

Teaching/Learning Matters

ASA's Newsletter for the



Section On Teaching &
Learning In Sociology

Volume 39, Number 1

Summer 2010

SECTION CHAIR'S CORNER

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Before I begin my column below, I want to note that this is my final Chair's Corner as Chair of the section. I become Past-Chair and Darlaine Gardetto takes over as Chair at the ASA meetings in August. I have enjoyed serving as your Chair and I thank all my Council members, committee chairs, committee members, and the newsletter editor, Kathy Rowell.

Distance Learning in Sociology: Some Example SoTL Work

As the theme of this issue is distance learning in sociology, I thought I would take a brief look at a few scholarship of teaching and learning papers on this topic published recently in *Teaching Sociology*. This, of course, is one way to get a sense of what people are trying and what we know about this topic related to our discipline from a SoTL, evidence-informed perspective. Thus, I looked at the last five years of *TS* (2005-2009), picked out relevant papers, and skimmed the articles. I focused only on papers about sociology courses taught completely from a 'distance' using online/computer technologies or papers reporting on testing such a process. Below I offer a few comments or themes from the papers and, for your information, the citations with excerpts from the authors' abstracts.

My first comment, then, is that there are very few papers on distance learning or online courses in the last five years of *TS*. I found three. There are additional papers on the use of computer technology in sociology face-to-face classes (e.g., student response systems, Blackboard discussions, using census data web sites, computer labs). Of course, there are many, many topics that could be written about and published in *TS* so having three papers in five years (20 issues) on the topic of distance or online courses may not be a small number overall. And, certainly, sociologists could be publishing this work in outlets other than *TS*. This small number of papers, however, raises several

questions: 1. Are sociologists not teaching many distance or online courses? 2. Are we not doing SoTL on such classes and or making that SoTL work public in *TS*? 3. What, if anything, do we know about teaching and learning in distance or online sociology courses?

Themes include that the topics of the three papers vary (suggestions for doing an online course; using videoconferencing to teach from a distance; creating an international distance learning classroom). Similarly, there was diversity in the courses discussed or studied (Introduction to Sociology, Social Control, multiple courses). Furthermore, two of the three papers include evidence other than a few student evaluation form comments. In addition, the papers explicitly or implicitly suggest some best practices for distance/online learning including consider the topic, keep it simple and have organized content, manage appropriate communication, use discussion, increase motivation and engagement, have interaction and relationships, prepare students, give prompt feedback or responses, use multi-media, and evaluate/assess course or learning. As many of us know, these are also best practices—according to theory and research—for face-to-face teaching/learning. The papers vary on the extent to which they make clear connections between distance learning and teaching our discipline specifically. Finally, it seems clear from these papers that distance learning—from the teacher's perspective—is not 'easy,' 'quick,' or 'cheap.'

It seems to me, then, that future research should document to what extent or how frequently or how many sociology courses are taught entirely via distance online technologies as well as whether there are patterns in such courses (e.g., mostly Introductory level, mostly non-majors, at certain institutions or departments, taught primarily by faculty of a certain rank, certain substantive topics...). Third, what do we know about other characteristics of such courses (e.g., the readings, the tasks or assignments, student evaluations, degree of active learning...). Finally, we

need more research on the learning and other student outcomes of such courses and, therefore, some of the best practices related to teaching our disciplinary content and skills via distance/online learning. Perhaps some of the members of the ASA STLS will undertake and publish this work.

Clark-Ibanez, Marisol and Linda Scott. 2008. "Learning to Teach Online." *Teaching Sociology* 36: 34-41.

"...This paper offers suggestions on how to teach online courses that promote student engagement and learning. We discuss the benefits and challenges of teaching online. We share research-based strategies for designing an online course and draw upon our experience of developing fully online sociology courses... Student comments from anonymous surveys convey the student perspective about taking online courses..." (pg. 34)

Koeber, Charles and David Wright. 2008. "On the Outside Teaching In: Using Internet Video-Conferencing to Instruct an Introductory Sociology Course from a Remote Location." *Teaching Sociology* 36:331-343.

