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Real Men Lecture **'Unplugged'**

Robert Dawson, Department of Mathematics & Computing Science

Let me begin at the beginning. I'm a third-generation faculty brat who learned to speak from the diaphragm and project my voice at an early age in order to be heard during family arguments. It's not that we yelled at each other, you understand; but we definitely talked loudly. So when, some twelve years ago, I found myself in the front of Loyola 170 facing a hundred and fifty calculus students, I was nervous about plenty of other things, but not about being heard. I knew I could make my voice heard all the way to the back of the room.

Years went by, and in many of those years I taught either statistics or calculus in that room. Sometimes students' attention would wander; I learned to keep eye contact, if necessary by using overhead transparencies so I would not need to turn around to the board. Some classes contained students who would sit in the back and talk;

I learned (usually) successful ways to request silence without offending the transgressors (who sometimes thought that so long as they were not in the first three rows they had a right to do what they liked). I devised

some "theatrical" lectures to keep that big room full of students paying attention.

But it still hinged on The Voice. It wasn't just me, either. When it came up in conversation that somebody was lecturing in that room, or one of the other big theaters, the conversation generally ran something like this:

- "Awful acoustics, that room."
- "Yes... but I've got a loud voice, I can handle it."
- "Yeah, me too. You need it there."

It was definitely part of the culture.



In my case, I think there may have been other issues too. I have one of those "mid-Atlantic" accents that sounds foreign on either side of the pond. When I'm speaking, I cannot hear the accent; by some odd cognitive dissonance, it sounds to me like whatever I hear around me. One side effect is that I cannot "do" dialect jokes, (which is maybe no bad

thing!) Another is that when I hear my voice recorded, and I do hear my own accent, it doesn't sound (to me) like myself. To be honest, I actually don't much like my recorded voice. I suppose that my family

and friends are right when they tell me it sounds just like my "live" voice, but it feels as if the tape recorder, answering machine, or whatever is making fun of me. Chalk up one more reason for live performance. Besides, we all know the fans booed Bob Dylan when he first came on stage with an electric guitar. Don't mess with success!

Anyhow, that was the way things ran till last January. I spent the weekend with a vile cold. Come Monday morning, my larynx was not in great shape. I decided I could get to work, but whether I could lecture for fifty minutes in Loyola 170 – now, that was a different matter! I phoned ahead to make arrangements for a microphone and amplifier.

What I got from the Classroom Support technician was a little headset like a phone operator's, weighing as much as a pair of glasses and worn much the same way. It plugged into a little box, smaller than a deck of cards, that clipped onto my belt and broadcast to the room's amplifier system. Somewhat self-consciously, I entered the classroom, wired for sound for the first time.

It turned out to be a lifesaver. I was able to talk quietly, thus saving my voice, and the sound boomed out of the speakers above my head. The mute button allowed me to cough without deafening the class. (I even rediscovered that my amplified voice in real time sounds like myself to me – a definite plus.)

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Teaching and Learning at Saint Mary's

A forum on teaching and learning sponsored by the Quality of Teaching Committee and edited and produced by the Office of Instructional Development. Articles and responses by faculty, students and staff are welcome.

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Real Men Lecture... cont. from cover

The cold lingered on. Over the next two weeks my voice improved, but I kept using the microphone. There were advantages; for instance, I found out that the box can broadcast from just outside the room, allowing me to announce my arrival in a humorous fashion, warming the class up. I could lecture from anywhere in the room, allowing me to go up among the class at any time when I could be away from the whiteboard. And – to my surprise – it seemed as if I was getting a better response from the class when I made jokes.

At the end of the fifth “wired” lecture, I asked the class whether they preferred the

“acoustic” or “amplified” me. There was a fairly strong consensus in favor of the little black box. I was starting to see why. While, by then, my voice had recovered enough to let me be heard at the back of the room, the fact is that, when I’m projecting my voice that far, I do not have as many options for pitch or dynamics. With the microphone I have my whole vocal range available.

I’m still lecturing “unplugged” in smaller classrooms, and it works well. If I’m lecturing in Loyola 170 and the batteries give out in the transmitter, I can take the headset off and continue as if nothing happened. But I’ve decided that using that microphone and transmitter lets me do more with my voice than just fill the room.

