

Teaching/Learning Matters

ASA's Newsletter for the



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SECTION CHAIR'S CORNER

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The Genie is out of the Bottle

Kathleen McKinney, 2009-2010 Chair, Section on Teaching and Learning in Sociology

It is an honor to serve this year as the Chair of the ASA Section on Teaching and Learning in Sociology (STLS). As most of you know, the section is filled with wonderful, talented, and generous colleagues. Outgoing STLS council members and committee chairs and members were formally thanked at our Business Meeting in San Francisco but I thank you all, again, here. I welcome, once again, the incoming council and committee members. I want to give a special thanks to Past Chair, Betsy Lucal, for her help in the transition and a special welcome to our Chair-elect, Darlaine Gardetto. Note that committee reports and the annual report for 2008-2009 will be posted on our website.

I recently had a conversation with some colleagues in the scholarship of teaching and learning (SoTL) movement outside of sociology. We were discussing the pros and cons of having a major SoTL 'center' or 'nexus' in one place (and virtual) to house and coordinate many types of SoTL activities and resources. My response was that all the ideas were great but that wonderful SoTL support, activities and more already exist in many virtual and physical locations— in terms of institutions, disciplinary societies, and other organizations. My conclusion was that "the genie is out of the bottle" and that this is a great thing.

In terms of some ongoing activities, we have two ad hoc committees in place for the coming year: Contingent Faculty Concerns and Graduate Student Concerns. We also have a new Mentoring Committee that will make recommendations about section mentoring activities. The Publications Committee is working to update and improve our web page as well as on a by-laws proposal to make the Newsletter Editor

an elected position. Diane Pike is our organizer for the pre-conference on teaching in Atlanta for new teachers. Because we have passed the 800-members threshold, we will have 5 sessions, in addition to our business and awards meeting, at the 2010 meeting in Atlanta. The Cooperative Initiatives Committee will create links with additional groups and organizations. We are considering the possibility of a SOTL grant or award, as well as planning to establish a student award for our section.

Some of my goals for the section this coming year include the following:

- Continue the great work of the past in meeting the needs of the members of the section. Thus, if you have ideas of how the section can assist sociologists in improving teaching and learning, let me know.
- Continue our growth both in diversity (broadly defined) and in numbers. Please do what you can to encourage colleagues and graduate students to join the section.
- Make better connections with the ASA Department Resources Group (DRG) and their many efforts.
- Develop ways the section can further support the scholarship of teaching and learning in sociology— doing that work, sharing that work, and applying that work to enhance the learning of our students.

Thanks for being a member of the best and most important section of ASA! I look forward to a great year.

Kathleen McKinney, Chair, 2009-10

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EDITOR'S NOTE

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I would first like to thank everyone who contributed to this newsletter and would especially like to thank Linda Schock, my administrative assistant at Sinclair Community College for her assistance. It has been exciting to transition the newsletter from print to electronic format. We have worked diligently to try to make the electronic version user-friendly. While there are many more graphic and color choices, we have tried to keep the newsletter printer friendly as much as

possible. There are several interesting columns in this newsletter and interesting notes about the conference and the section. Please note that rebuttals or comments on any articles are always welcome and I would be pleased to publish some in the next newsletter. Authentic dialogue has always had an important place in this section. The next deadline is February 1, 2010. We hope to have the newsletter out by March 1, 2010.

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NOTES ON TEACHING AND LEARNING

Guest Columnists:

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NOTE: The editor is currently seeking articles on the scholarship of teaching and learning for the upcoming year.

Combining Service Learning and Research Methods at California State University, Channel Islands

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In the spring of 2009, under the auspices of an Introduction to Research Methods course, students at California State University, Channel Islands (CSUCI) conducted a survey of patrons of the Camarillo Certified Farmers Market (CCFM). Our goal was to document patron characteristics, patterns of satisfaction, motivations for shopping at the market, and a range of other information. The survey was designed and implemented in close collaboration with Camarillo Hospice – a community non-profit and sponsor of the farmers market (using it as a key source of funding for hospice services in the community).

The project united two complementary learning goals. The first goal was to give students hands-on experience with real world research. As teachers in Sociology realize, research methods often remain a conceptual abstraction – i.e. what happens "behind the curtain" of the concepts and research findings that is the focus of students' attention. As a consequence, methods courses often seem to be an immersion into those conceptual abstractions with little link to real world application. One way of raising that metaphorical curtain is to organize a methods course around the completion of an actual research project, from design to findings.

The second goal was to get students involved in a project that represents a valuable service to the community. Again, as Sociologists we realize how important it is for us to instill a sense of civic engagement among university students, and to connect their education with the community around them. The expansion of service learning programs in recent years is both a product and a promoter of that movement. In this case, the application of research methods to a service learning project was somewhat out of the ordinary. Service learning most commonly engages students at a conceptual level. That is, participation in the service project is designed to illuminate concepts from the course that would be difficult to understand solely at an abstract level. For example, student involvement helps them to better comprehend issues of social inequality, racial discrimination, homelessness, etc. In our project, service learning was designed to help students learn research skills by applying them to actual research – which also provided valuable data to a community organization to help them to effectively evaluate and improve the services that they offer to the community.

The project emerged as a partnership with Camarillo Hospice, as administrators were interested in learning more about patrons' needs and how well they are being served. As a low-overhead non-profit, they had no resources to carry out such a survey (nor the research expertise that would enable them to do it on their own). I had met the Executive Director, Sandy Nirenberg, when I asked her to make a presentation to a previous class. At that time, we decided to pursue the idea of conducting a survey via a methods course scheduled for the following semester. Students participated in all aspects of the project, from initial questionnaire design, to survey administration, data entry, and basic analyses. Another crucial layer of participation came with an advanced Sociology student, Sara Griffin, as part of her capstone project. She ably handled more complicated, technical, and organizational issues of the project research for which introductory students would be inappropriate, and served as co-author of the final report. Finally, of course, all components of the project were monitored and directed by the professor to ensure that proper social research standards were met *and* to ensure that the experience led to significant learning outcomes.

Some of the findings included the following components taken from the executive summary of the final report.