"This study uses a quasi-experiment to evaluate the effectiveness of Internet videoconferencing technology...to teach a course unit of Introduction to Sociology from a remote location to an experimental group of students in a large multimedia classroom. The same instructor taught a control group of introductory sociology students without videoconferencing. The groups were compared using exam scores, attendance, classroom observations, and student evaluations. Symbolic Interactionism is used to interpret the results..." (pg. 331)

Little, Craig B., Larissa Titarenko, and Mira Bergelson. 2005. "Creating a Successful International Distance-Learning Classroom." *Teaching Sociology* 33: 355-370.

"... This paper describes one model for creating an international, Web-based, distance-learning classroom that can be used as a guide for those who might wish to pursue similar endeavors. Our replicated experiences teaching a sociology course on Social Control...provide the basis for identifying the conditions and practices that optimize the goals of providing a forum for international education...A content analysis of the online Student-Led Discussions provides evidence that cross-national knowledge and understanding can be enhanced in this learning environment..." (pg. 355)

Kathleen McKinney, 2009-2010



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2009-2010 OFFICERS AND COUNCIL MEMBERS FOR THE SECTION ON TEACHING AND LEARNING IN SOCIOLOGY

Chair-Elect – Darlaine Gardetto
 St. Louis Community College
dgardetto@stlcc.edu *Term 8/10*

Past Chair – Betsy Lucal
 Indiana University, blucal@usb.edu *Term 8/09*

Secretary-Treasurer – Kathy Feltey
 University of Akron,
felteyk@uakron.edu *Term 8/12*

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sbelair@monroecc.edu *Term 8/10*
 - Todd Bernhardt, Broward College
tbernar@broward.edu *Term 8/11*
 - Linda Rillorta, Mt. San Antonio College
lrillorta@mtsac.edu *Term 8/12*

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- Susan Ferguson, Grinnell College
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 - Kerry Strand, Hood College
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 - Anne Eisenberg, SUNY-Geneseo
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- University Representatives**
- Kathleen Lowney, Valdosta State University
klowney@valdosta.edu *Term 8/10*
 - Diane Taub, Indiana University-Purdue University Fort Wayne,
taubd@ipfw.edu *Term 8/11*
 - Melinda Messineo, Ball State University
mmessine@bsu.edu *Term 8/12*

2010-2011 Election Results

SECTION 01 - Teaching and Learning

Bylaw Changes
YES

Chair-Elect

Jeffery Chin, Le Moyne College

Council, 2-year School

Amy Elizabeth Traver, CUNY Queensborough

Council, 4-year School

Denise Copelton, The College at Brockport, State University of New York

Council, University

Bernice Pescosolido, Indiana University

EDITOR'S NOTE

Katherine R. Rowell
Sinclair Community College
katherine.rowell@sinclair.edu



Distance Learning and the Community College

A few months ago there was much "chatter" on the "teachsoc" listserv about distance learning. I solicited articles for this edition of the newsletter but did not receive any as of publication time. As noted in Kathleen's chair column, there are very few articles in *Teaching Sociology* concerning this topic. As a community college educator who has been teaching online for over six years, I am not surprised by the lack of research within our discipline on this topic. In part, I believe this is due to the fact that much of the teaching of sociology via distance learning is happening at community colleges rather than four year institutions. The faculty who most likely teach introductory sociology via distance learning are often part of higher education institutions that do not value or encourage the scholarship of teaching and learning. Thus, we know little about the experiences of those who are using this delivery method to teach sociology. Increasingly large numbers of students are enrolling in distance learning sociology courses and we clearly need to develop better research methods to assess and understand learning in these courses compared to courses taught in traditional settings.

Interestingly, introductory sociology started out as a "correspondence" course at many community colleges where students received videos of course materials to watch and information to complete. With the development of "online" capabilities, sociology was easily adapted at my institution to be one of the first "ground breaking" distance education courses and had has gone through many adaptations over the years. As with correspondence courses, textbook companies

have continued to develop templates and materials that can be used to teach sociology online. Unfortunately, as a discipline, we have not offered much assistance to faculty teaching sociology via distance learning. Within community college publications, there are numerous articles on distance education. However most of these are not discipline specific or helpful to faculty designing courses. Obviously, this is an area in the scholarship of teaching and learning where there is much to research.

