Chapter 1 : Life And Then Some!: November

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Informal Structures in Multiorganizational Systems. The trend among some public choice theorists toward assumptions of multiple encounters of interdependent actors and the evolution of powerful behavioral norms, along with increasingly sophisticated discussions of organizations as political coalitions, are but two encouraging examples of this re discovery. Why has the pathbreaking work of the Hawthorne studies, or the subsequent work of Fenno and others on legislatures, waited so long to be integrated into research on problems of collective action and the design of formal organizations? Perhaps the delay is a phenomenon most readily explained as the result of different paradigmatic approaches to slightly dissimilar problems: In so doing it borrows liberally from contemporary and earlier efforts in other domains. Merriam and the other progenitors of modern political science. My approach is characterized by observation of how decision makers actually behave, rather than reliance on a closed deductive analytical system replete with a full complement of assumptions about human behavior. Their habit has been to set up simplified conditions in their imaginations, and draw conclusions about what would happen in an unreal worldâ€”conclusions that cannot be refuted by an appeal to actual experience. Nor did I feel it appropriate to study the relevant organizations and their activities from a distance; I employed direct personal what Fenno calls interactive observation to bring me closer to the data. My debt is greatest to sociology and social psychology, but I also owe something to theories of public choice. In the tradition of Herbert Simon, I take generally conservative, even pessimistic, positions on the extent of individual human capacities for rationality; the availability of information to decision makers; and human capacity to design and administer effective, large-scale, formal organizations in the face of complex problems. The theory was only partially developed when the research commenced, and theory building became intimately intertwined with data collection. My conclusions and recommendations may be regarded by some as extreme and radicalâ€”at a minimum they will be considered counterintuitiveâ€”given traditional approaches to the problem of coordination and current prevailing wisdom in the public administration. My hope, however, is that at least some of them will be recognized as practical, pragmatic proposals concerning the often intransigent problem of coordination. Although books are mostly solitary endeavors, one usually has more collaborators than one realizes. This essay is no exception. In its lengthy gestation I incurred considerable debts to many people for many reasons. I wish first to thank the men and women of the public transit systems of the San Francisco Bay Area and the Washington Metropolitan Area for their gracious participation in this study. They often made time for my questions in the midst of pressing job demands. Without their active assistance, this study would have been impossible. Thomas Cordi, James Desveaux, and David Richman each contributed their support and criticism as the project began to take shape. Charles Ostrom and Jack Knott provided needed encouragement and advice during a later, very difficult period of writing. Steve Erie contributed valuable advice about writing as I began the inevitable revisions. The Berkeley academic community provided a unique and stimulating environment for research and discussion. I wish particularly to thank the Institute of Governmental Studies of the University of California, Berkeley, for providing during much of the writing such a splendid place to be. The National Policy Studies Program at Berkeley provided funds that enabled me to conduct the Washington portion of the research. However, it is Martin Landau to whom I owe my deepest personal and intellectual debts. He provoked me to think hard and without regard to academic orthodoxy. In the absence of his criticism, tempered by his patience and kind support throughout the early stages when there was only a slight promise of completion and little visible progress and during the later stages of outside criticism and internal self-doubt, this tale would not now be seeing the light of day. If only we can find the right formula for coordination, we can reconcile the irreconcilable, harmonize competing and wholly divergent interests, overcome irrationalities in our government structures, and make hard policy choices to which no one will dissent. The idea was brilliant: The Bay Area would build the best transit network in America, a system good enough to compete with the private automobile. Instead of the best network in America, the region has 17 separate transit baronies that war with each other over passengers and waste money on a huge scale. The result is inefficient use of resources, lost opportunities, and useless conflict. The cause is faulty organization. All of the East Bay systems would be consolidated into one organization; Santa Clara and San Mateo would merge with the San Francisco system; a North Bay transport agency would also be created; and the Bay Area Rapid Transit District would remain an independent entity. The problem is described by the chief administrative officer for Los Angeles County: These give the appearance of a lack of accountability to the public and to other officials. Having two competing Los Angeles transportation bodies has resulted in a lack of coordinated planning, duplication of efforts, overlapping jurisdiction, and a lack of accountability. Problems surpass the ability of any one agency or governmental entity to solve. They are composed of interdependent parts that must be coordinated on a comprehensive basis. The need for coordination is a function of the interdependence of the parts of an organizational system: In the face of this inadequacy, coordination fails to occur, and irrational, chaotic public policy results. The problem is in no way limited to public transportation or local government; it occurs at all levels of government, in virtually all policy areas, and in all countries and cultures. It may be the most generously endowed with public transport services of any metropolitan area anywhere. It has cable cars, trolley cars, subway cars, both modern-light and modern-heavy rail. It has traditional local buses, luxury express buses, and specialized subscription buses. Besides all this, there are governmentally sponsored car and van pools; there are taxis and a rare but viable jitney service; there are high-speed ferries, an old-fashioned suburban railroad and soon even a local helicopter. That smorgasbord is offered by some thirty-five organizations, not counting the numerous taxi, jitney and specialized van and bus operators. All but four of those outfits are now governmental agencies, most of them operating autonomously, almost as though they were private firms openly competing with each other in an unregulated market. Some have only a single transit mode, others are multimodal. Some are strictly operators. Others regulate and coordinate. Some are part of municipal or county governments; some exist independently as special-purpose districts. Some rely on property taxes, others on sales taxes and bridge tolls, while all of them depend on state and federal assistance for operating and capital funds. When viewed as a whole, they appear to be a collection of distinct entities that overlap in jurisdictions and duplicate services, with little overall shape or form. The assertion that the Bay Area transit is an egregious example of a fragmented organizational system, however, is self-contradictory. Fortunately, we can readily make sense of this apparent paradox. Those, such as Jones, who describe Bay Area transit as a "fragmented system" refer to fragmentation of the formal organizational arrangementsâ€"to the fact of many different independent operating entities in a single geographic area. On the other hand, "system" implies that the agencies are functionally related: Evidently, there is a disjuncture between the organizational character and the functional properties of the system. But it is a great leap from finding a degree of interdependence among the components of an organizational system to the conclusion that such a system, if it has no formal unified authority, is uncoordinated. That is, however, precisely the leap made by those who see multiorganization as evidence of a serious weakness: The technical expression of this state is "multiorganizational suboptimality. When examined against the backdrop of this model, any multiorganizational system inevitably proves problematic and inadequate. What is recommended as the prescription for this malady is nothing less than complete monopoly, involving central control and vertical integration. Thus put, the key to problems of coordination is hierarchical organization. Those who view natural market forces as operating as a profound coordinating mechanism abandon this view when it comes to the public administration, arguing that, because public organizations specialize in necessary services that cannot be sold for dollars at a per unit rate, market rules do not apply. Reorganization and Coordination Even if the distinction between public and private organizations as regards types of products and services and the nature of profits and grants is accepted, it is not a necessary conclusion that only hierarchical schemes can ensure effective performance. The assumed virtues and economies of vertical integration schemes and of efforts to streamline multiorganizational sectors by eliminating duplication and overlap are exaggerated. In fact, they have more to do with bureaucratic politics than with effective performance. Large-scale efforts to reorganize and reform public agencies at all levels are by no means new. Instead we find the propensity for organizations to "oscillate from one form to another" even in the face of "generally stable environmental conditions. In public transit, formal reconstructions of organizational arrangements on occasion have included tariff associations, transit communities, and transit federations;[22] but, as elsewhere, mergers and consolidations have been proposed most frequently, and they continue to dominate other approaches to problems of coordination. The underlying assumption rarely put to the empirical test common to these reorganizations is that problems of coordination can be solved and difficulties removed by structural reform. However, despite our history of organizational reform, some problems are unrelated to structural defects and will likely remain irrespective of the organizational design. Genuine differences in interest among groups, asymmetrical distributions of costs and benefits in issues of coordination, and thorny technical problems are not susceptible to resolution through structural reform. Or, as Harold Seidman has noted, Where conflicts result from clashes in statutory missions or differences in legislative mandates, they cannot be reconciled through the magic of coordination. Too often organic disease is diagnosed as a simple case of inadequate coordination. Usually, however, these countermoves have been of short duration and less than monumental consequence, in part because pressures for integration and consolidation have resulted from enduring orthodox administrative philosophy, whereas moves toward decentralization have come as a result of practical necessity. Observe, for example, the U. Decentralization of authority was one of the effects of World War II on administrative development. The change, for the most part, was made not because of any change in the philosophy of the men who led the Civil Service Commission, but was rather the result of necessity. As soon as the war ended, the president ordered the commission to return to its prewar rules. A once-decomposable set of components is now considered a complex, tightly interdependent system where decisions affecting one component affect all, directly or indirectly. In such a situation it becomes imperative to eliminate fragmentary and disjointed approaches and to seek an agenda of "purposive and coordinative action. Planners have been introducing a greater degree of flexibility into land use decisions through the use of flexible zoning techniques as a means of improving the traditional system of land use regulation. But this has been a cause for concern and planners are also calling for the preparation of rules to limit discretion. The same academics and policy makers who wring their hands at the presence of the multiorganizational system also bewail the inherent inflexibility, slowness to change, and inability to contend with anomaly that characterize large bureaucratic organizations. Nor are they especially powerful coordinating agents. Do we forget that many of our bureaucracies were created to coordinate the smaller agencies that now compose them? Though intended to produce an integrated set of policies, consistent and well coordinated, these large bureaucracies remain little more than holding companies for elements that remain largely independent. Huge agencies such as the departments of Health and Human Services, Education, and Transportation have yet to display the positive attributes of vertical integration while continuing to exhibit all the deficiencies of large bureaucracies. The old problems of coordination have not been solved, and new problems have been created. Under the Carter administration the organization of a Department of Energy merely transformed into discrete subunits several previously independent agencies. Like the other superagencies, it is nothing more than a holding company. Referring to the relationship of a brain to its environment, Ashby queried: Noâ€”not in general; only when the environment itself is richly connected. Thus the degree of organization can be too high as well as too low.

