- Provide access to information (library, chat rooms, etc.).
- Update technology (surplus equipment on campus).
- Provide faculty online class orientation to teaching.
- Create a distance education policy.

Ways to Make Distributed Learning Work Better

- Develop a set of principles and rules for distributed learning.
- Create a strategic plan for DL and for academic technology.

(Teaching Discourse Analysis con't from page 2)

All the while we talked, commented, and compared our analyses of this "text."

What emerged in this flurry of activity was an ongoing dialogue between myself, the students, and among the students themselves, over the meaning of the lyrics, our varied and multiple interpretations of the song, the evidence in the "text" for these interpretations, and our positionality as qualitative researchers. Several students noted a conjunction between the concept of love in the song and other situated meanings such as obsession, compulsion, fatalism, victimization, and exploitation. Others saw shocking commonalities between their own understanding of freedom and the quest for someone's affection. Suffice it to say here that for most students, this was the first time they had ever so thoroughly *learned* the excitement of the qualitative research method.

Ultimately I would have them use these three IT tools: the Internet, Microsoft Word, and CourseInfo again, but this time with a "text" of their own choice. This exercise proved so helpful in their understanding of discourse analysis that I would love to extend it. ?

- Make considered decisions about which courses go online, what the pedagogy should be, and what the strategy for development should be.
- Make distributed learning part of an overall strategy with: a support plan, a pedagogical plan, and an overall plan.
- Provide multiple systems as pedagogical frameworks, rather than relying on Blackboard.
- Make decisions based on environmental scan of students, faculty desires, and faculty governance.
- Experiment with short courses.
- Provide information about what's new in software in Faculty Focus.

Constructivist Pedagogy in Distance Learning

- Build a learning community (value, respect, and support).
- Engage students in their own learning.
- Provide relevant experiences in a variety of formats.
- Create a safe environment to contribute, teach, and learn.
- How does CLAIR support effective and meaningful pedagogy online?

Faculty Support for Online Learning/Solving Problems and Moving Towards Effective Online Instruction

- Enhance accessibility (physical plant, service hours).
- Fix online mal- and dysfunctions in Blackboard.
- Focus on good communication with faculty.
- Provide information prior to changes and "innovations."
- Create an environment that is safe, trusting, and responsible.
- Develop a team mentality.
- Provide FAQ for basic knowledge of the technology, underpinned by an understanding of the management of information resources.
- Push information out to users, rather than expecting them to pull it in.
- Training: focus and organize assistance; provide a common physical space for community of training; provide staff/faculty mentoring for students and visa versa.
- Provide "certification" for faculty members who use information resources and link to RTP processes. Staff need a similar reward system.
- Organize a unified Help Desk.
- Remain student-centered and service-centered
- Be consistent on follow-through.
- Debunk conceptions of how hard/easy it is to teach an online course.
- Solve accessibility issues with servers associated with online learning environments. ?

Can We Get Tenure While Teaching Online Courses?

By Rafael Gomez

(con't on page 7)

The time is ripe to raise this type of question at CSUMB. The development, implementation, and evaluation of online courses can be considered part of discovery, creation, and integration in the context of tenure and promotion when it is conducted as a scholarly activity.

Teaching online becomes a scholarly activity when it is part of a system-

ter knowledge base, to apply that knowledge to the teaching of online courses, to critically analyze our own teaching practice in order to contribute to our professional understanding of how we learn, and finally to share this information with colleagues. The faculty needs a set of professional incentives and a reward system that recognizes the importance of online teaching. They also need ongoing professional development and a forum to exchange ideas.

I propose to use the TLT Roundtable as a meeting place where faculty interested in these issues can meet to discuss them. ?

(Multicultural Teaching con't from page 1)

My class did a mock-up unit that could be taught at almost any grade level. We selected a theme to anchor the curriculum and then brainstormed socio-cultural groups whose experiences could relate to that theme. Each student selected a group and researched information about that group relating to the theme. Students brought their text and pictures to the computer lab in electronic form and I taught them basics of Hyperstudio. After each student had created pages using the information they had brought, they were placed into small groups, each group receiving a CD-ROM with every student's Hyperstudio stack. The group task was to read all of the pages from the entire class and decide how they might be organized into sets of larger ideas. Each group then created a larger Hyperstudio stack, using buttons and pages to develop links and explanations for why they were connecting the individual pages as they were.