I would encourage you to read a 2001 article written by Dr. Ruth Brown in the Journal of Asynchronous Learning Networks about community building within online classes. It is an interesting article and a topic worthy of a sociological investigation. I think this is an area in much need of sociological research and review. I hope this article at least makes you think about some possibilities. Here is the link to the article:

http://spot.pcc.edu/~rsuarez/rbs/school/EPFA_511/articles/from%20Erica/community%20building.pdf

I am writing this column as my last official duty as editor of the Teaching/Learning Matters newsletter. I would like to thank Stephen Sweet, Anne Eisenberg, and Kerry Strand for their guidance and assistance over the past three years. I especially need to thank my administrative assistant, Linda Schock, for her editorial assistance in working with the template. I know she was pleased to know this is our last edition!!!

The summer edition often includes important section news and details about the annual meetings. I hope you will note the call for a newsletter editor on the last pages of this newsletter. It is a great opportunity to serve this section and to encourage colleagues to submit articles on teaching and learning. I will receive any future articles until the next newsletter editor is appointed. As always, please feel free to contact me with ideas.

Again, thanks for the opportunity to serve,

Kathy Rowell, 2009-10 Newsletter Editor

Check out this ASA Session in Atlanta for community college faculty:

Community College Faculty Breakfast

Scheduled Time: Sun, Aug 15 - 7:00am - 8:15am

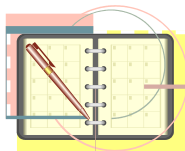
Building: Hilton Atlanta

Sociologists teaching in community colleges are invited to a special bagel breakfast at 7:00 AM on Sunday, August 15. Mark your calendar for this early-bird event where you can meet with other colleagues teaching at community colleges.

SECTION NEWS AND NOTES

Mark your calendar...

Section on Teaching and Learning at the 2010 Annual Meetings in Atlanta



Section Day is Monday, August 16th

The listing below ONLY represents those workshops and sessions organized by the Section.

ASA 2010 Section on Teaching and Learning Pre-conference

"The Best Teachers We Can Be: Learning Scholarly Teaching"

Scheduled: Friday, Aug 13

Time: 8:00am – 5:30pm

Building: Atlanta Marriott Marquis

Agenda

Our goals for this pre-conference seminar are to model good practices, learn from all participants, and build skills and knowledge in scholarly teaching.

8:00a Light Breakfast/Welcome and Substantive Introductions

8:30a First Day of Class and Impression Management: Small Group Analysis

9:00a Keynote Address: Professor Ed Kain, Southwestern University

9:30a Leading Effective Discussions (based on reading sent to participants)

Break

10:30a Concurrent Roundtables: 6-8 options will be offered by invited colleagues

12:00p *Lunch break*; opportunities to cluster by interest areas

1:15p Reflection and Refocus

1:30p Presenting Content: Good Ideas for Didactic Pedagogy

2:45p "The Doctor Is In": Teaching Consultations

Break

3:30p Second Round of Concurrent Roundtables

4:30p Next Steps, More Resources

5:00p Seminar Closing

(5:30p an informal gathering of those not completely exhausted)

Now that the preliminary program is posted, you may have a better sense of your time in Atlanta.

If you would like to attend the Section on Teaching and Learning workshop-seminar for new faculty and graduate students, "**The Best Teachers We Can Be**" on August 13th, please send in your registration form and check in the next few weeks. The final deadline is

June 15th but we are delighted that attendance is very strong so far. Questions welcome.

<http://www2.asanet.org/sectionteach/annual-mtg.html>

Diane Pike, Danielle McCartney, Greg Weiss and Nancy Greenwood--The Planning Committee



PINE FORGE PRESS

This award is designed to defray costs for graduate students and untenured faculty who wish to attend the Section on Teaching and Learning's pre-conference workshop on college teaching. Five members of the Section review the applications (usually ranging from 60 to 100 each year) and select as many recipients as funds allow using a rubric and a three-tiered process of selection. Each winner receives \$500 toward expenses. Since the program began in 2007, there have been 72 young scholars who have benefitted from this generous program.