Centre for Academic Technologies (CAT)

The Center for Academic Technologies, under the direction of the Office of Instructional Development, has assumed support for faculty using WebCT in their classroom based courses – what is referred to as a ‘blended learning environment’.

Prior to September, all WebCT support was provided by the OCDC, Division of Continuing Education. This ‘division of labour’ occurred in September because

of the tremendous growth experienced in the development of fully online courses and the demands within OCDC to support all aspects of this online development.

For further information on establishing a WebCT component in your classroom based course or support issues related to this, please contact the CAT, cat@stmarys.ca or the Office of Instructional Development, oid@stmarys.ca.

Faculty wishing assistance with other ‘use of technology’ related issues, are also invited to contact us.



● Expressions of Interest

● Are you considering developing a WebCT component for your classroom courses?

● It's never too early to let us know!!

● We would welcome your ‘expression of interest’ in order to plan, organize and offer training and support in the new year and into the spring/summer months.

International Students: **Force for Internationalization or Neglected Resource?**

Queen's University Conference on Internationalization in Higher Education in Canada: Connections and Complexities
Saturday, February 2, 2002

Jennifer Humphries
Director, Canadian Bureau for
International Education

The following remarks were taken from a presentation by Jennifer Humphries, Director, Canadian Bureau for International Education (CBIE). The mission of CBIE is to encourage and facilitate the two-way movement of international students and other learners: Canadians studying, teaching, researching and working abroad, and non-Canadians learning, teaching, researching and interning in Canada

Ms. Humphries remarks were directed to a discussion on international students in this country. She suggests that international students are a neglected resource in Canadian higher education but they could be a tremendous force for internationalization.

Internationalization and Post-Secondary Education

Internationalization, as applied to education, is relatively new. Long before internationalization, there were international students. After World War II, a large number came to Canada from Europe and beyond. Beginning in the 1970s, Canadian development assistance brought many more from Africa, Asia and Latin America, reaching a peak in the early 90s of over 6,000 CIDA-sponsored students and trainees over the course of one calendar year. Since then, our aid agency has changed direction on student sponsorship in Canada. Worried that too many stay here and therefore don't directly help their countries, CIDA now prefers to sponsor students to study at home or in a neighboring country.

The gap has been filled, however, as institutions recruit international students who can pay their own way. The past decade has seen the discussion around international students shift from "ensuring a diverse mix of students" to "recruiting students and competing in the international education marketplace." One might say

that we've moved from a cultural paradigm to a business model.

The push to bring in more self-funded students has increased as provincial governments have cut back contributions to universities and colleges, and, at the same time, "deregulated" foreign tuition fees and allowed institutions to set and retain their revenues. The result is an increasing international student population predominantly from affluent or emerging economies.

I'm not criticizing international student recruitment, nor the idea that there are many students who can and should pay reasonable tuition fees for a quality education. However, I *am* concerned about what one of our members calls the "commodification" of international students.

Since the internationalization theme came to higher education in the early 90s, international students, aside from their numbers and financial impact, have been largely ignored as a vehicle for internationalizing our curriculum or our campus. This doesn't seem deliberate, but rather a case of neglect in the midst of more exciting possibilities such as international research collaboration and internships abroad. The upshot is that international students, while hailed as an asset for our campus internationalization process, are not engaged in it in any meaningful way.

CBIE Survey of International Students

Let me tell you what international students say about their experiences on our campuses. In 1999, CBIE surveyed 2,500 international students across Canada. Survey results indicated that international students believed themselves to be non-involved; in fact, they reported difficulty in even getting to know Canadians, let alone sharing perspectives and ideas:

- a) 40% reported no success or very little success in making friends with Canadian students.
- b) Nearly 60% said they had either very little or no success in becoming involved in campus activities.

Obviously, a significant number of international students do not feel engaged in campus life. This is partly because academic achievement is extremely important to international students and many don't take time out for extracurricular activities, no matter how appealing. Which brings me to a crucial point. The engagement of international students must happen in the classroom – or it may not happen at all.

Anecdotes about what happens in the classroom abound.

On the simplest level, when group work is required, many professors make no effort to mix up Canadians with international students. The result: Asians pair up with Asians, Germans with Germans or other Europeans, and Canadians with their compatriots. A multiplicity of solitudes within the same four walls. To be fair, there is a natural tendency among national groups to stick together. However, if Canadian and non-Canadian learners are to reap the benefits of the inclusive internationalized classroom, we need to find ways to get beyond nature.