Chapter 2 : Coordination Without Hierarchy

Weaver, Richard L., II; Cotrell, Howard W. New Directions for Teaching and Learning, (Teaching Large Classes Well) n32 p Win Five communication strategies are essential to success in large courses: managing instructor anxiety, using presentation time efficiently, motivating students, communicating enthusiasm, and organizing content.

Perks Class Notes Have you recently married, changed careers, been promoted, received an award, had a baby, traveled the world, discovered a passion or have other news to share? Tell us your story. Current Class Notes Michael A. Waite High School in Toledo, Ohio. This award recognizes a lifetime achievements in business and community service. Hayes had a year career in manufacturing and engineering at General Electric, served as board vice president and president of a homeless services agency in Lynn, Massachusetts, and mentored small business owners as a member of Service Corp of Retired Executives. He now is retired and living in Danvers, Massachusetts. The mystery takes place in Oberlin, Ohio, and the Greater Cleveland area. Corson now holds multiple part-time jobs: Again and Again in the edition of The Pennsylvania Labor History Society Journal, concerning labor-management strife in late 19th century America. Martino, a resident of Akron, Ohio, is the chairman of the Department of Radiology and medical director of the Reflections Vein Center, and has been on staff at Akron General since Joondeph, currently the executive director of Disability Rights Oregon, an advocacy organization for those with disabilities that has been a pioneer for the nation, was appointed by U. The award is named after the New York City Stonewall Inn police raid and riot of June 28, , which was a turning point in the gay rights movement, and recognizes lawyers who have considerably advanced lesbian, gay, bisexual and transgender individuals in the legal profession and successfully championed LGBT legal causes. He concentrates on matters related to property acquisitions, development, sales, leasing, real estate finance and loan workouts for a wide range of retail, industrial, office, hotel and residential development clients. Swift is also chief economist at the American Chemistry Council. Lee holds 59 industry patents and has published 19 academic papers around the world. Hines and her husband, Larry Leszczynski, are the co-founders of the Colorado Nepal Alliance, a non-profit based in Denver, Colorado, and focused on enhancing the lives of those living in rural Nepal. What started as a mission to provide lightly used footwear to Nepali porters and villagers has expanded to include a community health survey, school construction, school uniforms and teacher training. Lonsdale received the American Society of Mechanical Engineers Fellow award for his work in railroad research and development. He lives in State College, Pennsylvania, with his wife, Sherry, and two children. Velasco is responsible for all aspects of the firmware development life cycle. The AGS established the award to recognize jewelry professionals for their valuable contributions to the industry. Bouffard was recently named chairman of the Responsible Jewelery Council and is actively involved with industry organizations such as Jewelers of America, the Organisation for Economic Co-operation and Development Multi-Stakeholder Working Group, the World Diamond Council, and several community organizations in and around Akron, Ohio. Kannel Child Advocate of the Year, an award for exemplary commitment to improving the lives of abused and neglected children in Summit County, Ohio. EndoPerio has 11 specialists and 8 offices in Illinois and northwest Indiana. The Crafting of Business. It is available at Amazon. KCCAT , a center focusing on evidence-based treatment of anxiety across the lifespan, clinical research and clinician training. The KCCAT team recently received funding from the National Institute of Mental Health for an early childhood mobile-app based prevention and early intervention program for anxiety and related conditions. Additionally, Crawford teaches graduate and undergraduate courses in the areas of strategy, innovation, marketing, and management. Additionally, she is the Marvin E. Her solo photography exhibition features images of items excavated from the remains of her home and studio after both were destroyed by the Northern California wildfires. Amcor Rigid Plastics is a division of Amcor, a global developer and producer of high-quality, responsible packaging for food, beverage, pharmaceutical, medical-device, home and personal care products. All five of his children are grown. Wood and actor Paul