The award is funded with \$5,000 each year from SAGE/Pine Forge Press and a nearly equal contribution from Pine Forge authors who support it with a portion of their textbook royalties. Pine Forge initially agreed to a five year commitment to this program, which began with the launching of *Our Social World: Introduction to Sociology* (Ballantine and Roberts) in 2007. The publishers will fund this again in 2011 and will reassess the success of the program at that point and decide whether to renew their commitment to it.

We would like to extend congratulations to our SAGE and Pine Forge Teaching Innovations & Professional Development Award winners for 2010 and a special thank you to SAGE/Pine Forge Press.

Winfred Avogo

Illinois State University

Hana Brown

Univ. of California, Berkeley

Emily Cabaniss

North Carolina State University

Elizabeth Cherry

Manhattanville College

Nicole Civettini

University of Iowa

Catherine Connell

University of Texas at Austin

Sonya Conner

University of Oklahoma

Carla Corroto

Radford University



The remaining listings represent those sessions organized specifically by the section. Note that there are many more teaching sessions and workshops at the meeting in addition to those sponsored by the Section on Teaching and Learning! You can search the program at the ASA website using "teaching" as a key word.



Teaching Endowment Fund (TEF) Benefit Reception (Ticket required for admission)

Scheduled Time: Sunday, Aug 15, 9:30p - 11:00p
Building: Hilton Atlanta

Looking to escape the pressures of presenting papers, searching book displays, and participating in committee meetings? Come and relax with friends at this benefit event for the Teaching Enhancement Fund (TEF), "Just Desserts." As the name implies, you should bring your sweet tooth along to enjoy special desserts, good coffee, stimulating conversation, and smile that all of this pleasure goes to a good cause.

Admission is by ticket only. The Teaching Enhancement Fund is a small grants program designed to support teaching-related projects that have long lasting and transferable impact. Please purchase your tickets in advance when you pre-register online for the meeting, or use the registration form in this newsletter to sign up for your "Just Desserts."

Section on Teaching and Learning in Sociology Invited Session. How to Navigate the Profession as a Contingent Faculty Member

Scheduled Time: Mon, Aug 16, 8:30a - 10:10a
Building: Hilton Atlanta

Session Organizer & Presider: Andrea D. Miller (Webster University)

Sessions

Social Identity and Contingent Faculty: Boundaries Are Not Barriers
 Suzanne B. Maurer

What am I, Chopped Liver? Ways to Address Feeling Like and Outsider among Tenured Faculty
 Kimberly K. Hennessee (Kent State University)

Mentoring Adjunct Faculty
 Puma C. Mohanty (Paine College)

Fulbright Scholar Programs: A World of Opportunities
 Athena Fulay (Council for International Exchange of Scholars)

Section on Teaching and Learning in Sociology Invited Session. Dissenting Voices Under Fire – Academic Freedom At Rick (co-sponsored with the Section on Labor and Labor Movements)

Scheduled Time: Mon, Aug 16, 10:30a-12:10p

Building: Hilton Atlanta

Session Organizers & Presiders: Darlaine C. Gardetto (St. Louis Community College) and Michael Schwartz (State University of New York-Stony Brook)

Panelists: Chris Tilly (university of California-Los Angeles), Margo Ramlal-Nankoe (Ithaca College), and Jonathan Knight (American Association for University Professors)

In the last decade at the same time the right has increased its influence in government and the media there has also been an increase in scholars doing research and teaching in areas such as labor and social movements, international affairs and global trade, investment policies; as well as corporate governance, environment and public health. In the last several years those two trends have come to a head as scholars undertaking research or teaching in these areas have found themselves increasingly vulnerable to attack from both inside and outside the academy. These attacks have come in the form of threats to their employment, written and verbal attacks on their character, their research, and the company they keep in the media, and in some cases through either legislation or litigation. In this panel we will examine some of these issues and what they tell us about our field, our society and the future of academic freedom in the academy.