- *Patron Satisfaction & Preferences* [representing basic information for evaluating the market]: Patrons reported strong and generalized satisfaction with the market and its products, and seemed to particularly appreciate the overall

convenience of the small local market. Areas of moderate concern are parking and the lack of seating. Nearly half indicated that they would like to see core products expanded – i.e. more fruits and vegetables, and more certified organic produce.

- *Additional Attractions & Broader Implications* [representing issues that integrated broader sociological theory]: Patrons visit the farmers market for a variety of reasons beyond merely purchasing fresh local produce. Among the most important tend to be environmental/health concerns and social/community-oriented concerns. The former are the strongest non-market attractions to patrons.
- *Temporal Differences in Patterns of Patronage* [representing an area that allowed us to integrate basic bivariate analyses]: Overall, earlier shoppers purchase more of their household produce at the market, and are more likely to shop alone. In comparing earlier and later shoppers, the former are relatively more likely to rate environmental and health concerns as important attractions to the market; later shoppers are relatively more likely to rate socially-oriented and community-oriented concerns to be more important.

Based on student feedback, the project seemed to be a particularly effective exercise for learning about research methods. Students frequently reported that the opportunity to be involved in hands-on research was helpful in understanding the basic concepts and the underlying logic involved. Rather than simply abstract principles, research methods "came to life." The fact that the research project was linked to a real need in the community (and to a live community partner, whose director had contact with the class) made students see the value in research, and the value in taking care to do it carefully. Overall, the service character of the project helped students to remain invested in it and to appreciate the practical value of social research for a community partner. It is in that sense that the goals for the project (hands-on research experience and service learning) were "complementary." I would add that the participation of the advanced/capstone student also contributed to learning outcomes, as Sara effectively became a role model for introductory students. Watching her play a central role in directing the research forced other students (all of whom would be required to develop capstone projects of their own) to imagine themselves managing similar responsibilities and challenges.

While the research was "hands-on," one might argue that the service was "hands-off." Understandably, one laudable goal of service learning is for university students to "get their hands dirty" in such projects, so that their education goes beyond the

intellectual retreat of the ivory tower. I would argue that having students serve the community through the application of skills that they cultivate through their education is in some senses the highest form of service in which they can engage. Moreover, the necessity for students to learn to "get their hands dirty" is arguably less essential at a university which primarily serves working class students, first generation college students, students from immigrant families, or ethnic minority students (or some permutation thereof) – in which case, somewhat different cautions are in order.

For those interested in attempting a similar project, I would offer several suggestions based on my experience. 1) Choose the key collaborators carefully. As noted, the capstone student's organizational skills and overall responsibility were crucial to completing the project. In addition, the community partner was a constant source of encouragement and assistance, and was a strong promoter for service learning both before and after the project. 2) Choose a project for which research poses no insurmountable obstacles. In this case, the central topics were relatively well defined. More importantly, sampling issues did not present any undue challenges. The fact that the population of CCFM patrons is confined to a narrow window (temporally and geographically) went a long way toward making sampling and survey administration relatively easy. 3) While it is important to maintain student ownership of the project by allowing them to make decisions about research design and implementation, ultimately the top priority has to be maintaining rigorous standards for high-quality research. While there were times at which those two values clashed, explaining the rationales behind good research maintained students' investment in the project and served as additional learning opportunities. For example, in addition to soliciting respondents at a table at the market entrance, I insisted that we also integrate a random solicitation process throughout the market. While there were no significant differences in response patterns between solicited respondents and random respondents, having that sampling check was crucial to the legitimacy of our findings. 4) Finally, if your university has a unit on campus that is dedicated to service learning (or civic engagement, or something related), getting their buy-in to the project can pay off in many ways. In our case, the CSUCI Center for Community Engagement (CME) played a crucial role in organizing and supporting an event to formally present the final report to Camarillo Hospice – including assistance in generating media attention. Additionally, their website is presently the only official "repository" for the report.

Full copies of the final report can be accessed online via the CSUCI Center for Community Engagement at:

http://www.csuci.edu/servicelearning/CSUCI_Camarillo_Certified_Farmers_Market_Survey_Report_2009.pdf.

"Using Bloom's Revised Taxonomy for Teaching about Income Inequality"

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Tables referenced in this article may be found at the end of the newsletter

I am likely preaching to the converted with my message in this essay. It seems obvious that faculty decisions about how best to accomplish student learning benefit from some familiarity with the vast literature on effective teaching and learning at the college level. Yet former Harvard president Derek Bok cites one study that found that fewer than 10% of college professors pay any attention to the hundreds of published studies on student development and the effects of different pedagogies on core educational outcomes like critical thinking and quantitative literacy (Bok 2005: K12). Bok goes on to refute the prevalent notion among nonacademics that undergraduate underachievement stems from faculty's preference for, and a reward system that values, research over teaching. Instead he emphasizes that most faculty spend more time on their teaching and that the essential problem is a neglect of the substantial literature on how students learn.

This essay describes my efforts to correct my own content/pedagogy imbalance through incorporating my learning on cognition into revisions to a lower-level "Social Inequality" class. The class focuses on income inequality in the contemporary United States. But most of the assignments I describe are accessible to instructors in a range of teaching environments for a variety of Sociology courses. They will perhaps especially benefit instructors, like me, for whom American social inequality is not an area of specialization. When I taught the class in Spring, 2009 most students were enrolled for Intellectual Perspectives (distribution) credit in the Social Thought and Tradition area; only 2 of 13 students were declared Sociology majors. Furthermore most students were in their first year and second semester of college.

Most instructors have some familiarity with "Bloom's taxonomy," which usually refers to his and others' taxonomy of the cognitive domain. This hierarchy of cognitive educational objectives was developed in the 1950's to assist teachers evaluating exam questions to insure they were testing for higher cognitive processes and to provide a common language for educators (Bloom et al.1956). I see the cognitive taxonomy as providing similar guidance to college instructors for course design, assessment

initiatives and clear communication. Since its publication the taxonomy has been used throughout the world and was included in a recent national panel's listing as one of the "educational books that 'had a significant influence, consequence or resonance' on American education during the 20th century (in Anderson et al. 2001: xxi). The schema also highlighted the problem of too much lower-level instruction (Krathwohl 2002) and aided the shift in focus from teaching to learning (Bloom 1994). Evaluation of the original taxonomy generally affirms that it reflects sound psychological principles (Rohwer and Sloane 1994). Questions remain about the alleged cumulative structure in which success with more complex tasks requires mastery of simpler ones, with some research finding stronger evidence for cumulation within its simpler categories (Anderson et al. 2001).