Newman, provides specialized programs and year-round support for children and their families dealing with life-threatening illnesses. Additionally, she is a board member of Proctors Theatre, treasurer for the Putnam Family Foundation and a member of the finance committee for the First Reformed Church of Schenectady. It is believed that Shahjahan is the first Bangladeshi woman to hold an elected office in the United States. Mercer also works with Crime Victim Services in Lima, Ohio, where she focuses on the issues of human trafficking. Published September 4, Philmore J. Hart graduated with honors from the program and studied under world-renowned architect Mies van de Rohe before joining the faculty of the School of Architecture of Western Reserve University in He was named the chair of the School of Architecture in Madison designs include , whose work includes mid-century modern residential designs, A. He is a trustee emeritus of CWRU. Davin was a star basketball player and golfer for the Case Institute of Technology. He lives in Colorado with his wife, Pamela. PDI , received the Distinguished Service Award from the Deep Foundations Institute, an international association of contractors, engineers, academics and suppliers in the deep foundations industry. Currently a principal and senior consultant for PDI, Likins is widely known for guiding the development of dynamic pile testing as an industry standard in the United States and throughout the world. She earned her bachelor and master of music degrees in voice from the Cleveland Institute of Music. Golden-Biddle was recognized for her teaching and mentorship. A Questrom School of Business professor of organizational behavior and a professor of management at Boston University, Golden-Biddle is the author of two books and more than 60 book chapters and articles in management journals. An OEM is a company that produces parts and equipment that may be marketed by another manufacturer. Paschall is based at the Boca Raton headquarters and reports directly to the president and chief executive officer. Phi Kappa Theta is a fraternity focused on the leadership, fraternal, intellectual, social and spiritual development of its members. The bank operates 49 branch offices in northern and central Indiana. His practice focuses on insurance and commercial litigation. The award is given to those who embody the spirit of courage. He previously served as in the U. Bazan will be overseeing the music teaching program, directing the UAA Wind Ensemble, and teaching saxophone. Although she was on the team for just one season, she still holds school records in the yard freestyle, yard freestyle and yard freestyle. The couple live in Fairmount, Pennsylvania, and honeymooned in Italy. Miller is a speech therapist at the Hospital of the University of Pennsylvania. Morse is a senior sales engineer for BrandMuscle in Chicago. Webb joined the faculty of the Lindner College of Business at the University of Cincinnati in August , as an assistant professor of operations and business analytics. Papp previously served as founding dean of UB School of Nursing. Grogan, a former member of the Spartan track and field team, completed the the 5K course with a time of Grogan is a material science engineer for Laird Technologies in Cleveland. Bagheri completed her ophthalmology residency at the Wills Eye Hospital in Philadelphia, where she served as an editor for the best-selling ophthalmology reference, The Wills Eye Manual, and completed her fellowship training in vitreoretinal surgery at the Bascom Palmer Eye Institute. Withrow is a senior engineer-operations technology for ArcelorMittal Cleveland and a registered professional engineer in the State of Ohio. Blankschaen is a doctoral student at Boston University. This recognition is bestowed by the Cleveland Arts Prize, an organization that, since , promotes creativity in northeast Ohio by honoring artists for artistic excellence and recognizes community leaders who help regional arts flourish. Following his service, Kramer enjoyed a year career as a faculty member of Notre Dame de Namur University and a middle school principal. He has been married for 64 years and has two sons and two grandchildren. A Medical Memoir Thomas Dunne Books , chronicling his personal memories of cancer, from his research to his childhood classmate who left school and never came back. She is also an assistant professor in the program. Micon previously served the college as department chair of public affairs and social services, and program chair and professor of human services. Her duties as dean will include overseeing seven academic programs: She will also continue as program chair and professor of human services. Kilbane served as the senior vice president, general counsel and secretary of The Sherwin Williams Company, a global manufacturer and retailer of paint and coatings, from January through August Prior to joining Sherwin Williams, Kilbane was the senior vice president, general counsel and secretary of American Greetings Corporation from to Stith teaches at the undergraduate and graduate levels. Her research targets rigorous evaluations of health policy interventions and how they affect patient outcomes. Improving the quality of VA care is a career-long passion for Petersen. In his role, Yuan will commercialize new products, services and offerings in analytics and performance marketing. Gipson practices primarily in the areas of complex commercial litigation, product liability and art law. Active in the Pittsburgh community, she serves on the board of directors for the Sarah Heinz House and board of trustees for the Western Pennsylvania Chapter of the Leukemia and Lymphoma Society. In this role, Jameson sources, evaluates, and executes healthcare-related private investments. Mikic is currently an actuary with Progressive Insurance. He received the award at a ceremony in Colorado, where he is now living after having spent 69 years in New York. His two children, Jenifer and David, were in attendance. Izutsu recently retired from the University of Hawaii, School of Medicine, where he was vice dean and emeritus professor of public health and psychiatry. The donation, to be made through Craig Newmark Philanthropies, will fund an endowment for the school. Fellows are recognized for their scientifically or socially distinguished contributions to the advancement of science or its applications. Moy currently serves as the general counsel of the Southeastern Universities Research Association, the management and operating contractor for the Jefferson Lab, a U. Department of Energy National Laboratory. Barr is assistant chairman of the department of radiology at Northside Medical Center, and president of Radiology Consultants Inc. Kosior previously served as Executive Vice President and Chief Executive Officer for the company, working on the expansion of operations with two new facilities in Tennessee and Texas, as well as a plant in Shanghai. Curated by artist John L. She leads the Farm Bill Legal Enterprise, a consortium of legal scholars focused on improving the farm bill. He conducted a private solo practice in Hollywood, Florida, for 20 years, then relocated to Rhode Island where he continued to practice and teach within a large academic urology group affiliated with Brown Medical Faculty.

Chapter 3 : Life And Then Some!: January

Lecturing: Essential communication strategies. Richard L. Weaver II. Howard W. Cotrell. Abstract. It is passion that creates the intense, driving, transcending feeling that can raise lecturing.