Section on Teaching and Learning Refereed Roundtable Session

Scheduled Time: Monday, Aug 16, 2:30-4:10pm

Building: Hilton Atlanta

Session Organizer: Linda C. Rillorta (Mount San Antonio College)

Sessions

Alternative Teaching Formats: Teaching an Upper-Level Sociology Course as a Week-Long Workshop

Elizabeth J. Clifford (Towson University)

Mixing Methods in a Joint Sociology/Anthropology Department

Jonathan Michael Isler and Jennifer Manthei (University of Illinois-Springfield)

The Use of Social Class Autobiographies in Teaching Social Class Concepts

Martha Anderson Easton (Elmira College)

Who Selects an Online Class over the Same Course Face-to-Face

Toby L. Parcel and Laura Fitzwater (North Carolina State University)

Section on Teaching and Learning Invited Session. Hans O. Mauksch and Carla B. Howerly Awards Ceremony

Scheduled Time: Monday, Aug 16, 4:30-5:30pm

Building: Hilton Atlanta

Session Organizer: Kathleen McKinney (Illinois State University)

Section on Teaching and Learning Business Meeting

Scheduled Time: Monday, Aug 16, 5:30-6:10pm

Building: Hilton Atlanta

Session Organizer: Kathleen McKinney (Illinois State University)

Section on Teaching and Learning in Sociology Paper Session. Help! My Students Won't Read: Strategies for Increasing Student Reading and Retention

Scheduled Time: Tuesday, Aug 17, 8:30am–10:10am

Building: Hilton Atlanta

Session Organizers: Melinda Jo Messineo (Ball State University)

Sessions

Digital Immigrants Teaching Sociology to Digital Natives: Social Networks, Podcasts, and Online Reading Environments

Lydia Rose (DeVry University)

Formative Assessment as a Means to Increase Learning

Melinda Jo Messineo (Ball State University)

Integrate Reading Notes: A Strategy for Increasing Student Reading and Retention

Carol A. Caronna (Towson University)

Making Reading "Relevant" and "Manageable": Encouraging Reading through Syllabus Design, In-Class Activities, and Out-of-Class Assignments

Laurel E. Westbrook (Grand Valley State University)

"If It's Not Part of My Grade, I Don't Care": Encouraging Student Reading Through Writing

Avery Tompkins (Syracuse University)



**Section on Teaching and Learning in Sociology
Paper Session. New Directions in SoTL
Research**

Scheduled Time: Tuesday, August 17, 10:30am - 12:10pm

Building: Hilton Atlanta

Session Organizers: Nancy A. Greenwood (Indiana University Kokomo) and Jeffrey Chin (Le Moyne College)

President: Jeffrey Chin (Le Moyne College)

Sessions

**Instructors are Part of the Classroom
Community, Too: Reflections on Instructor
Emotions and Feminist Pedagogy**

Cindy L. Cain (University of Arizona), Megan S. Wright (University of Arizona)

**Social Problems, Service Learning and Public
Sociology: Building a Bridge Between Discipline
and Pedagogy**

Corey Dolgon (Worcester State College)

**The Impact of Recruitment and Socialization
during Training of the Inside-Out Prison
Exchange Program**

Katherine Pantaleo, Norman Conti (Duquesne University)

**American Sociological Association Launches
First-of-Its-Kind Teaching Tool**

*Innovative web-based system could spark better
teaching and shift paradigm for assessing professors*

WASHINGTON, DC — The American Sociological Association recently launched a first-of-its-kind educational tool to promote high-quality teaching and to improve the way college and university professors provide evidence to support their promotion and tenure.

[Click here to subscribe to TRAILS](http://trails.asanet.org/)

<http://trails.asanet.org/>

Member subscriptions are only \$25 for 12 months

To log in, use your ASA ID and password

"Success in the academic world is commonly predicated on judging a professor's contributions to scholarship through peer-reviewed publications," said Sally T. Hillsman, ASA's Executive Officer. "While teaching well is acknowledged to be extremely important, it is more difficult for university peers and administrators to take the measure of a great teacher, independent of student evaluations. This contributes to undervaluing the core academic skill of teaching for successful learning when colleges and universities make tenure decisions and promote faculty."