The original version was revised by Anderson, Krathwohl and others in 2001 to incorporate recent scholarship on cognitive development and current practices of teaching and assessment. It is this revision that I reference in this essay. The revision retains the overall structure but conceptualizes types of KNOWLEDGE on one dimension as such knowledge is understood by cognitive psychologists: Factual, Conceptual, Procedural and Metacognitive, with addition of the last type new to this revision. The knowledge categories are ordered, generally, from concrete to abstract. The second dimension contributes the COGNITIVE PROCESS used to work with the types of knowledge: Remember, Understand, Apply, Analyze, Evaluate and Create. These processes are ordered in degree of complexity and broken down into many specific associated processes, such as "classify" and "compare" within the "understand" category. Thus different types of knowledge can be learned at different levels of cognitive processing; this is a major distinction from the original version. This change reflects an understanding that knowledge is not a process but rather the context in which thinking takes place (Halonen 2006). The revision also switches the original ordering of Create and Evaluate skills, making Create, formerly known as Synthesis, the highest level of learning (See Table 1) (Anderson et al. 2001).

Using the taxonomy to inform design of course assignments helps instructors think clearly about their content and skill outcomes and better assures inclusion of the more sophisticated forms of each. I discuss below a sampling of my assignments on social inequality, along with preliminary assessment data, as they illustrate various combinations of knowledge and thinking tasks. Much of our work requires multiple types of learning so I highlight what I see as most reinforced in the assignment.

At the most basic level students are asked to **Remember** ("retrieving relevant knowledge from long-term memory;" recognizing and recalling¹) **Factual Knowledge** ("the basic elements that students must know to be acquainted with a discipline or solve problems in it;" isolated terms and facts). My students are required to recognize and recall a limited number of statistics as an essential foundation for class discussions. These statistics include the official poverty rate, the percentage of the national income received by descending quintiles of households, poverty thresholds for individuals and a family of four and the percentage of the population with various levels of educational attainment. Statistics challenge misconceptions and reinforce that sociological conclusions come from objective data rather than personal experiences or media distortions. In the pretest I administered at the beginning of the first class period students were asked to estimate the percentage of the population classified by the government as poor. Their answers ranged from 5 to 60% with the majority of responses (7/16) in the 20-30% range. After learning through class presentation and readings that the correct figure was 12.5% (U. S. Census Bureau, 2007) 11/13 students recognized the correct answer in a multiple choice exam question (Final class size was 13 as 3 students dropped the course).

All the taxonomy's cognitive processes beyond **Remember** deal with transfer rather than mere retention and thus focus more on constructivist, meaningful learning (Anderson et al. 2001). One of the most common knowledge and thinking process combinations in education is understanding of conceptual knowledge. **Understanding** refers to "constructing meaning from instructional messages, including oral, written and graphic communication" and includes *interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining*. **Conceptual Knowledge** is about "interrelationships among the basic elements within a larger structure that enable them to function together" and includes *classifications and categories, principles and generalizations and theories, models and structures*. Such knowledge is usually very discipline-specific. My students interpreted and classified generalizations about social class by composing vignettes that described the lifestyles and worldviews of members of different social classes. Conceptual knowledge for this exercise included the typical educational experiences, occupations and working conditions, leisure preferences, childrearing practices, political views, social values and perceptions of others as aligned with class and discovered through sociological research. By translating characteristics discussed in readings into stories that profile, for example, an institutional elite or

a working class family students moved beyond mere recall to more deeply summarize and translate what they read. An important aspect of comprehension is recognizing necessary qualifications, in this case that science discovers and explains meaningful generalizations while recognizing exceptions. Students often confuse social scientific conclusions with stereotypes and need to understand that generalizations inform appropriate social policies.

Students **Applied** (*"carrying out or using a procedure in a given situation;" executing or implementing*) **Procedural Knowledge** (*"how to do something; methods of inquiry, and criteria for using subject-specific skills, algorithms, techniques and methods"*) when they participated in the "Community Action Poverty Simulation" developed by the Missouri Association for Community Action (MACA) (www.communityaction.org/Poverty%20Simulation.aspx). For the yearly simulation at my college faculty members, other college employees and employees of our local community action partnership staff community organizations that include a public assistance office, a church-run social services office, a school, a bank and payday loan center, a big box store, a pawn shop and a jail. Other simulation participants become adult and child family members going to work, attending school or day care, paying rent and utilities, buying food and clothing and dealing with health crises and other "luck of the draw" events that cross their paths. The atmosphere is tense and at well-attended simulations students spend much time waiting in line for goods and services from frazzled providers. The procedural knowledge that students applied was simply the role descriptions and simulation rules that they saw for the first time at the beginning of the event and implemented for this unfamiliar scenario. One student's complaint that she needed more time to plan upfront might have been used to launch discussion as to whether this was a flaw in the procedures or an intentional attempt to represent how poor families must make daily decisions (I realized after the fact this was a teachable moment)!

In our subsequent class discussion students **Analyzed** (*"breaking material into its constituent parts and determining how the parts relate to one another and to an overall structure or purpose;" includes differentiating, organizing and attributing*) the **Conceptual Knowledge** that they gained from their participation. They differentiated and organized their experience by identifying sociological insights embedded within their roles, activities and interactions. Students discerned the *hidden costs of poverty* when their lack of reserves meant they couldn't pay in advance or buy goods in bulk to realize those savings. They analyzed *poverty as difficult choices* when they felt the stress of choosing between paying the rent or

risking their electricity being shut off. And they expressed the drudgery of being *working poor* when the hours they worked, arranged for transportation and lined up for services meant leisure and family time were only a distant dream.