I am not sure whether the time invested helps students learn a different way to play with multiple perspectives in a multicultural curriculum. I find myself doing two things at once — teaching Hyperstudio and teaching the larger issue of multiple perspectives and multiple ways of linking diverse groups experiences. For some students, learning the technology itself takes most of their concentration, and I'm still not sure how well they get the conceptual issue we are working with.

The course website can be found at: <http://classes.csUMB.edu/MAE/MAE637-01/world/index.html>. ?

Examining The Struggles Students Bring to Our Classrooms: Supporting Students' Mental Health

Join Caroline Haskell and her staff from the Personal Growth and Counseling Center to learn more about our students and to learn how to support them in our roles as advisors, teachers, and mentors.

February 25, 4-5:30pm
March 11, 4-5:30pm
TLA Building 10

Call for Reviewers

The CSU Institute for Teaching and Learning (ITL) invites CSU faculty to serve as reviewers for *Exchanges*, an entirely online, peer-reviewed journal. Articles to be reviewed focus on the scholarship of teaching and learning, are a maximum of 3500 words, and will be refereed by three CSU faculty. Reviews should be completed within 6 weeks of receiving the manuscript.

If you are interested in serving as a reviewer, please contact: Chris Mallon, CSU Institute for Teaching and Learning, *Exchanges* Managing Editor, (562) 951-4752 exchanges@calstate.edu. ?

Journal Focuses on CSUMB Social Justice

New Pedagogies for Social Change, Vol. 29, No. 4

Susan Roberta Katz & Cecilia Elizabeth O'Leary (eds.):

(Partial List of Articles)

Susan Roberta Katz & Cecilia Elizabeth O'Leary: *Overview of New Pedagogies for Social Change*

Christine E. Sleeter: *State Curriculum Standards & the Shaping of Student Consciousness*

Tony Platt: *Desegregating Multiculturalism: Problems in the Theory & Pedagogy of Diversity Education*

Eugene E. Garcia & Julie Figueroa: *Access & Participation of Latinos in the University of California: A Current Macro & Micro Perspective*

June Gordon: *From Gangs to the Academy: Scholars Emerge by Reaching Back Through Critical Ethnography*

Rina Benmayor: *Narrating Cultural Citizenship: Oral Histories of First-Generation College Students of Mexican Origin*

Diana Garcia: *Making Multiple Literacies Visible in the Writing Classroom: From Cupareo, Guanajuato, to Cal State, Monterey Bay*

Frances Payne Adler: *Activism in Academia: A Social Action Writing Program*

Debra Busman: *You Gotta Be Ready for Some Serious Truth to Be Spoken*

Tracey Weis, Rina Benmayor, Cecilia O'Leary & Bret Eynon: *Digital Technologies & Pedagogies*

David Takacs: *Positionality, Epistemology & Social Justice in the Classroom*

Richard Bains & Amalia Mesa-Bains: *A Reciprocal University: A Model for Arts, Justice & Community*

Soraya Sablo Sutton & Sheila Menezes: *In Remembrance of June Jordan, 1963 to 2002*

May be ordered from: **Social Justice**, P.O. Box 40601, San Francisco, CA 94140 or SocialJust@aol.com.

Constructivist Teaching Online

By Kani Blackwell

In my online course, "Culture, Cognition, and Development," one assignment that gives students partial ownership of the content is a one-week seminar where students research, plan, and design the week's lesson on a particular learning theorist. Each learning theorist is assigned to two different students who work on the assignment independently. They then post their lessons for all to read, in PowerPoint, lecture, or other ways of communicating the information. Each student has the responsibility of reading each of the lessons and making comments on at least three of the lessons. After all of us have made comments, students then take a quiz connecting the learning theorists with their main theories. ?