ASA is trying to change that through the Teaching Resources and Innovations Library for Sociology (TRAILS), an archetypical interactive website that combines qualities of a digital library and an online journal to promote rigorous, up-to-date scholarly content and teaching tools for successful learning.

TRAILS offers a wide range of sociologist-submitted, and peer-reviewed, teaching and learning resources that will include continuously updated and revised syllabi, class activities, assignments, tests, essays, lectures, PowerPoint presentations, film lists, video clips, bibliographies, and website lists—all of which can be downloaded and edited, making it easy for users to adapt the materials for their own classroom needs.

The expectation is that a record of publishing materials in TRAILS can become a new type of evidence of teaching accomplishment. When coupled with systematic peer review of teaching in the classroom, this evidence can help schools more objectively measure teaching excellence.

"Students expect to learn from great teachers and often pay handsomely for that privilege. Yet professors are often not evaluated on their powerful lectures or innovative class activities that lead students to significant intellectual growth," said Margaret Weigers Vitullo, Director of ASA's Academic and Professional Affairs Program and the creator of TRAILS.

"ASA hopes that TRAILS will enable college and university professors to teach better, share their successful teaching and learning tools—just as they share their other forms of scholarship, and receive greater respect and reward for their teaching from their institutions and students. We believe that TRAILS could serve as a model for other disciplines across the academic spectrum."

All the teaching materials in TRAILS go through an editorial review process, similar to the procedure scholarly journals use for research articles. Thirty-three ASA members serve as editors for subject areas ranging from public policy and social change to racial and ethnic relations and the sociology of the family.

Once an editor has approved a submission, TRAILS automatically generates a cover page with a citation that includes the name of the author. Subscribers to TRAILS will electronically sign an agreement to use the citation when making use of TRAILS resources, both in original and modified forms. "In this way we hope to influence the culture of the professoriate, encouraging academics to cite each other's scholarship of teaching and learning, just as they cite other forms of scholarship," said Vitullo.

Professors who modify TRAILS materials are encouraged to submit their adaptations for peer review

and inclusion in the TRAILS digital library alongside the original resources.

Built initially on the ASA Teaching Resources Center (TRC) print collection, TRAILS currently has over 2,700 teaching resources. The TRC materials were digitized and converted into modules that are now individually indexed and searchable in TRAILS.

"With TRC materials, professors had to purchase a whole printed volume to get a single teaching resource and even then they might not find what they were looking for because it was in a volume they didn't purchase," Vitullo said. "TRAILS enables professors to do a targeted search across the entire collection for what they want. They may even end up finding new and relevant material that expands their scope of expertise. Once they find what they need, they can download and modify the resource to fit their needs."

In an effort to gauge the effectiveness of TRAILS as a tool for promoting innovative teaching in the STEM disciplines, the National Science Foundation has provided ASA with a grant to conduct a multi-year evaluation. Led by ASA Director of Research and Development, Roberta Spalter-Roth, the evaluation will address issues such as: What are the institutional and demographic characteristics of TRAILS users? Does the web-based, interactive nature of TRAILS increase the size and scope of teaching and learning networks compared to the early ASA print materials? And, are there interventions ASA can introduce over time that will increase the contributions to and use of TRAILS materials by faculty in different types of educational institutions? Is diffusion of this innovation to other disciplines warranted as a means for upgrading the assessment of teachers in other disciplines?

"For a scholarly society, it is not enough to simply develop a new teaching tool," Spalter-Roth said. "ASA and the academic community need to know whether usage increases among a broader cross-section of sociologists compared to the earlier print materials. Our research will help us determine whether TRAILS has the potential to be beneficial to the sociological community and perhaps beyond."

[Click here to subscribe to TRAILS](http://trails.asanet.org/)
<http://trails.asanet.org/>

Member subscriptions are only \$25 for 12 months

SECTION MEMBERSHIPS

Renew Your Membership!