The most significant class assignment was 15 - 20 hours of individual service learning in a preschool classroom. Most students volunteered at Head Start (serving families with incomes 125% of the poverty level and below) while a smaller number worked with the state-funded early learning program (families at 300% the poverty level and below) and an early learning aftercare program serving both private and government-funded young students. While more variation would be preferable, students observed a small range of income inequality in the children's families. Head Start is a primarily federally-funded program that serves 3-5-year-old children with a holistic curriculum focused on intellectual, social, emotional and physical development.

Students kept a journal that they submitted three times during the semester for my evaluation. Their journal entries included objective description, academic interpretation and personal reflections on their time in the classroom, written in separate sections so they distinguished these ways of seeing and knowing about their experience. For their academic interpretations students were instructed to use their sociological imaginations to interpret their observations in relation to course concepts, theories, models or research findings. They also were encouraged to "take the role of the other" during their service work and in their entries. As would be expected, their entries most commonly **Analyzed Conceptual Knowledge**. For example, many students linked the children's basic needs deprivation to their abilities to perform academically:

It's wonderful that Head Start provides a snack for the kids. Keeping them well nourished has always been at the top of their priorities. As I have pointed out numerous times, based on their hierarchy of needs, the healthier and happier the kids are the more they will want to learn (Alice²)

Almost all students commented on what they interpreted as high rates of sickness and absenteeism among the children. Steve noted that "illness may reinforce their poverty as they will miss school and get behind."

Abby, however, distinguished relative over absolute poverty in at least some cases:

It was interesting to me that the children's lunchtime discussion focused on their favorite movies and which ones they have, don't have or want. As discussed in class the actual characteristics of poverty have changed somewhat. For example, what once were considered luxuries, like owning movies, TVs, cell phones and air

conditioning are considered commonplace necessities ... It also reinforced my belief in the relativity of the standards of poverty that exist between countries like the United States and India.

Students **Evaluated** ("making judgments based on criteria and standards;" checking and critiquing, using standards either given to or developed by students and using internal or external criteria) **Procedural Knowledge** when they were asked for their final journal entries to use their own sociological experience in the classrooms to evaluate the appropriateness of a value-free stance in sociological study:

If a sociologist wasn't objective, I believe that he/she would not accomplish a true understanding of another's life ... a subjective attitude limits one's ability to gain knowledge. It is as if a sociologist took his/her own values and mindsets and forced them on another society... Without objectivity we live without variety and what I believe would be the desire to learn any differently (Donna).

I distributed and we briefly discussed Kolb's experiential learning model in class. My attempt for the students to **Analyze Metacognitive Knowledge** ("knowledge of cognition in general as well as awareness and knowledge of one's own cognition") by locating themselves within his learning styles was not very successful in that most students gave superficial responses, perhaps reflecting the challenges of grasping abstract information and the first-year status of many students. However a couple of students applied Kolb's model to their classroom observations, as recorded in their journals:

I compare {the ways children learn at Head Start} to Kolb's learning techniques. I find it interesting to see how some children learn through active experimentation but their closest friends/play buddies learn by concrete experience. I can't help but wonder how that affects a relationship. Will that make things difficult later on in life to have two completely separate working minds? I feel it is beneficial because more aspects of learning are being explored and experienced (Alice).

I classify these assignments and note additional class assignments in Table 2 as space constraints prevent their elaboration here.

In conclusion, Bloom's revised taxonomy is a useful schema for instructors to consult when formulating student learning goals and developing means of student assessment in their courses. This essay has elaborated the taxonomy's actual and potential usefulness for teaching about income inequality in the United States with its description of assignments that require a range of thinking skills to learn various types of knowledge. Similar applications could be made for other core sociological concepts like social capital, social control, the social system (see Vaughan 1980 for

her illustration) and social change. Lovell-Troy (1989) also provides a very useful review of sociological teaching techniques that address the cognitive processes found in the original taxonomy.

Endnotes

*Derived from a paper presented at the Annual Meeting of the North Central Sociological Association, April 16-18, 2009, Dearborn, MI. With thanks to Jay Howard for very valuable feedback on the conference paper.

**With thanks to Bethany South, former PACC*VISTA, Drinko Center for Excellence in Teaching and Learning, Westminster College, for providing background research on MACA's Poverty Simulation.

¹ All definitions and examples of knowledge and cognitive processes are from Anderson et al. 2001.

²Student names are pseudonyms.

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RELECTIONS FROM THE ANNUAL CONFERENCE AND THE SECTION

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NOTE: The editor is currently seeking articles of
community college interest for future editions

"Where Are We and How Did We Get Here? A Brief Examination of the Past, Present, and Future of the Teaching and Learning Movement in Sociology"

Jay Howard, Indiana University-Purdue
University Columbus, from 2009 Hans O.
Mauksch Address

1. We've been at this for quite a while. The first ASA annual meeting session on the "Teaching of Sociology" was in 1909 - exactly 100 years ago!
2. In 1909 a committee to create a concrete statement of the subject matter of a fundamental course in sociology was established. The committee included such notables as Charles Horton Cooley, University of Michigan, and Albion Small, University of Chicago. The committee failed in its charge and ended up appending their course outlines to their 2010 report -thus creating, in effect, the first ASA Course Syllabi and Materials set!
3. In 1930 a "Teaching of Sociology" Section was listed in the annual meeting program. In 1973 the Section on Undergraduate Education (now the Section on Teaching and Learning in Sociology) was formed.
4. In 1913 a "Committee on Sociology in the Public Schools" was created to investigate the place of sociology in elementary and secondary schools. Interest in sociology at the secondary level peaks and wanes over the years. In 2001 ASA Council appoints a task force to create an Advanced Placement Course in Sociology which was chaired by Caroline Hodges Persell. College Board does not adopt the proposed course.
5. ASA Projects on Teaching launched in 1974 led by Hans O. Mauksch as Director. Mauksch launches ASA Teaching Resources Center among multiple initiatives.
6. In 1981 Carla Howery becomes Director of the ASA Teaching Services Program and plays a key role in institutionalizing many of the initiatives from the ASA Projects on Teaching.
7. Goldsmid and Wilson (*Passing On Sociology*, 1980) find that 500-600 articles on teaching sociology were published between 1895-1976 including 191 articles in *AJS*, *ASR*, *Social Forces*, and *Sociology and Social Research*. Since 1976 only three articles on teaching have appeared in *AJS*, *ASR*, and *Social Forces*.
8. *Teaching Sociology* first published by Sage in 1973. In 1985 ASA purchases *Teaching Sociology* and Ted Wagenaar becomes first ASA editor of the journal.
9. In January 2004 issue of *Teaching Sociology*, Wagenaar, Bruce, and Ender demonstrate that

we're still working on identifying a common core for introductory sociology courses.