Genevieve Simpson Biographical notes: Genevieve Simpson is a PhD candidate at the University of Western Australia and has been involved with teaching environmental policy and planning units since He has an interest in promoting effective pedagogical techniques including an emphasis on experiential field-based learning and has been actively involved with promoting good teaching and learning practice at both School and Faculty level at UWA since A pre- and post- survey was conducted to determine whether students found the process a valuable learning opportunity. Peer review design minimising the potential for plagiarism resulted in low levels of student concern surrounding plagiarism. Marks allocated by students were valid consistent with the lecturer and were generally reliable; however distribution of marks had a higher variance where group report quality was low. Training on completing the peer review template could result in more reliable feedback. Consistent with the literature, the feedback developed during the peer review process focussed on style and presentation preferentially to content. Seven out of eight group reports improved between report submissions, with all groups responding to peer review feedback. Peer review feedback and changes made to group reports indicated students had limited capacity to judge the quality of referencing and critical analysis. This research adds to the literature on best- practice peer review feedback exercises. Peer review processes can simultaneously generate assessment marks and also lead students to share qualitative feedback. Peer review processes therefore address problems faced by teaching staff who have limited time to mark student work summative assessment or provide formative feedback to promote improvement Liu and Carless The literature indicates that peer assessment can result in educational benefits that outweigh 3 additional resources required by staff and students to undertake peer review Fallows and Chandramohan Peer review processes are considered to provide four benefits to students and teachers. Peer review processes benefit students through the rapid availability of feedback given the ability for students to work on a one-on-one basis, compared with delays associated with teaching staff developing feedback for a whole class Liu and Carless There is also the coincident benefit to teaching staff of a reduced workload Hanrahan and Isaacs With so many teaching practitioners recognising the potential benefits of peer review processes, its increasing application has seen a growth in academic research around its delivery. The variety in forms of peer assessment analysed in the academic literature has led to a noted lack of consistency in terminology surrounding peer review Strijbos and Sluijsmans Feedback can be verbal or written, can be anonymous or public, can be individual or team-based and can be singular or part of a feedback loop. The academic literature indicates the key problem with this form of peer review assessment is in ensuring the reliability and validity of assessment between and within groups, i. Therefore, there is a growing preference for the development of peer assessment processes that provide qualitative feedback as opposed to summative marks. This research therefore seeks to approximate a quasi-experimental design by using empirical data in pre- and post-feedback analysis, in a case study setting. This work adds to peer review literature through determining whether a group report benefited from the inclusion of a peer review process, in terms of the quality of the final product and in terms of learning outcomes for students. The specific areas of research addressed in this study include: Ultimately this research seeks to determine whether the addition of a peer review component to a group report assignment is justifiable, and whether any recommendations can be contributed to the peer review feedback literature resulting from this research. Methods Setting The peer review process was initiated as an assessed sub-component of a Masters-level group report, with the peer review process designed to provide an authentic learning experience and allow formative feedback on the group report, which constituted the major assessment in the unit. There were 37 students in this cohort, with an approximately The presentation stressed the authentic nature of the experience in that the review process was modelled on the double-blind peer review process used in academic publishing. It was emphasised that the process would assist in developing useful workplace skills, including the ability to reflect on work-in-progress and format feedback for peers that is both useful and supportive. It was hoped that through this exercise the value of the feedback process would be obvious to students Mowl and Pain A pre-review survey was conducted on completion of the pre-review presentation. An assessed component was included on the basis that having students commit to providing quality feedback is difficult where they are not assessed Hanrahan and Isaacs , and the 7 finding by Bloxham and West that assessing the quality of peer feedback motivates students to deliver feedback in line with the marking criteria. Students developed peer feedback on a written submission the draft group report , with groups receiving feedback on their draft reports in time to revise their group report before final submission. Group reports were approximately 7, words in length, so it was deemed time prohibitive to have students peer review more than one assignment. However, as reviews were undertaken individually, each group still received responses to their group report. Individuals were asked to develop feedback by completing a feedback template, including seven categories of assessment. The peer review template provided a clear marking framework, based on the group report marking rubric. Each rubric category was broken into sub-parts, each with a Likert-type statement for students to indicate their level of agreement with. The Likert-type statements provided students with an indication of the kinds of comments that should be developed under each of the seven feedback categories, with the quality of feedback comments being assessed by the lecturer. An additional marking rubric, against which the individual peer review feedback was to be judged, was also provided, marking student on the quality, clarity and validity of their peer review feedback. Delivery The academic literature identifies disadvantages associated with students being aware of who is marking their work Liu and Carless ; Weaver and Cotrell ; Thomas, Martin, and Pleasants , therefore an anonymous peer review process was initiated. Peer review literature suggests there may be benefits to having students discuss feedback face to face Kollar and Fischer The anonymous online format administered meant face-to-face feedback was not available, therefore the lecturer attempted to mimic this process by conducting a feedback discussion session one week after groups received their feedback. Students were encouraged to voice their concerns around their feedback and seek clarification. Students were asked to complete a post- review survey on completion of the feedback session. Analysis Four data sources were used during the research, with each used to address a different research question. Six Likert-type questions, and two multi-choice questions were included the pre-review survey, with 15 Likert-type questions and the same two multi-choice questions included in the post- review survey. The difference between the pre- and post-review surveys was analysed to determine whether perceptions of peer review processes changed over the peer review. This provided evidence of whether the feedback developed by students was appropriately detailed, specific and balanced and in particular whether feedback in this unit reflected the academic literature in being focussed on style and presentation as opposed to content Snowball and Mostert ; Fallows and Chandramohan The student responses to the Likert-type statements in the peer review feedback template provided the third data set, and were used to determine whether marks allocated by students were internally consistent and comparable with those provided by the lecturer. The drafts versus final group reports were used to determine the extent to which groups improved the quality of their submission after receipt of the peer review feedback. Additionally, the kinds of changes made to reports were analysed to determine whether they were consistent with the literature in being based primarily on changes to style and presentation Snowball and Mostert These challenges were considered in this research process. This may be because students believe they do not have the knowledge and expertise to provide valuable feedback Fallows and Chandramohan or reflect the belief that it is not the responsibility of students to provide feedback Weaver and Cotrell A scale was included in the pre- and post-survey to determine whether students agreed with either of these notions, or whether the pre-review presentation had been successful in promoting the learning benefits of peer review processes. The potential for plagiarism of content between draft and final submission in peer review processes has also been noted as an issue of concern for students Snowball and Mostert This was addressed in this research by giving each group a different research topic for their report. However, students may have been concerned about plagiarism regardless of steps made to reduce the likelihood of its occurrence, therefore the pre- and post-review survey measured whether students were concerned about plagiarism. Literature indicates that students may find the peer review process difficult, that it requires an unreasonable amount of time, or that it does not fit around existing time commitments Hanrahan and Isaacs ; Snowball and Mostert One concern that is not commonly addressed in the literature is the potential that draft reports would not be of sufficient completeness to warrant peer reviewing. A question was included in the post-survey review to determine whether students thought group reports were sufficiently complete. In accordance with these procedures, completion of the pre- and post-review survey was voluntary. Having received approval from the Unit Coordinator to undertake the peer review research, all students within the unit were subjected to the same data collection process. The first section reflects the outcomes of the pre- and post-peer review survey responses. The second section reflects the quality of the peer review feedback. The third section relates to the reliability and validity of peer review feedback generated. The final section examines the difference in the quality of the draft and final group reports, and seeks to draw conclusions on the elements of reports that were most changed subsequent to receipt of the peer feedback. Perceptions of peer review process The central purpose of the pre- and post-review surveys was to determine whether students considered the peer review process a valuable learning opportunity. Peer review will improve my critical thinking and evaluation of work of others. Qualitative comments indicated the design of the group report was effective in reducing concerns around plagiarism: I feel peer review works with the setup of this unit. As each group has a different topic there is no risk of plagiarism or very little. This indicates that students who struggled with the task could have benefitted from additional time. This analysis found there were eight items that provided a subscale that was both reliable minimum item-total correlation of 0. Subscale questions related to perceptions of peer review in this unit, with similar responses to questions suggesting this group of peers was qualified to give feedback; guidelines received were sufficient; peer reviewing was easier than they thought; peer review took less time than they thought; time available was sufficient; groups would benefit from the feedback; that there was a preference to undertake peer reviews as opposed to essays; and that peer reviewing was beneficial. This suggests that the pre-peer review presentation was sufficient in being able to explain the peer review process, including its benefits. The post-survey results indicate a positive perception of how groups might interact with their feedback. Therefore, there were no students who thought the group receiving their feedback would not find it useful, or who thought they received unfair feedback. A concern when developing this process was that groups would not provide draft reports of sufficient completeness to be useful for review. Qualitative comments indicated that groups appreciated the opportunity to receive formative feedback on their work prior to final submission, which likely contributed to a high rate of chapter completion: The peer review process is valuable as it provides myself and others with constructive feedback of work before a set submission date. Quality of peer review feedback comments Peer review feedback reports were marked by the lecturer according to six categories, in two areas. The first area included three categories examining the kind of feedback 16 provided, in particular the extent to which students commented on research skills use of references, depth of research ; critically analysed proposed policy actions; and commented on presentation of the group report grammar, formatting, style. Quantitative analysis of individual peer review report marks was used to determine whether students responded best to certain categories, and whether there were any statistically significant differences in the extent to which students were capable of providing peer feedback. The University of Western Australia mark to grade equivalency is provided in table 1. Furthermore, peer feedback on policy options generally commented on whether options made sense to the reader, as opposed to commenting on their validity in terms of the literature students had been exposed to and discussions about policy options in class. While the first three categories assessed here tend to relate to analytical skills, this research also sought to test communication skills associated with peer review, including whether feedback is constructive and balanced, justified with examples to enhance transparency and likely to result in improvement of the final product against assessment criteria â€" key peer review learning outcomes identified by Pearce, Mulder, and Baik This research found that students generally demonstrated good communication skills when drafting their feedback. Future comparisons on the demonstration of these skills in less experienced students or students who have previously undertaken peer review would be useful. The communication of feedback ideas can influence the extent to which recipients are likely to amend their work and how positively they view the feedback they receive. Qualitative student responses in this research go one step further and identified that receiving comprehensible feedback needs to be combined with developing skills to convert feedback into documented changes: Accepting feedback is a skill that needs to be learned and reinforced. Researchers have considered the extent to which students make amendments to their work on receipt of feedback, concluding that the majority of students make presentation-style changes in accordance with the majority of comments Snowball and Mostert However, perhaps this reflects a lack of skills in critically evaluating those comments that do refer to content-related issues â€" determining which are likely to be more accurate and therefore more likely to result in marked improvements in work. Reliability and validity of peer feedback marks Marking of the peer review feedback was weighted towards judging the quality of peer review comments, however, peers were also asked to respond to Likert-type statements in seven feedback categories. The literature regarding peer review emphasises consideration of whether peers provide marks that are as valid and reliable as those provided by a lecturer Fallows and Chandramohan An understanding of the validity and reliability of marks is deemed important given that increasing time pressure on academic staff has seen a move towards having peers provide marks that contribute towards summative assessment grades. This portion of the research provides an analysis of whether students provided marks consistent with that of the lecturer valid ; consistent with their peers reliable ; and whether students used the full spectrum of marks available to them.