We encourage all section members to join us in recruiting new people to join the section. As Chairperson Diane Pike is known for saying, EVERY sociologist who teaches should belong to the section.

Help us in "spreading the word" about the section and its many benefits. We are the leaders in the scholarship of teaching and learning work as well as some of the most talented teachers. Additionally, the section newsletter provides compelling and interesting items to section members that you cannot get anywhere else. Finally, the journal of *Teaching Sociology* represents our interests through its editors (who have all been section members) as well as through its content.

Automatic Enrollment in Section E-Mail

When STLS section members pay their annual dues, including Section membership dues, their email address is automatically added to the email list. This list is used by Section officers to send messages to the entire membership. However, this is not a listserv and therefore membership is not able to send messages to other members. While Section officers value this opportunity to communicate more readily with our membership, we recognize that some of you may prefer to be removed from the list.

To remove yourself from the STLS membership list for mailings, send a message to: infoservice@asanet.org with the following statement in the **body** of your message – **"Please remove my name and email address from the Section on Teaching and Learning in Sociology announcement list."** Then add your name and email address to the message.

CALLS FOR.....

Submissions Sought

Please submit suggestions for the Fall newsletter to Kathy Rowell (until replacement is selected). Deadline for submissions is October 1, 2010. Suggestions for articles, regular features, news items to share with other members, and any other ideas are encouraged and welcome! Help me make this the best Section newsletter of the ASA.

LOOKING FOR VOLUNTEERS TO HELP RUN THE SECTION

We are looking for volunteers to be considered by STLS Council or by membership on the spring ASA ballot (varies by position according to the bylaws) for the positions listed below. Please note: council members should volunteer to chair or serve on a committee according to our bylaws but other members are welcome for these and other positions as well.

August 2010 to August 2011 term (one year term, appointed/confirmed by STLS Council)

1. Student Rep to STLS Council
2. Chair for each section committee

3. Members of all section committees

August 2011 to August 2013 term (two year term, appointed/confirmed by STLS Council)

1. Student Rep to STLS Council

August 2011 to August 2014 term (three year term, elected by section members in spring 2011)

1. Two year institution rep. for STLS Council
2. Four year institution rep. for STLS Council
3. University rep. for STLS Council

If you are interested, please send your name and institution, and position in which you are interested via email to kmckinne@ilstu.edu and dgardetto@stlcc.edu.

SEEKING APPLICATIONS FOR STLS NEWSLETTER EDITOR

Teaching/Learning Matters Newsletter ASA Section on Teaching and Learning in Sociology (STLS)

Overview:

The newsletter editor serves a three-year term and is responsible for editing and publishing the Section's electronic newsletter. The newsletter is published three times a year in fall, spring, and summer editions. The STLS Publications Committee recommends the candidate for editor; Council then confirms by vote this recommendation. The newsletter editor serves under the general direction of the STLS Council and maintains close communication with the Chair of the publications committee. *Teaching/Learning Matters* is the official publication of the Section, providing current information about the Section's news, activities, publications and projects as well as brief articles on teaching and learning in sociology. The newsletter is sent, electronically, to all ASA STLS members and is posted to the section website. The newsletter editor is an ex-officio member of the section publications committee and is asked to attend council meetings but does not vote in council.

Newsletter Editor Responsibilities:

- Identifying important topics for potential special issues.
- Soliciting ideas for new topics to be addressed or columns to initiate.
- Soliciting articles for the newsletter (regular or special issues).
- Editing all text submitted for publication.
- Writing articles for the newsletter as appropriate.
- Designing and producing a professional newsletter for the Section.
- Working closely with ASA and Chair of Teaching Section to distribute newsletter (electronically).
- Updating the document "Tips for Newsletter Editors" as needed.

Qualifications:

- Exceptionally strong oral and written communication skills.
- Ability to set and meet deadlines.
- Strong editing skills and demonstrable attentiveness to detail.
- Institutional or personal computer resources, including an e-mail account and desktop publishing software sufficient for the job.
- Experience with desktop publishing software and other tools and techniques currently used in the practice of newsletter production and editing.