10. With the passing of Carla Howery in 2009, the importance of section members' commitment to ensuring the ASA's ongoing focus on teaching and learning is essential. Howard calls on members to honor Carla through our commitment to students' learning in sociology.

Note: Howard's complete Mauksch Address will be published in *Teaching Sociology* in 2010.

**REPORT ON PRE-CONFERENCE FOR NEW
TEACHERS OF SOCIOLOGY**
"Teachers Are Made, Not Born"
Idee Winfield, College of Charleston

The section sponsored a "Teachers Are Made, Not Born" pre-conference for new teachers of sociology at the ASA Annual Meeting in San Francisco. The daylong session was jam-packed both with ideas, advice, and insights into effective teaching and with people (we had 30 attendees and 19 presenters). Idee Winfield, Beckett Broh, and Danielle MacCartney organized the pre-conference.

The day began with an opening keynote by John Zipp. He gave a talk outlining his top ten countdown of best strategies for being an effective instructor --many find him funnier than Letterman, but he reminded us that we do best when we keep our students at the center of what we do. Concurrent roundtables by Marybeth Stalp and Denise Copelton, Bernadette Dietz and Lynn Ritchey, Rebecca Bach and Julianne Weinzimmer, Jay Howard, Leslie Hossfeld, and Marisol Clark-Ibáñez focused on common concerns for teaching and learning. They covered the topics of getting a position that values teaching, how to use scaffolding for successful student learning, dealing with difficult students, enhancing student participation, effective experiential/service learning, and how to effectively teaching with technology and teach online.

We organized lunch groups based on typical core sociology courses, intro, theory, methods and statistics, and stratification. People were able to discuss effective in-class exercises, accessible books for undergraduates, and ideas for assignments.

After lunch, Idee Winfield tried her best to channel Margaret Vitullo from the room next door and talk about some of the basic teaching resources available as well as the plans for the new ASA online library of teaching resources. Then Betsy Lucal, Bernice Pescosolido, and Keith Roberts, all award-winning teachers, discussed the things they know now that they wished they had known when they first started

teaching, followed an extensive Q&A session. At the other end of the experience continuum, new professors Daniel Cortese, Kristin Kenneavy, Racheal Neal, Amy Taver, and Julianne Weinzimmer offered their insights into surviving the first year(s) in the classroom and in the professoriate more generally. Last, but certainly not least, Caroline Hodges Persell gave a humorous and rousing closing keynote that left everyone laughing and charged up. It was a perfect ending to a busy day.

Many thanks to SAGE/Pine Forge for their ongoing generous support through the Teaching Innovations and Professional Development Awards that helped twenty-one attend the pre-conference. SAGE/Pine Forge donates \$5,000 to this fund. Thanks also the authors who generously support this program with a portion of book royalties (Note that if you are a SAGE/Pine Forge author, you can contact Keith Roberts to find out how you can help fund future awards). Thanks to my co-organizers and our wonderful presenters, who showed just what fantastic, dedicated teachers we have in our section.

It was reaffirming day for all involved. In the words of one of the participants, "I appreciated the emphasis on trusting your own style and approach in the classroom. I think it's really helpful to be reminded that not one approach works for everyone and I came away from the workshop feeling more confident about myself as a teacher. Likewise, I appreciated the candid discussions about the struggles we face in the classroom." Finally, I think all the participants and presenters would agree with the words of another participant, "the best part of the workshop for me was the networking and the experience of finding - at ASA - a community of teacher/scholars. What a gift!"

What Graduate Students Want
Reese C. Kelly, Ph.D. Candidate, SUNY Albany,
Visiting Instructor, Middlebury College

I love teaching. I love the adrenaline rush that carries on for hours after a class ends. I love witnessing those "aha" moments written on the students' faces. And, I especially love when students tell me that my argument is ineffective, and why! Nevertheless, after only two years teaching as a graduate instructor at a large research university, I began to reconsider my desire to be in a classroom. I felt overburdened with the workload that comes with classes of 100+ students, frustrated by students who dismissed my critiques of sexism and heteronormativity as part of my "queer agenda," and saddened after discovering that two students plagiarized their research papers. (Hint to students: Don't copy and paste an entire Wikipedia entry!)

In search of revitalization, guidance, and advice, I joined the Ad-Hoc Graduate Students Concerns Committee in the Section on Teaching and Learning in Sociology. By corresponding with others on the committee I found that I was not alone, and even surprised to see the degree to which assistance and support for graduate student instruction varies. While some graduate programs offer courses on pedagogy and classroom instruction, have formal workshops for faculty development, and fund administrative needs like printing and photocopying, others may only provide a guided tour of the library during graduate student orientation.

The goal of Graduate Students Concerns Committee is to assess the different needs graduate students have in regards to teaching, and other concerns that may be barriers to teaching and learning in general. Comprised of students and faculty members, the committee is moving forward this year with developing a survey to evaluate the challenges faced by graduate students who are preparing to teach as well as those who are already in the classroom. Our objective is to use the feedback to develop workshops, panels, and other resources to support graduate student teaching. We also hope that it enhances the visibility of the section, increasing membership and participation.

The 2009-2010 Graduate Students Concerns Committee is comprised of: Reese C. Kelly (Chair), Doctoral Candidate at SUNY Albany and Visiting Instructor at Middlebury College; Shaeleya Miller, Graduate Student at UC Santa Barbara; Brandy L. Simula, Graduate Fellow in the Department of Women's Studies at Emory University; Daniela Jauk, Graduate Student at The University of Akron; John D. Johnson, Graduate Student at The University of Kentucky; and Kathleen Lowney, Professor at Valdosta State University.