Chapter 4 : Full text of "ERIC ED Imaging: A Selected Bibliography."

Lecturing: Essential communication strategies Lecturing: Essential communication strategies Weaver, Richard L.; Cotrell, Howard W. It is passion that creates the intense, driving, transcending feeling that can raise lecturing to a special plane of greatness.

An earlier version of this paper was delivered at the meeting of the Speech Communication Association. This chapter reports a research project that examined communication factors that influence the development of self-concept. Hence, the type and number of communicative experiences experienced throughout childhood and adolescence should be related to the differentiation of self. However, too many experiences may restrict the development of self by preventing the individual from creating a core definition of self on which to build. Results of a study reveal that self-differentiation is positively associated with intimacy with extended family and continuity of childhood friendships, and negatively associated with family moves and school moves. This article identifies some "variables" associated with self-differentiation, such as family moves and feeling close to relatives. What other kinds of childhood and adolescent experiences and communication are probably associated with greater self-differentiation? This author proposes that a stable or core sense of self must exist before self-differentiation can occur. What are some characteristics of a "core sense of self"? Based on this research, what should parents do or not do to enhance the self-differentiation of their children? Roberts, Edwards, and Barker discuss the self-concept as the center point from which all communication radiates. Other researchers have extensively examined the consequences of features of the self on interpersonal communication. The lines of research concerning the "personality" features of self provide strong support for the argument that individual characteristics influence communication behavior. These studies reveal, for example, that birds attack their reflections whereas other animals generally ignore theirs. Higher order primates, on the other hand, recognize themselves in mirrors. Comparable research with human children has found that infants generally do not recognize themselves until eight to twelve months of age Lewis, Lewis and Brooks-Gunn found no relationship between the age of self-recognition and sex, amount of experience with mirrors, socio-economic status, maternal education, birth order, or number of siblings. However, they did find that children who are insecurely attached to their mothers recognize themselves at an earlier age than children who are securely attached. This suggests that the development of self as measured by self-recognition may be influenced by very early social relationships. Self-concept develops throughout childhood and adolescence in extensiveness and complexity Rosenberg, Very young children know whether they are male or female, but think that they can be the other when they grow up. Grade school children describe themselves in terms of concrete characteristics "Celeste is my friend" whereas teenagers include abstract characteristics in their self-descriptions e. Researchers from several perspectives have investigated the role of self for adults. Markus argues that individuals are "schematic" for particular traits that they perceive themselves to possess and which are important for them. For example, a man who is schematic for creativity is one who describes himself as "creative" and who rates creativity as being an important characteristic of himself. Another individual who perceives herself as creative but does not regard it as an important trait is not schematic for creativity. The interpersonal and communicative implications of self-concept have also been investigated. Ziller, Martell, and Morrison developed a notion of self-complexity, defined as the degree of differentiation of the self-concept. They argued that persons with complex self-concepts are multifaceted; they possess many characteristics that are important to them. As a result, complex individuals are more likely to be able to match a characteristic from their self-concept to a characteristic of another person and, consequently, they should be perceived more positively by others. Ziller and colleagues conducted two studies that supported this relationship. One study found a positive correlation between complexity and a self-report of social identification for college students. The communication effects of self-concept have also been examined in relationship to personal narratives. Shaw gave subjects a list of adjectives and asked them to check those that describe them. The subjects then told a story that was coded for the features of self-concept that it presented. Finally, other research has examined the processes associated with the development of self. This research has generally been rooted in impression management theory and the notion that interactions with others form a basis for developing a sense of self. Mead described the development of self as part of a process of distinguishing between the self and others. Cooley proposed the concept of "looking-glass self," arguing that sense of self is derived from perceiving the self through the eyes of others. As part of their research on complexity, Ziller et al. They predicted that reduced social interaction for the impaired and terminally ill subjects would be associated with less complexity; results supported the predictions. In another test of self-development, Edwards examined the relationship between sensitivity to feedback and self-schematicism. Self-schematicism was defined as the degree to which individuals rate personal traits as important to their sense of self. This research found a positive relationship between the variables and concluded that self-schematicism was a result of sensitivity to feedback. The results of these investigations and impression management theory suggest that the quantity of interaction is an important factor determining the degree of self-development or differentiation. However, Leahy has argued that the role-taking that accompanies extensive social interaction may have a negative effect on personality in two ways. Research suggests that higher intelligence, increasing age, and greater social competence are associated with a greater disparity between real and ideal self-image Leahy, This argument suggests that extensive interaction may be disruptive to the development of self by preventing an individual from developing a core definition of self. Without a core sense of self, an individual may experience confusion or inconsistency with the peripheral features of self. Current theory on childhood development assumes the notion that a stable and secure childhood is essential for proper development Sigel, However, Peters and Kontos note that the importance of continuity has not been examined in the literature. Other research has examined divorce as a disruptive event in childhood and its effect on development. Allison and Fursterberg found that children who are younger when their parents divorce suffer more negative effects. The purpose of this study was to examine these issues by considering childhood and adolescent experiences and their effect on the self-concepts of young adults. Specifically, this research attempted to identify experiences and features of childhood and adolescence e. Methods and Procedures Subjects were students under the age of 30 enrolled in communication classes at a large Southern university. Subjects completed a five-page questionnaire during class time. Part 1 of the questionnaire requested information concerning social relationships: Part 2 of the questionnaire assessed self-differentiation using the complexity scale Ziller et al. This scale lists adjectives and requests respondents to check all those that describe the self. The complexity score is the total number of adjectives checked. This measure is based on the notion that individuals who are more complex will describe themselves as possessing a greater number of characteristics. Consequently, it appears to tap a "breadth" dimension of the self-concept. Subjects in the present study selected an average of Part 3 of the questionnaire assessed self-differentiation using a version of the self-schematicism scale Edwards, This scale uses a semantic differential format and requests respondents to rate themselves on 23 adjective pairs. Following each adjective pair, the subject is also asked to rate how important that particular characteristic is to the self-concept on a 9-point scale. Consequently, this measure may tap a "depth" dimension of self-differentiation. The mean response in the present study was 6. Results Social Relationships The average number of siblings was 2. Thirty-three per cent of the subjects had a "second" family they spent time with. Sixty-two percent of the sample had mothers who worked outside the home. The average number of times that subjects had switched schools was 3. Complexity was not correlated with age, family size, number of family moves, number of schools attended, amount of TV viewing, age at which parents were divorced, amount of dating, activities, amount of work experiences, continuity of childhood friendships, or church attendance. No correlations were found for the relationships between schematicism and family size, age, number of relatives subjects felt close to, amount of television viewing, hobbies, activities, or work experience. Canonical Correlation A canonical correlation was performed between the two measures of self-differentiation and the childhood experiences that were measured at the interval level. The social characteristics that most strongly correlated with the canonical variable were age with a correlation of -. Discussion The present research reveals some intriguing insights into the relationship between childhood or adolescent experiences and self-differentiation. Self-complexity and self-differentiation were only somewhat correlated and were, in general, related to different childhood and adolescent experiences. Complexity, as measured by the Ziller and colleagues scale , was positively associated with the number of relatives subjects felt close to, their pursuit of hobbies, and having a second family. Freshmen and seniors scored lower on complexity than sophomores and juniors. Self-schematicism, measured by the Edwards scale, was positively associated with dating, church attendance, and amount of continuity associated with childhood friendships. It was negatively associated with age at which parents were divorced, number of family moves, and number of school changes. Females were more self-schematic than males. Several factors may account for the relationship between complexity and self-schematicism. Both purport to measure self-differentiation, but they possess a low correlation and are associated with different clusters of social variables. One possibility is that they both tap self-differentiation, but for different domains of personal characteristics. Each measure asks subjects to respond to a list of adjectives that could describe them. The complexity scale lists adjectives and the schema scale lists 23 adjective pairs adjectives and their polar opposites such as "liberal-conservative". In addition, neither list includes characteristics that may be important for many individuals e. If this explanation is valid, a linear combination of the two variables would be a better measure of differentiation than would either variable individually. This was tested with the canonical correlation. The canonical correlation revealed correlations with some variables that overlapped with the univariate correlations. In addition, it revealed correlations with tv viewing, activities, and age; none of these were identified by the univariate tests. This result supports the notion that a linear combination of self-complexity and self-schematicism may be a better measure of self-differentiation than either variable individually. Another possibility is that the variables may also tap some other dimension of self, such as self-esteem. Both measures have been used successfully in previous research, but there is a greater body of research to support the validity of the complexity scale. Only one study has supported the predictive validity of the self-schematicism scale. Both measures have face validity, but the complexity scale is substantially easier for subjects to complete.