Application and Selection Process:

To apply, please email the following material to STLS Publications Committee Chairperson, Kerry Strand strand@hood.edu by July 9:

- curriculum vita
- cover letter indicating your interest in the position, any relevant experience and skills, and ideas you have about how to improve the newsletter
- any other materials you think are relevant to the selection decision.

Join the TEACHSOC Listserv

Established in 1995 by Jeff Chin and Kathleen McKinney, the Teaching Sociology E-mail List – teachsoc – provides a place to discuss and distribute news on teaching sociology. Teachsoc is open to all individuals interested in pedagogy, curriculum, and any other issues related to the teaching of sociology at any level. To join us, please send the command:

Subscribe teachsoc Alfred Weber

In the body of an email message addressed to – teachsoc@googlegroups.com substituting your name for Max's little brother, of course.

Pre-ASA Workshop in Atlanta

Workshop: Using American Community Survey Data in the Classroom

Scheduled: Aug 12-13, 2010 (prior to ASA Annual Meeting)

Building: Atlanta, GA (Site tbd)

To: Undergraduate Sociology Instructors

From: William Frey

Beginning in 2005, the Census Bureau's annual American Community Survey (ACS) replaced the decennial census in providing the social, economic, and demographic information once found in the "long form." While the ACS provides researchers and students with several advantages over the once-a-decade census, it is important for instructors to understand differences in the sampling design and their implications.

ACS data have the capability to provide instructors with fresh statistics to support and reinforce key concepts in relevant, user-friendly ways in

such courses as Intro to Sociology, Social Problems, Stratification, Race Relations, Marriage and Family, Sociology of Aging, Population, and more. The ACS sample of 3 million households offers usable annual statistics for geographic areas with populations greater than 65,000 (cities, counties, states) and sub-populations (e.g. detailed race/ethnic groups). Furthermore, multi-year estimates offer statistics for even smaller areas. These additional capabilities provide new opportunities for instructors.

Workshop participants will be introduced to the resources of SSDAN in hands-on training sessions and work with SSDAN staff to begin developing easy-to-use classroom exercises specific to their own courses. Workshop time will be divided between seminar discussions, practice exploring the SSDAN materials, and working with staff to develop individual exercises.

The faculty will include sociologist-demographer William Frey of the Brookings Institution and University of Michigan's Population Studies Center and other selected individuals.

Instructors from all social science disciplines who teach undergraduate courses in four-year colleges, two-year colleges, or universities, both public and private, are invited to apply. Primary consideration will be given to those participants who are willing to develop class exercises from the SSDAN materials and use them in their classes during the year subsequent to the workshop. Participants are expected to attend the full workshop from 10AM-5PM, August 12 and 9AM-5PM, August 13.

Expenses: Participants will receive a modest honorarium of \$500 (\$300 for attending, \$200 for creating and sharing a classroom exercise).

Participants are responsible for arranging and funding travel and accommodations, although we are working with ASA to extend rates for conference hotels to workshop attendees.

To Apply: Complete and submit application found at <http://ssdan.net/training/> by June 4, 2010.

About SSDAN

Since 1994, SSDAN has undertaken a number of projects funded by FIPSE, NSF and other sources in an effort to reduce the "quantitative reasoning gap." SSDAN resources are designed to provide instructors with courseware, tools and online support that enable them to introduce data analysis modules into early and middle level substantive courses.

By collaborating with individual faculty and working with whole departments in the Integrating Data Analysis project with the American Sociological Association, SSDAN has demonstrated that classroom-friendly course modules can infuse quantitative reasoning across the curriculum. It has popularized the use of US Census data for this purpose.



For the most up to date information about the Teaching and Learning Section in Sociology, please check the following websites:

American Sociological Association Meeting website:

<http://www.asanet.org/meetings/2010Home.cfm>

ASA Teaching and Learning in Sociology website:

<http://www2.asanet.org/sectionteach/>

Looking ahead to 2011 in Chicago....



**106th ASA Annual Meeting
August 13 - 16, 2011**

Hilton Chicago and Palmer House Hilton
Chicago, Illinois