Sociology of the ASA Conference: Seeking a Pedagogy of Community **Phoebe C. Godfrey, University of Connecticut**

In the article "Sociology of the College Classroom," co-author Maxine Atkinson, states, "I seldom use sociology to understand my student's behavior, attitudes, interactions, or learning" (Atkinson, Buck and Hunt, 2009: 233). Likewise, Stanley Cohen in his article "Conference Life: The Rough Guide" states "Despite the dominance of this ritual [conferences] in the rhythm of academic life...the subject has not received any sustained sociological attention. Not even in the agonizing self-referentiality of post modernism has the conference—that quintessential institution of self-reflection—been reflected upon" (Cohen, 1998:69). Obviously, there is a theme here. Despite all that is written and all that is

proclaimed we as sociologists generally do not practice what we publish or worse what we teach. We do not apply our own social critiques and sociological analyses to our students (Atkinson, Buck and Hunt, 2009), let alone ourselves. Likewise many of us do not practice our own calls for democratic engagement, equality and empowerment when we have the opportunities to do so in our classes or our conference presentations. Instead, as so often is the case, we choose to control the social space with our pre-prepared *power* point lectures / paper presentations that generally prevent open and real time dialogue. My recent experience at the ASA is a case in point. In fact, I had two amazingly ironic experiences at two different presentations that I want to share. They are both extreme examples and yet they each show that there is much need for self-reflection, sociological analysis and ultimately improvement in how many of us teach and how we present, if we truly seek 'the new politics of community.'

My first example was from a session focusing on using web 2.0 tools. What interested me was the fact that more and more I am using web 2.0 interactive technology with my students (as well as interactive / discussion in my face to face classes) and I wanted to see how we as teachers could be more engaged with each other (I know my students better than other sociologists). There were three presenters, two who used PowerPoint while talking about their slides and one who just talked. Now both means of presenting can be effective and engaging if used/done well but in my opinion this rarely the case and this panel was no exception. Still, I stayed with the hope that once we got to the end we would be able to ask questions and have some active discussion (and again this is also often not the case). There were a few pat questions and then there was a thoughtful and critical comment in reference to a judgment made on the part of one of the speakers about Wikipedia. However, instead of welcoming the critique as an opportunity for 'interactive' discussion the panelist began interrupting the questioner. Oddly enough the moderator said nothing. So I decided to put up my hand and try and expand on the question asked of the presenter. I was called upon and began to phrase my comment but I did not get very far before I too was interrupted. I asked the presenter to let me speak and then proceeded with my question/comment but again was interrupted in an aggressive manner. I then turned to the moderator and asked if was not her job to intercede so that I could finish my sentence. She then asked the presenter to let me speak which he then did but by that time I had lost my momentum. What I in fact should have then said was what I am saying now. I should have pointed out the obvious irony of

promoting interactive media such as web 2.0 while not allowing others in the same room as him to speak.

The other level of irony was that my comment had to do with the fact that although the internet still carries the voices of racists and sexists (as have peer reviewed journals and books in the past and in the present), there is now much more opportunity for 'the others' to be heard using web 2.0 (as least in theory), whereas in the past there was none. But my comment was never fully made. What he kept interrupting me to say was how he himself was opposed to white supremacy, even as he continued to silence me.

The final level of irony came later when I met another member of the audience, who complimented me on my comment and persistence in trying to make it. Yet, at the time it happened she had chosen to remain silent. This was on the one hand understandable, given the presenter's hostility and yet her support/solidarity would have shifted the power.

After this event I wandered around the large corporate hotel thinking what this sociologist must be like in the classroom. If he is so unapologetically arrogant with his supposed colleagues, imagine what he must be like with students. Furthermore, in presentation after presentation I had found myself being lectured to, talked at or shown a bunch of information that I could just have easily read myself. If I who had paid 100's of dollars to be there was finding myself wishing I weren't what must our students be feeling when we teach in much the same ways? I think I know because I have seen them sitting in darkened rooms, looking at slides, taking notes with seemingly only one question in their mind, "is it time to go yet?" Yet, so often we have the gall to complain that they are not motivated, excited, or engaged. Perhaps we should first ask if we ourselves are motivating, exciting, or engaging both with each other and with our students. We may then better understand what we too have helped create.

My second example also took place at the ASA and was a few hours after the unfortunate one mentioned above. I decided to go to a teaching workshop on activism which seemed like it had a good chance of being more interactive and engaging. When I entered the room the last group had moved the chairs into a small circle and so I sat down in the circle to wait for the presenter. A few more people came in and also sat down but still there was no sign of our 'leader.' A few more minutes passed and people were clearly getting antsy. Finally, I decided to speak. I said "Excuse me everyone, it seems as if the presenter is not coming so how about we just form our own discussion about the topic, as we no doubt have experiences to share, questions we want to ask, ...etc?" And thus began the best session I went to of

the whole conference. It was the best because it was truly democratic in that we all spoke, it involved spontaneous engagement and we were self-directing. Furthermore, I think we realized how limiting the typical session format can be. What we in fact experienced on a small scale was a form of 'pedagogy of resistance and revolution' in that we learned that we didn't need a presenter, perhaps just a topic, although with open space technology the topics can also emerge. Thus, in this session we began to question why when we all travel so far and spend so much money to actually be together in time and space we don't have more real engagement. We concluded that such opportunities are generally not offered, but we also realized that we ourselves don't ask for them, nor do we generally offer them when given the chance to present.

At the end of their article Atkinson, Buck and Hunt say, "It is time that we move beyond assessing the effectiveness of teaching techniques and toward using our sociological lens to understand teaching and learning in our classrooms" (Atkinson, Buck and Hunt, 2009: 243). Likewise, I would add that it is time for us to move beyond focusing on the importance of our research as opposed to how we can more effectively share it. In short, in order to 'understand teaching and learning in our classrooms' we must allow ourselves, and correspondingly our students, to genuinely and democratically engage. Yet to do that we must come out from behind our podiums, our tables, our slides and give up our content driven agendas and find ways to authentically share in the present moment. The ASA conference should not only be about our latest and greatest research. It should also be a place where we practice open, flexible and yet critically based engagement with each other, so that we can learn how to better do the same in our classrooms. In this manner we may in fact learn that teaching is really about learning, and that learning happens when we listen. "For listening to the stories of others—not to their precautions or personal commandments—is a kind of water that breaks the fever of isolation. If we listen closely enough, we are soothed into remembering our common name." (Nepo, 2000: 46) And isn't this what many of us fundamentally seek when we go to conferences in the first place? I know it is why I still go, and why I also teach.