Chapter 5 : Content Posted in | NSUWorks - Nova Southeastern University Institutional Repository

It is passion that creates the intense, driving, transcending feeling that can raise lecturing to a special plane of greatness. Lecturing: Essen t ia 1 Communication Strategies.

I know, for example, my father-in-law retires to a bedroom on the lower floor of his house. He prefers no background sounds of any kind â€" total quiet â€" and, when she was alive, he had a wife who catered to his every need. She cooked all his meals, cleaned the house he never lifted a finger , laundered his clothes, and was his friend and companion. In this way, however, he could focus all his attention and concentration on the task of writing, and that is precisely what he did. My father was a writer, and I have done a great deal of writing all my life. But I have never been like my father-in-law. The importance of this will become known in a few moments. You may think, because my father was a writer, that he was the first, major influence in my life with respect to my writing, but that is not true at any point. It was my mother who would read my papers, correct my grammar and spelling, and encourage me. I hope you continue to have an interest in writing. She simply did not want me to be discouraged when I would make mistakes. The second person who most influenced my writing was Mr. Granville, my advanced English teacher in high school. It was the assignments, the critiques, and the loving attention that Mr. He gave me the three Cs of confidence, courage, and conviction. Thinking that I might teach speech at the high-school level because I had a secondary teaching degree , I decided to make English my minor in case I would be teaching English courses along with speech. But, none of those English teachers stood out â€" most were graduate teaching assistants â€" and none offered additional inspiration or motivation. It was after asking around and with a topic on which to write a dissertation already in hand that I selected Indiana University for my Ph. And, it was only because of one man, Dr. Robert Gunderson, the third person who most influenced my writing. Thinking that I could already write, Dr. Gunderson performed major re-constructive surgery on my thinking as well as on my approach to writing. He was a tough mentor, but I was a willing student, and the process took hold, and I have benefitted ever since. The fourth person who most influenced my writing career was Mr. Then we began meeting one-a-week to discuss his observations, make changes in my approach, and solve the problems of the world! Now, it must be clear that his suggestions, during our early meetings, had more to do with my lecturing style and approach, and he can be credited with vast improvements that not only benefited me but, most importantly, benefited the thousands of students required to take my courses. He would sit in my lectures once every week and take thorough notes that he would later share with me. How did this influence my writing? Weekly meetings with Cotrell continued for over 20 years, and we were soon discussing possibilities for publication. He would come to the meetings full of ideas, and we would work together developing outlines, approaches, and solutions that I would put together then submit to him for comment and further suggestions. We co-authored close to thirty academic articles, and there is no doubt about how fortunate I was to have Cotrell ask me to visit my classes, pursue weekly meetings with me, and allow me access to his active and vibrant brain. Andrea, my wife, is the fifth person who has most influenced my writing. Now, she may not admit her influence, nor has it been the same as those previously mentioned in this essay. Her influence â€" along with all four of my children, I might add â€" has been in providing a supportive and protected environment for writing. I think I was fortunate once again that my wife came from a family with a father who was a writer. She knew from the outset what was required. The circumstances varied from those set by her own father in very minor ways. Alone time is necessary for concentration, it is true. But, alone time is required, too, for the completion of a great number of ancillary but required tasks that go along with writing. As a textbook author, there are so many mundane, routine, boring chores that accompany it such as compiling indexes, bibliographies, student and teacher manuals, vocabulary lists, and chapter objectives and questions â€" the list can go on and on â€" that most people seldom think about. Even re-reading, honing, and polishing already written material can become tedious. For a writer, there is so much that is not writing, that one must brace himself or herself from tiresome, repetitious, tedious, and monotonous chores from which any distraction can provide a joyful lure. I have chosen this Thanksgiving essay to give thanks to the five people who have most influenced my writing. You cannot begin to know the gratitude I have. She finishes her essay with this thought: Complaining closes that same door. Hence, speak positively and lovingly.

Chapter 6 : Full text of "ERIC ED Imaging: Insight Engineering."

The use of exercises and gamesâ€"broadly defined as structured activities designed to illustrate a specific pointâ€"has increased. Before using them, the instructor needs to consider carefully the problems involved.