On a more complex level, the bulk of curriculum has not been infused with international references or content. So, in most classes and disciplines, international students and Canadian students are still learning, uniquely, a traditional western world view. A colleague, in pointing out that virtually no research has been conducted into pedagogy to increase the international competency of all students, stated, "If we are to impact and transform the majority of students, it has to be through the curriculum. And we need to help faculty become better international teachers."

Outcomes of Internationalization Initiatives

A 1999 study by the AUCC indicates that Canada is performing well in internationalizing the curriculum, as compared to other countries. This is good, but we're still miss-

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ing a lot of opportunities when we bypass international students by not seeking their input and using them to create a new dynamic, in and out of class.

In a university survey conducted in 2000 entitled *Progress and Promise*, Dr. Jane Knight asked respondents to suggest, in their own words, the major impact or outcomes that have resulted from internationalization initiatives in their institution in the past three years. "Of the 29 references related to international student outcomes, the majority focused on expanded recruitment initiatives, growing enrolment numbers and increased revenue. It is worth noting that none of the international student outcomes focused on the contribution they can make to the internationalization of the teaching and learning process, or to scholarly activities. Moreover, only 19% of respondents reported that their institution provides support to faculty on how to use the experience and knowledge of international students in the classroom. It would be useful to identify and disseminate examples of good practice as one step towards encouraging faculty to build on the international and multicultural backgrounds and experiences of students*.

Internationalization is a concept which has yet to be fully explored, but we can safely say that it could/should be manifested in every aspect of the services, operation and teaching/learning components of our institutions. Full participation of international students AS international students on our campuses seems to be a prerequisite to understanding our potential for internationalization."

Internationalization – Where To Start
I have suggested in my remarks today why engaging international students integrally into the life of the classroom should matter to us all – educators, administrators and students. Let me also now suggest just a few of the ways this could be accomplished on your campus:

1. Involve your International Student Advisor (ISA). The international student advisers are an underutilized resource that could assist us in "mainstreaming" international students, in the sense of using their national, regional, cultural perspectives to enrich the spectrum of activities in the classroom and outside it.
2. Involve international students. Make it easier for them to be proactive. At first they are strangers in a strange land; draw them in. Get them to critique your international activities programs, your curriculum and your strategic plan. Engage them in internationalizing your institution.
3. Involve deans and faculty. Organize cross-cultural sensitivity training and classroom facilitation workshops. Organize sessions on how to 'teach international'. Dr. Jim Shute suggests that "No internationalized faculty means no sustainable internationalization".
4. Do research on international education themes – this will "legitimize" international education as a research domain. Publish in refereed journals such as the *Journal of International Education*, of which CBIE is a founding member.
5. De-emphasize the business model for international education that we've been following for the past decade. Focus on the tapestry of life represented by international students.

In closing, I would ask you to consider the role of the international meeting of minds in preventing conflict and increasing human security. As Lewis Perinbam said at the CBIE conference last November, "The tragic events of September 11, which thrust our world into one of the most perilous periods in history, have... made human security the central issue of our time... Canada's educational institutions have an unprecedented opportunity to demonstrate vision and to be in the vanguard." Keep in mind that it is not enough to bring people together if you want to create more secure times. You also have to get them talking to one another. Communication must be orchestrated first, then it will go on by itself.

** The Canadian Bureau for International Education has recently obtained funding from Human Resources Development Canada to undertake a study on faculty involvement in internationalization and to prepare a guide that will help faculty engage international students more effectively in the classroom experience.*

Saint Mary's University experienced an increase this September in the number of international students studying in degree programs and in ESL programs at the TESL Center.

Saint Mary's International Student Advisor is Alana Robb. The International Center is located on the third floor, Student Center. Alana can be reached by phone: 420-5436 or by e-mail: alana.robbs@stmarys.ca.