Thus, my hope for the next ASA conference is that 'remembering our common name' becomes more common, not just happening when the presenter fails to show. And if my hope is realized we may then discover that the 'new politics of community' was with us all the time; we just had to collectively listen.

References

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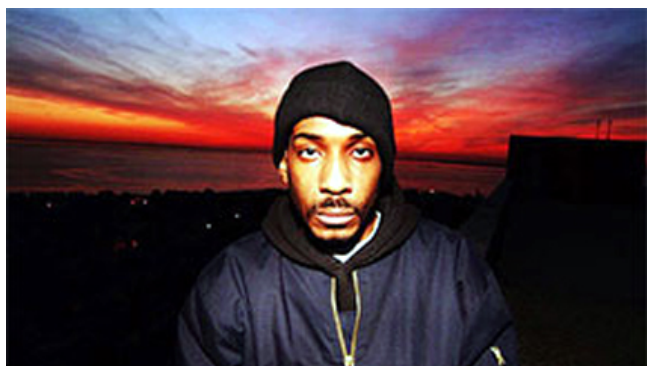
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VIDEO REVIEWS

Editor seeking video reviews for spring newsletter

Tribeca Review: *When I Came Home* **Christopher Campbell,**

<http://www.cinematical.com/bloggers/christopher-campbell/>



There is no denying that front-line soldiers are the pawns of war. That doesn't mean that they should be discarded once their service is finished. With a sterling silver chess set, the different pieces may have separate tactical worth, but physically they are all made from an equally valuable substance. The same goes for human beings, right?

Unfortunately, many soldiers are coming back and treated like they're made of garbage, as shown in the documentary *When I Came Home*. The film presents a history-repeated by featuring homeless Vietnam veterans and then concentrating on a homeless Iraqi vet named Herold Noel. Though diagnosed with Post-Traumatic Stress Disorder, Herold is unable to get much assistance from the government, yet because of the diagnosis he is unable to find work. As he waits impatiently for services he's rightfully due but unjustly not receiving, he is urged by an organization to make some noise in the media.

Of course, he gets his 15 minutes of fame/hope, and of course as you'd imagine, despite all the support and attention he's given by media outlets, his story affects

little in Washington. No matter how frustrated an audience might get at the predictability of a fictional film, nothing matches the annoyance of a predictable documentary. With non-fiction, however, that foresight comes with the disheartening reliability of real life, and is not a fault in filmmaking. Noel does get some benefit from being the squeaky wheel, but it doesn't make for uplifting closure. The film constantly reminds us that 100,000 troops stationed in Iraq and Afghanistan will one day return, many of them to homelessness, too. And the media isn't going to run the same story again and again.

After Noel takes his first step into the spotlight, via an article in the New York Post, he decides that he will help out his brothers and sisters who served in the military. His plan is to motivate others to accompany and then succeed him in the public eye, but it is obvious that he shall be the first and only soldier made an example of. This sad truth makes it all the more awkward when Noel's first apostle ends up an already cheerless defeatist, who is also too shy and apathetic towards the media to hustle them the same way, and too proud to let herself be exploited by them. She makes for a discouraging character, but her contrast with Noel makes for an interesting balance in the film. Meanwhile, an appearance by Chuck D of the rap group Public Enemy brings an unnecessarily excessive amount of hopelessness to the cause by providing only the advice to leave New York City.

When I Came Home includes stories of other vets, including one back from Iraq now living in a tent in the woods, and in doing so detracts often from Noel's story while adding to the overall address of the issue. Of course, even while the other vets are used rather incidentally, in documentary it doesn't always take one example to make a point the way it does for a broadcast news story. That is because a documentary, which is typically less seen than local TV, is unfortunately the more influential.

When I Came Home is, regardless of how pessimistic it seems, still quite inspiring and will hopefully be very influential. There is no reason for the government to ignore vets at home anymore than they should abroad. For any conservative politician who spouted nonsense about how Americans who are against the war are also against the troops, this film is a must-see. For everyone else, it is simply a reminder of hypocrisy and historical recurrence.



SECTION AWARD WINNERS

Diane Pike Wins 2009 Hans O. Mauksch Award



The winner of the 2009 Hans O. Mauksch Award is Diane Pike, Professor of Sociology and Director of the Center for Teaching and Learning at Augsburg College. Prof. Pike is recognized by the Section for her noteworthy contributions to undergraduate education at the college, state, regional, and national levels.

In addition to being a passionate and innovative classroom teacher, Prof. Pike has been instrumental in the development of Augsburg's Center for Teaching and Learning in numerous ways. Pike landed a \$210,000.00 Foundation Grant for Faculty Development for the Assessment of Learning in General Education and she led the efforts to move the Center to a larger, better equipped physical space with administrative support and an IT lab.

At the state and regional level, Prof. Pike has been actively involved in *The Collaboration for the Advancement of Teaching and Learning* in St. Paul, Minnesota. For *The Collaboration* program, Pike developed workshops, provided consulting and grant evaluation as well as serving as a core faculty member at *The Collaboration's Summer Institute* for over a decade. Pike's multiple contributions to the scholarship of teaching and learning for the Midwest Sociological Society include organizing teaching sessions, giving teaching workshops and paper presentations, serving as a reviewer for *The Sociological Quarterly*, and chairing the Society's Committee on Undergraduate Education.

At the national level, Pike has been a consistent contributor to the American Sociological Association and the Section on Teaching and Learning. She has given workshops on a variety of topics including preventing student plagiarism, peer teaching review, program reviews, teaching for inclusion, and teaching portfolios. Pike is an active member of the Departmental Resources Group and a regular reviewer and past Associate Editor of *Teaching Sociology*. She served as chair of our section in 2006.