The following topics are included among the entries listed in the paper: O Minor changes havt bean meda to improve reproduction quality. Weaver, II and Howard W. ClaimS that the main function as-??!? The authors provide experimental results on the nature of one mode of thinking: They suggest that this ability to represent objects or arrangements of objects and their transformations in space is valuable in managing the concrete realities of everyday life â€" to plan actions and anticipate outcomes. Doll claims that seeing archetypal ly is educationally significant. She offers a curriculum that uses dream speech and claims that this curriculum provides a new dispensation for learning about the self and culture, she shows how teachers who are skilled in following images could connect students first to their prime dream images and then to cultural expressions of these images. Forrest explores the role of visual imagery as an information processing strategy. He relates it to the linguistic system. Also, he discusses the importance of visual imagery as a diagnostic and therapeutic tool that can aid. We must allow our mind to be self -observant. Her3 is a transformative process that encourages enhanced awareness, imaging is a centralizing principle in this book and offers a new perspective because it draws us into a mindful, watchful state that has the power to transform. Celeste describes the use ,of creative visualization. Especially interesting is her section on inner advisers. A" useful beginning point for those with no background. In this article she discusses guided cognitive imagery, guided affective imagery, and guided transpersonal imagery, she contends that guided imagery is a powerful agent for affecting physical and emotional health as well as for intellectual acuity. Accurate intuition, according to Goldbarg, enables us to gain insight into ourselves and our environments, to evaluate choices, and to predict the future. It is a subtle guide to daily living. Goldberg helps readers discover the therapist within us all. Here one will find insight into the nature of intuition, a guide to the varieties of intuitive experience, and practical exercises to create favorable conditions for intuition to occur. Guided Visualization is just one technique described to help create a more receptive and fertile mind. He shows how imaging works and provides preliminary evidence that imagingâ€" along with conventional medical treatmentsâ€" can work, it is possible for the mind to influence the immune system. Harman, Willis and Howard Rheingold. The book attempts to demystify creativity and the creative process, its goal is to have readers experience breakthrough insights. They claim" that beliefs can be changed, lives can be altered, and deeds can be accomplished through effective imaging. A challenging book full of ideas and exercises that will allow readers to extend and refine their lenses of body, mind, and spirit. Published by The Creative. The reason for its usefulness is the direct link between imaging and creativity. There are so many appropriate or related articles here that is would be impossible to annotate each. Researchers on imagingâ€" especially as related to creativityâ€" should consult this resource. Published by Brandon House, Inc,, P. Box , Bronx, New York This journal is published four times a year since and had its beginning in the spring of There are so many appropriate articles in this journal that it would be impossible to annotate each. Any researcher on imaging should consult this journal, it is an invaluable resource. Kaufmann conceives of thinking as imminent and constituted in its adequate symbolic expression. He examines the mental act, its symbolic expression and its appropriate context as forming an organic unity. Kopp believes that we are our own best teachers. Through imagination, internal advisers, dreams, daydreams, and fantasies, the sources of knowledge are rich and available. Kopp encourages readers to give up their studied, well-scripted,. He offers us the challenge to improviseâ€" to make it up as we go along. This book focuses on the study of mental images, it provides just a taste of what cognitive scientists are trying to do. He demonstrates how the most modern techniques of science and technology are brought to bear on some of the oldest philosophical puzzles about human thinking. Kosslyn encourages readers to think even more about thinking. An interesting, provocative book. Using current research, Kosslyn shows that images depict lnrormation and occur in a mental medium that acts like a screen and can. Also, Kosslyn concludes that imaging is a collection of distinct abilities and that people can be relatively good at one or more of these abilities and poor at others. He claims there is a renaissance of interest in mental imagery. This is a book full of practical techniques for generating new ideas and turning them into successful realities. Imagmeering means letting your imagination soar and then engineering it down to earth. Although the book can be classified as "pop-psyche, " the author makes many yaiuaoxe points in very readable form. He focuses on imaging mental images as a key to improving self inage and personality. His methods consist of creative mental picturing and c-reatively experiencing through the imagination. The work of researchers in the area of vision can be divided into three main areas. McDermott clarifies the research of those exploring the basic mechanisms of vision, those looking at how we get sight as infants, and those studying illusions and discovering that much of what we see is what we learn and expect to see. Imaging operates in this latter manner. Jeffries, and Mary c. The authors describe the use of RIT to aid in performance improvement. They use two case studies to illustrate the effectiveness of the technique for athletic and performing 1 art teams. They indicate its potential strength for those wishing to increase their personal strengths. Miccinati demonstrates that imagery instruction improves comprehension of what is heard and read. An Indispensable Psychological Concept. A discussion about how Mowrer arrived at the conclusion that a really adequate theory of conditioning and habit formation requires that -the phenomenon of imagery be taken into account. He stresses the indispensability of the concept of imagery in voluntary behavior and in the psycholoqy of language, especially in relation to the problem of I the meaning of words and the role of meanings as mediators in both thought and overt behavior. Frederick Fell Publishers, inc. Noe sees the key to dreaming as visualizing and views human thinking as imaging. His is a practical book that outlines the essential attributes of the high achiever. Imaging- 9 Ostrom, Gladys. Keys to Counseling the Gifted, Talented and Creative. The author discusses how to conduct guided imagery workshops. She shows how to use slides of paintings, modeling clay, and music in counseling the gifted, talented, and creative. They permit us to make judgments, computations, and inferences. Experimental evidence is cited to support its use as learning and memory aids. This is a religious self-help book that depends on imaging as a way to solve problems, strengthen personalities, improve health, and enhance chances for success. An image vividly conceived and stubbornly held has a reality all its own, claims Peale. Easy to read and full of examples, the weakness of the Peale book is its lack of a research base and no citation of Sources, it does explain the concept of imaging and reveals its effectiveness. A Delta Book , An essential aspect of this book is that all disorders are psychosomatic in that both mind and body are involved. Part IV provides descriptions of techniques of stress reduction. An Investigation of the Balance Point. University of Toronto, Pennington provides research on life renewal. Her review of literature supports the relationship between psychological and physiological states and provides conclusive evidence that the mind can relieve illness and create it as well. She discusses visualization and mental imagery as strategies used by participants in her study that led to remarkable emotional and physiological changes. Rae discusses the importance of gaining access to our unconscious mind, she shows how the imaging process of the brain communicates to the conscious mind information the unconscious knows but cannot say in words. By example, too, she illustrates how the right hemisphere of the brain symbolizes its reality. Her point in this article is that words and images work together to give a depth of meaning that would be impossible w. Although this article treats creativity as its major focus, Rice mentions the use of free association and guided fantasy as means used to free the mind. Imaging serves as one means for creative problem solving. He provides a perspective on the nature of mental imagery by examining the literature on the theoretical, practical, and methodological problems raised by its existence. This is the first systematic review of literature in years. Included in this survey are primarily empirical studies of a behavioral and experiential kind. Richardson treats the problem of definition, each major subclass of imagery, and some particular cognitive problems in which the process of imaging is involved. His theory is that if a decision is clearly imagined and acted out, the process will be facilitated in real life. These authors suggest the use of the educational imagery technique to meet educational objectives and to make the classroom an exciting and interesting place for students. The article includes a definition of the spiritual dimension, a complete description of educational imagery, specific strategies for using imaging, and implications and , precautions. Roberts contends that by encouraging students to use their minds in new ways, instructors can enhance awareness and creativity. His examples include using guided cognitive imagery to introduce new material and dreams for introducing students tc poetry.

Chapter 7 : Lecturing: Essential communication strategies - [PDF Document]

AUTHOR Weaver, Richard L., II; Cotrell, Howard W. Richard L. Weaver, II, is a professor and Howard W. Cotrell is an Weaver is director of the basic speech.