Quality of Teaching Committee Instructional Development Grants

Criteria, deadlines and application forms are online at:
http://www.stmarys.ca/administration/oidli_d_grants.htm

Try Something New **Without Damaging Students!**

Edna Keeble, Political Science

The title above caught my eye as I was surfing electronic sources on micro-teaching. Micro-teaching is a short teaching demonstration (about 5-8 minutes) to our peers, not to students. It is delivered in small groups (about 5 to a group), videotaped and played back immediately, and predicated on feedback from colleagues. For the extrovert in all of us, it's an opportunity for the (brief) performance of a lifetime. For the introvert in all of us, it's a way for us to see how others see us in the classroom. For our students, we can get a sense of how we're reaching them, or indeed try something new without doing (too much) damage, at least not to them. What we do to our colleagues might be a different story.

This past August, I attended the Faculty Development Summer Institute (FDSI) at the University of Prince Edward Island. An enjoyable and educational experience, I found myself having to participate in many active learning sessions for five days and in the process re-living what it means to be a



student. The opportunity to become an instructor again came on the fourth day, and it came in the form of micro-teaching sessions. My teaching has never been videotaped, and as somewhat confident as I am that I am a pretty good teacher, the idea of seeing myself on tape, and of being assessed by peers, gave me some pause. But what a great opportunity, and did I ever learn a lot about my teaching style and how to improve it.

Although used as a method of evaluation in some universities, micro-teaching does not have to be a stress-filled experience, akin to the renewal, tenure and promotion process. Let's put aside peer evaluation and see it as peer consultation, a way for us to get feedback from both more experienced colleagues in the classroom and newly-minted Ph.D.s, peers who have fresh in their minds what it means to be students. Micro-teaching is also an opportunity for critical self-reflection – hard not to, as you're watching yourself in action. I found in my micro-teaching sessions that I would pick up on something

(e.g., my tendency to “walk the classroom” which I thought was distracting) only to hear comments from others that it wasn't an issue. Equally, I did not know that my teaching style, predicated as it is on putting concepts and ideas on the table, only to dispute them, does not invite openings for questions. Although micro-teaching is really about improving teaching style as opposed to content, I think that we have ample opportunities in our disciplinary conferences to have the substance of our work assessed by colleagues.

Micro-teaching is about how others see you. It is also a way for you to see yourself. Moreover, it is an opportunity to see others and compare, draw and learn from their classroom style. In that sense, micro-teaching can have “macro” results because it opens up discussion on pedagogical techniques, teaching performance and different learning styles in the university. At the very least, it's a good time: think “home movies.”

Anyone interested in participating in a 'micro-teaching' session at Saint Mary's are asked to contact the Office of Instructional Development, 5087/5088.

New Faculty Network 2002/2003

- | | |
|---------------------|-------------------------------------------------|
| September 27 | Getting Mid-Semester Feedback from Students |
| October 24 | Exams, Grading and other Policies and Practices |
| November 22 | Student Evaluation of Teaching |
| January 24 | Developing your Teaching Dossier |
| March 7 | Technology in Teaching |
| April 24 | Reflections on your First Year |

New faculty are reminded of these sessions a week in advance by e-mail – if you are a new full or part-time faculty member and you have not been receiving a reminder, please contact us at oid@stmarys.ca and give us your e-mail address.

New in January? We would appreciate hearing from departments who have hired or will be hiring new faculty for January, so that we can add them to our invitation list for the winter sessions.

*Visit the OID website for pictures from the New Faculty Orientation activities held on August 27, 2002:
<http://www.stmarys.ca/administration/oid/orientation.htm>*

Academic Integrity Survey Week **February 3-7, 2003**

Margaret-Anne Bennett, OID



During the past year, the Office of Instructional Development and the Quality of Teaching Committee have been involved in a number of activities to raise awareness and to create

avenues for discussion on issues surrounding academic misconduct.

To that end, two workshops were held, one in August, 2001, the second in January, 2002. A Sub-Committee on Academic Integrity was formed in January, 2002, with a mandate to continue to work towards awareness raising and education. During the summer of 2002, work was completed on Saint Mary's first Faculty Handbook on Academic Integrity. This publication was distributed to all full and part-time faculty in September, 2002.

Concurrently with the work on the Handbook, the Committee was also investigating participating in a national project spearheaded by Don McCabe, Rutgers

University and Director of the Center for Academic Integrity, Duke University, and Julia Christian-Hughes, Director, Teaching Support Services, Guelph University. This national project will see many Canadian universities offering their faculty and students an opportunity to complete surveys on Academic Integrity during the month of February, 2003.