Multicultural History in the New Media Classroom

By Cecilia O'Leary

In "Multicultural History in the New Media Classroom," I recently decided to add student creations of a digital family or community history as part of their becoming citizen historians. The course already was framed by the belief that students can play an important role in uncovering the diversity of our past(s). By having students locate their family's past within a broader historical context, I have been able to draw upon students' subjective experiences in the development of a pedagogy advocated by Henry Giroux that "confirms and engages the contradictory forms of cultural capital that constitute how students produce meanings that legitimate particular forms of life." I wanted to provide the resources and instruction needed for students to complement their written histories with visual narratives.

In the course students learn to read history from primary and secondary documents, identify various perspectives, and apply what they have learned to their own family or community research project. After writing a substantial historical essay that locates their family or community history in a broader context, the students then must figure out what part of their analysis and narrative they want to present in digital form. The essays are thoroughly footnoted and reflect the research of various kinds of primary evidence. Many of the images that will be utilized in their digital presentation have already been incorporated.

There are numerous parts to creating a digital history including scanning images, digitizing sound, and editing film clips. Similar to an outline, students organize their presentation

by creating a storyboard that they divide into columns. Scene by scene, students track their own voice over, as well as the music, still and moving images they intend to incorporate. They are required to scan primary materials they have collected and digitize excerpts from oral histories or music they have collected. Hands on instruction and How-Tos on every aspect of the technical process are made available to the class each step of the way.

At the end of the semester, students present their digital histories to fellow classmates, other students and members from the community they have invited. The power-point presentations are then copied onto a CD-ROM that students can use outside the university to show their families, communities and perspective employers. ?

(Digital Stories con't from page 2)

Students report that creating the digital story is a transformative process. The empowerment is especially evident among students from historically under-served communities. Given the Latina focus of the class, students of Mexican heritage typically comprise the majority of the class. Their stories inscribe emerging social and cultural identities that challenge unified national discourses of as-

similation or exclusion.

The digital format has advantages over the conventional written essay. Students know that their work will have real, concrete audiences. Their stories (burnt onto a CD-rom at the end of the semester) will be seen by their classmates, family members, friends, and by other students and scholars around the country. Also, the digital medium enables students to understand author-

ship more directly. They contribute concretely to the body of autobiographical narratives they have been reading in class, inscribing their voices, creating their own texts, and contributing to a testimonial literature on cultural identity from their particular historical experiences. Unconsciously, students are creating multiple texts. Working across different textualities enables them to tap into their own particular expressive strengths and intelligences. ?

Your Recent Scholarship

Faculty Focus invites you to send news of your recent publications, creative activities, pedagogical innovations and other scholarly work.
annette_march@csumb.edu

(I Started Here... con't from page 3)

and tech support were the worst I've seen. Though trial and error, Troy got it to work. I made my first version of a short demo movie without sound and saved it as a QuickTime digital movie that I could run on the computer and narrate live in front of the class. I plan to add a voiceover to a second version and to stream the video on the web.

Troy then showed me similar work that **Charlie Wallace** created for his on-line Tech Tools course, "Computing Skills for the Social Sciences." The Photoshop demo was fantastic! I studied Charlie's on-line lessons and it helped me make some critical decisions regarding my choice of technology and interface design.

Charlie's lessons are broken up into small segments that can be selected on a navigation bar. However, the user can't stop and start, but has to watch the whole segment each time from the beginning. I decide to save my videos in the QuickTime format, instead. Its VCR-like interface lets the students replay special segments, reverse and jump ahead to a specific spot in a movie. QuickTime will work for both PC and Mac, too.

Learning modules and the ATMS make my teaching student-centered, allow me to communicate more clearly, eliminate tedious re-demonstrations of technical skills, and are available 24/7. And a student is contributing his or her contributing talent and applying skills to the construction of the website that will help the CSUMB community.

I receive many questions from students, faculty and staff who need help to do a graphic procedure that I teach in my classes. It's very easy to e-mail them the appropriate "How To" pdf that I have created. Many helpful modules like this have been created for Tech and Media Tools and are available on the class websites. ?



Center for Teaching, Learning and Assessment

Director: Amy Driscoll
Faculty Associate and Faculty Focus Editor:
Annette March
Faculty Focus Editorial Assistant:
Stacey Malone

California State University Monterey Bay
100 Campus Center, Building 10
Seaside, CA 93955
Phone: 831-582-4539
Fax: 831-582-4545