Essen t ia 1 Communication Strategies Richard L. Cotrell How can lecturers teaching large classes of students who are inclined not to be involved fight their resistance? How can they achieve a sense of passion in the lecture hall? In this chapter we discuss essential communi- cation strategies, such as managing instructor anxiety, using presentation time efficiently, motivating students, communicating enthusiasm, and organizing content. No set of strategies can guarantee passion because those who have a strong dislike for or lack a sense of devotion to the lecture are likely to be uninspired despite efforts to the contrary. These essential strategies, however, are likely to have significant impact. And the teaching format that generates the most apprehension has to do with public communication-lecturing. Research suggests that as M. Teuhing hrge C l w s Well. New Directions for Teaching and Learning, no. This anxiety can be strong enough to lower self-esteem and motivation. It is important to distinguish commu- nication anxiety from stage fright, which involves specific situations such as lecturing. Stage fright is a normal experience and may or may not be accompanied by high levels of communication apprehension. Whether people have major problems interacting with others is not our concern here unless this results in nervousness when asked to present ideas in public. Thus, our comments will relate to the lecture situation only. In another source we have suggested the process of imaging for increasing self-concept and lecturing effectiveness Weaver and Cotrell, a. Imaging is the process of creating a mental representation of a sensory or perceptual-like experience that occurs in the absence of the stimulus that would produce the genuine experience Richardson, Lecturers must first decide on the image they want to portray in the lec- ture hall. For example, they may see themselves as anxiety-free, enthu- siastic, and animated. If organization is a key problem, they may see themselves as well-organized and disciplined. These are outcome images because they provide the ultimate desired goals for which they are striv- ing. Next, they must break down that outcome image into workable, achievable units. The unorganized professor might first work on a clear introduction for lectures. This is an important beginning. Then he or she may work on overall lecture structure, then on transitions between ideas, and finally on a strong conclusion that ties all the ideas together. Some writers call this successive approximations, where people break their eventual goal the outcome image into a series of subgoals McCullough and Mann, ; Weaver and Cotrell, Third, lecturers need to use systematic sensitization the process of building proper images incremen- tally to push out negative behavior with positive activity Weaver and Cotrell, a, ; Ellis and Harper, The process of imaging, sometimes including visualization, has proven to be an effective way to manage anxiety Ayres and Hopf, Imaging is a useful activity. It can increase self-concept, cause lecturers to experiment, create a new image, and reduce apprehension. Imaging involves lecturers imagining themselves actually seeing their selves suc- cessfully delivering a lecture before their class. This is the outcome image. Next, they build a systematic sensitization sequence that has them accom- plishing specific communication objectives Ayres and Hopf, A model sequence especially useful for developing successful lecturing before large classes is given in Ayres and Hopf , November There are other ways, too, to reduce anxiety. It may help lecturers to realize that those to whom they will be speaking are not only younger, 59 but also less knowledgeable than they. In addition, understanding that those listening want and need the information the lecturer is presenting creates a positive mental set. If lecturers select ideas with which they have some familiarity, prepare lectures thoroughly, and try not to take too many unnecessary risks such as telling jokes or digressing greatly from their prepared material , they are likely to give a satisfactory, if dull, lec- ture. One survey of master lecturers discovered that adequate preparation may have a direct effect in reducing anxieties related to speaking before a large audience Lawson-Smith, Reducing and managing anxiety can result, also, from both audio- and videotaping of lectures coupled with self-analysis, evaluation, and goal setting to assist in improvement Phillips, Careful perfor- mance critiques are useful. For gaining constructive criticism, lecturers can seek assistance from a colleague, confidant, or from a speech-communication instructor. Other suggestions for reducing and managing anxiety associated with lecturing are the same as those given to beginning speakers facing their early speeches. Lecturers should be at their best both physically and mentally. They should concentrate on communicating eye to eye with their students to whatever extent possible in large lecture halls. But eye- to-eye contact is not as important as the message! They should use instruc- tional material that both creates anticipation and draws attention away from themselves. Several other points are useful regarding anxiety. First, most stu- dents will not recognize how tense lecturers are, especially if lecturers appear confident. Second, many lecturers are their own worst critic. Their lecturing ability is not nearly as bad as they tell themselves it is. Third, some nervousness is helpful because it gives an edge and a sense of spon- taneity, anticipation, excitement, and alertness. Fourth, nervousness will decrease with experience. Nervousness nurtures itself just as success does. With success will come greater successes. Fifth, for those with chronic anxiety problems, there are numerous treatment programs available Hoffman and Sprague, ; FOSS, Why be concerned about managing anxiety? Anxiety can conceal passion; thus, it is important for instructors to reduce anxiety so their passion is evident to students. Using Presentation Time Efficiently Much efficiency depends on lecturer objectives. What needs to be accomplished? This may be partially determined by course goals and par- 60 tially by daily class objectives. Lecturers need to carefully plan how they intend to use class time. This may depend on the role of the course in the department, whether other instructors depend on this course to provide specific kinds of background knowledge or skills, what the students are like, and what their current concerns are McKeachie, Some lecturers plan their class time simply by coordinating their reading assignments and examinations with their planned in-class activ- ities. Thus, the topics discussed in class correspond to the material being read outside of class. In this way students get a well-integrated course where class activities, lectures, and readings closely parallel each other. To do this successfully requires precision timing, which involves not only making sure there is enough time to get everything in but also willingness to watch the clock to make certain class time is well-spaced. One important aspect of using lecture time effectively is variety. Certainly a major reason for dullness in lectures is lack of variety. Lectur- ers tend to fill their class period with information, and much of it is delivered in one style with little student feedback or interaction. Although this may be perceived as efficient by lecturers because it conveys a large amount of information with very little energy expended in delivering it, students are likely to view it as boring. There are numerous ways to achieve variety. One is by increasing the interaction between lecturer and students. Elsewhere we have sug- gested a method whereby lecturers can gradually increase the amount of interaction Weaver and Cotrell, The systematic sensitization sequence we suggest to increase student-audience participation includes seven steps: Notice in the sequence that it begins with instructor-student interaction and ends with student-student interaction, which is not impossible to manage, even in a big class. Lecturers can begin by writing rhetorical questions into their lecture notes, and later asking for a show of hands to a question they ask during the lecture. At a third level they can ask a direct question, listen, and then respond to students. At another time, they might run short surveys with a showing of hands. They could encourage interac- tion by having students discuss a lecture point with their neighbor or in groups of three. Lecturers can have students discuss a particularly con- troversial point in small groups in the lecture hall. Students can be asked to discuss material they were assigned to read, develop new ideas or models, explain or discover examples for lecture material, solve prob- lems, take examinations, or any other interesting challenge Weaver, 61 a. Classes that include audience interaction are likely to be inter- esting, enjoyable, and effective. A unique technique for gaining variety in the lecture hall is the half-sheet response Weaver and Cotrell, b. During lecture, students are asked to tear out a half-sheet of notebook paper and to put their name and the date in the upper right-hand comer. The half-sheet can be used to gain an immediate reaction to lecture material, to have students pro- vide an example of a concept, to test student understanding, to run brief surveys, and for quizzes. Sometimes they are used for several purposes during the same lecture. Students respond to the half-sheet responses as aids to their understanding, challenges to thinking, outlets for feedback, stimulation and motivation, and reducing the anxiety of testing. The half-sheet response may also reduce lecturer anxiety by reducing the focus of the student on the lecturer alone. It should be clear from the many alternative lecturers have for pre- senting material that clear, well-developed objectives are necessary. Per- haps the most efficient use of class time is the straight, stand-up, traditional lecture. But students learn better when they interact with the lecture material, the instructor, and other students Zayas-Baya, ; Weaver, Ways of promoting that interaction are essen- tial to teachers of large classes, which encourage passivity. Motivating Students Motivation is a word used to describe the processes that arouse and stimulate student behavior, give direction and purpose to that behav- ior, continue to allow that behavior to persist, and lead students to choos- ing or preferring a particular behavior Wlodkowski, This can be accomplished in several ways, or these techniques can be combined to capture audience attention: Before beginning a lecture, allow a couple of minutes of adjust- ment time-letting the students get wound down, reoriented, and settled. If you put your key sentence first, they are likely to miss it. You might start a lecture with some nonsensical item just to let students know that you are starting to talk: Try to get students to see where you are coming from, where you are going, what you are doing to do with their time, and how your inspirational activities relate, or eventually will relate, to them.