Highlights of the Saint Mary's project include:

- a) surveys will be available online (and accessible both on and off-campus);
- b) surveys contain standard questions plus those designed to reflect policies/practices specific to each campus;
- c) surveys are completely confidential and anonymous. Completed surveys will be electronically submitted to Rutgers University with data analysis done at Rutgers;
- d) universities receive their own data; the only data to be used for national publicity/publication purposes is aggregate data from all participating Canadian universities;

- e) universities will engage in on-campus awareness campaigns in December and January to encourage participation;
- f) at Saint Mary's, we will inform the university community of the results from our surveys in a number of ways – a cross-campus workshop in the Spring, a special spring/summer edition of Teaching & Learning at Saint Mary's, and a report to Senior Administrators.

It is our aim that the results of this survey will lead to a greater awareness of the issues related to academic misconduct on our campus and across Canada and will provide us with opportunities for discussion, debate, a review of current policies and practices, and guidelines for future directions on this important issue.

We would appreciate the support and participation of Saint Mary's faculty and students during Academic Integrity Survey Week. Your support will help us successfully carry out this project; your participation will ensure that we have sufficient data to make the information collected relevant and helpful.

Traveling and research just got easier

The Patrick Power Library has joined a national reciprocal borrowing agreement which entitles faculty, students and staff to borrow, in person, from most university libraries across the country.

Before you travel, visit the Services Plus Desk, Patrick Power Library, to obtain your ASIN (Atlantic Scholarly Information Network) card. On presentation of this card and your Saint Mary's ID, you will gain access to over 90 million volumes across the country.

For more information call

Madeleine Lefebvre at 420-5532

Ken Clare at 420-5656

or visit <http://library.usask.ca/coppul/rb/rbindex.html>

ASIN Card

Course Pack Management **Program**

Sherry Smith, The Document Source

The Document Source, a division of Xerox, has been providing printing and other related services to Saint Mary's University for the past three years. One of those related services is the Course Pack Management Program.

After a number of years promoting the use of Course Packs, representatives of the Document Source and Saint Mary's held several focus group sessions on February 8, 2002. The main purpose of the sessions was to gauge the awareness of, interest in, and acceptance of the Course Pack program. Each group was asked the same series of questions designed to measure the effectiveness of the program; determine if the program was meeting the needs of professors and students at the University; and suggest ways it could be improved.

After seeking volunteers to participate, three groups were established. Faculty from a range of disciplines were divided into two groups - one which had never used a Course Pack and one group of regular users - plus a student group. After reviewing the

transcripts of the focus group sessions, it was evident that the interest from both faculty and students was high.

Faculty told us that the benefits of using Course Packs included:

- Decreasing the cost of course material - for students and for their departments;
- Helping them to be better prepared in advance;
- Allowing them to present a diversity of viewpoints, including Canadian content;
- Facilitating the process of revision for future courses, and perhaps, most importantly;
- Helping reduce stress by saving them work and time.

For students, the primary benefit was that Course Packs saved them money by being less expensive than textbooks, and that professors generally covered all the

material in Course Packs so they were worth the money spent.

Recommendations from these sessions included increasing awareness of Course Packs at Saint Mary's University through personal and departmental visits rather than mass marketing; and focusing on contacts with new faculty. Focus group participants also made a number of 'process' recommendations which have since been implemented.

Over the past three years, The Course Pack Management Program has been increasingly accepted at Saint Mary's and is currently growing at a tremendous rate.



If you would like to discuss developing a Course Pack, please contact Sherry Smith, The Document Source, 420-5597, by e-mail at document.source@stmarys.ca or drop by The Document Source, MM 031.

Do your Students Really Read your **Course Syllabus?**

Angela Bissonnette, Psychology, Saint Mary's Ph.D student

I have taught four courses thus far at Saint Mary's and each one has presented its own set of challenges. One thing I've noticed consistently, however, is that students come to see me to ask questions which are, I believe, clearly answered and explained in my course syllabus. In consultation with colleagues, I discovered that many others face the same challenge. Based on students' frequent questions about syllabus related material and their misunderstanding of the syllabus, the question arises as to how many students actually read the course syllabus in its entirety.

In response to this issue, some professors keep their course syllabus as short as possible while others spend a good portion of the first class reading the syllabus word for word and expanding on the highlights. This year, on the advice of a colleague, I decided to outline the highlights of the syllabus during the first class while making it quite clear that I also expected students to read the syllabus on their own time. I also suggested that it would be to their 'advantage' to read the syllabus carefully in its entirety. Within the syllabus, I had included a line which said "If you read this, send me an email telling me you have read this and receive one bonus point on your final grade".

We are now approximately one month before the end of classes and, of the 51 students in my fourth year class, only 31 students have emailed me to date to get their

bonus mark. This suggests to me that a substantial portion of students do not read their course syllabus and thus fail to take note of their obligations in the course. What should professors do about this problem? I think it is important to make students aware that they have certain obligations as students just as we have obligations to them as professors. Whenever a student has come to me this semester with a question related to information contained in the syllabus, I first ask them whether they have read the syllabus. If they have not, I suggest that they read it first, carefully and fully, and then see me if they still have questions or concerns.

From “ZZZ’s to A’s”: Using Rubrics to Improve Student Presentations

By Vicki Wilson,
Wilmington College, Ohio
vicki_wilson@Wilmington.ed

As a new professor, I thought it would be hard to equal the learning potential of a scintillating presentation on a subject chosen by a student, researched from a variety of appropriate resources, backed up with a well-written paper, and produced for an audience of appreciative peers.

It didn’t take too many assignments – or too many yawning, glassy-eyed, or absent students – to make me realize that what might be a good learning experience for the presenting student was a deadly bore for the rest of us. I needed to do something to help students transfer the skills they were learning in writing and communications courses to the assignments they were getting in courses like the sociology one I was teaching. I needed to do something to change my fantasy into their reality.

Attacking the Problem

I presented the problem to the class: “What makes a good presentation?” I asked. “Not too long,” “Make eye contact,” and “Tell jokes,” they said. From these initial comments, we progressed to some general categories: length, delivery style, audience involvement, and use of audio/visuals. I had to remind them that the *content* of the presentation was also important.

I then divided the students into small groups, one for each category. Their assignment was to write a description of three levels of achievement for their category: not acceptable, minimal, or exemplary. Each group presented its initial ideas on an overhead transparency and solicited additional ideas from the class.

Developing the Rubric

Using the students’ ideas and some of my own, I developed a five-category, 100-point rubric. Descriptions of unacceptable, minimal, and exemplary achievement were written for each category and given corresponding point values: zero, 10, or 20.

For example, the “Content” category varied from “Does not report on the chosen subject,” to “Briefly covers the chosen subject but lacks organization and is hard to follow,” to “Provides a clear explanation of the subject, presenting both pros and cons or both sides of the issue with both facts and opinions.”

The “Delivery” category varied from “Does not speak” to “Reads from the paper, uses poor grammar, and avoids eye contact” to “Uses notes or overheads for guidance, speaks clearly and enthusiastically, uses correct grammar, and looks at the audience.”

Weights of categories were adjusted so that more important ones earned more points. “Length,” for example, received half the points for a typical category (zero, five, and 10), while “Content” received one-and-a-half times as much (zero, 15, and 30).

Waking Up the Audience

Two categories were responsible for changing the presentations from ho-hum to entertaining. “Audience Involvement” ranged from “Puts class members to sleep,” to “Relates the topic to the students’ lives and uses concrete examples, stories, quotes, and questions to involve the audience.”

An exemplary “Audiovisuals” category matched this description: “Supports presentation with effective and well-related overheads, pictures, video clips, newspaper articles, and/or guests.” In meeting individual students prior to their class presentations, I learned that they had never before considered techniques for enlivening a scholarly presentation. When presented with options, nearly all were able to strengthen the audience appeal of their talks.

Grading the Presentations

Working from the rubrics greatly eased my evaluation of the student presentations. I simply made copies of the rubric and wrote scores and comments on the forms. Most importantly, students were not surprised at their grades. In addition to improving their presentations, I had removed the “black box” of unknown, evaluation criteria.

Raising the Bar

I have used this technique over several semesters for different assignments and in different courses. And I keep embellishing the “exemplary” category, having learned that no matter how high you set the bar, there will be some students who reach for it. The results come close to fulfilling my early professorial fantasies.

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