In sum, the members of the awards committee were humbled by Diane Pike's abundant contributions to undergraduate education and proud to have her represent our section as winner of the 2009 Hans O. Mauksch Award.

Bernice Pescosolido and Brian Powell Win 2009 Carla B. Howery Award for Developing Teacher-Scholars

Bernice A. Pescosolido and Brian Powell are the inaugural recipients of the Carla B Howery Award for Developing Teacher-Scholars given by the ASA Section on Teaching and Learning. Their nominating letter explained, "These two are the team behind the success of Indiana University's graduate program in sociology become(ing) renowned for its success in developing teacher-scholars." The materials supporting their nomination made it clear that any attempt to separate their many contributions would not fairly capture the synergistic effects they produce together.

Last year the ASA STLS established this award in honor of the late Carla B Howery to recognize those individuals who, like Carla, made significant contributions to teaching sociology through training and mentoring future teacher-scholars. The criteria for the award include:

- Exceptional and/or enduring contributions to training others to teach sociology or advancing understanding of the best means to accomplish this goal;
- Significant research on teaching sociology;
- The development of methods adopted by others to train or mentor students in the teaching of sociology.

Dr. Pescosolido, Distinguished Professor of Sociology at Indiana University and Dr. Powell, James H. Rudy Professor of Sociology at Indiana University, jointly designed and implemented the Preparing Future Faculty program in the Sociology Department at Indiana University. They wanted to ensure that all graduate students receive appropriate training in teaching and research, to offer advanced training and experience in teaching and to provide experience in teaching and scholarship at a variety of settings including liberal arts colleges. Dr. Pescosolido and Dr. Powell actively participate in the program and their impact can be measured both by the frequency with which their students win Graduate Instructor teaching awards at Indiana University and by the frequency with which Indiana University students and graduates contribute to *Teaching Sociology* and to teaching-related sessions at ASA meetings.

Dr. Pescosolido and Dr. Powell embody the ideals of teacher-scholars. In addition to their joint work on the Preparing Future Faculty program, they both have made extensive contributions in the field of pedagogy. Through influential books, journal articles and ASA Teaching Resource Center materials, they have left us and future sociologists with substantial resources to draw upon when teaching sociology.

Again, quoting from the letter of nomination, "no one has done more to establish a national model for the priority of training for teaching and research in elite graduate programs in sociology." Other universities look to the Indiana University teacher-scholar training program when setting up their own programs. This pair has done it all! Carla would be pleased and proud to have these two distinguished teacher-scholars as the inaugural recipients of the award bearing her name.

SECTION NEWS AND NOTES

Mark your calendar...

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



2010 Hans O. Mauksch Nomination Information

The ASA Section on Teaching and Learning seeks nominations for the 2010 Hans O. Mauksch Award for Distinguished Contributions to Undergraduate Sociology. To place a name in nomination for this award, please send a letter of nomination to the Award Committee Chairperson indicating the name of the nominee, institutional affiliation, current curriculum vitae and a discussion of the nominees distinguished contributions to undergraduate sociology. Please indicate the mailing address, E-mail address and telephone number where both you and the nominee may be contacted.

Please send your nomination letter as soon as possible, but no later than **January 31, 2010**.

APPLICATION PORTFOLIOS MUST BE COMPLETED AND RECEIVED BY MARCH 31, 2010. Instructions for portfolio components are available on the section website:

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

Address nominations to:

Catherine Zimmer, Chair, Teaching and Learning Section Awards
The Howard W. Odum Institute for Research in Social Science
Manning Hall, CB# 3355
The University of North Carolina – Chapel Hill
Chapel Hill, NC 27599

2010 Carla B. Howery Nomination Information

The ASA Section on Teaching and Learning announces a call for nominations for the 2010 Carla B. Howery Award for Developing Teacher-Scholars. The Howery award recognizes that one of the most important ways to contribute to teaching sociology is through training and mentoring future teacher-scholars. Teacher-scholars use the scholarly literature in their own teaching and contribute to the scholarship of teaching and learning by publicly documenting teaching activities. This award is given annually to an individual who has made significant contributions to teaching sociology through mentoring and training of graduate students to teach sociology and contribute to the scholarship of teaching and learning. Eligibility: Must be a member of the American Sociological Association.

Please send your nomination letter as soon as possible, but no later than **January 31, 2010**.

APPLICATION PORTFOLIOS MUST BE COMPLETED AND RECEIVED BY MARCH 31, 2010.

Portfolio Guidelines can be found on the section's website:

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

Address nominations to:

Catherine Zimmer, Chair, Teaching and Learning Section Awards
The Howard W. Odum Institute for Research in Social Science
Manning Hall, CB# 3355
The University of North Carolina – Chapel Hill
Chapel Hill, NC 27599

THE 2010 BETH B. HESS MEMORIAL SCHOLARSHIP NOMINATION INFORMATION

The Beth B. Hess Memorial Scholarship will be awarded to a continuing graduate student who began her or his study in a community college or technical school. A student in an accredited PhD program in

sociology in the United States is eligible to apply if she or he studied for at least one full academic year at a two-year college in the US before transferring to complete a BA.

The Scholarship carries a stipend of \$3500 from Sociologists for Women in Society (SWS) to be used to support the pursuit of graduate studies as well as a one-year membership in SWS (including a subscription to *Gender & Society*) The Scholarship will be awarded at the Summer Meeting of SWS. Recognizing Beth Hess's significant contributions to the Society for the Study of Social Problems (SSSP) and the American Sociological Association (ASA) as well, these organizations join SWS in supporting and celebrating the awardee at their Annual Meetings, August 13-17, 2010 in Atlanta, GA. The awardee's economy class airfare, train fare or driving mileage/tolls will be paid jointly by SSSP and SWS. ASA also supports applicants for this award via their student travel award program (more than one such award may be given, but students must apply to ASA separately). Each association will also waive its meeting registration and provide complementary banquet and/or reception tickets for the awardee.

To honor Beth Hess's career, the committee will be looking for:

- Commitment to teaching, especially at a community college or other institution serving less-privileged students.
- Research and/or activism in social inequality, social justice, or social problems, with a focus on gender and/or gerontology being especially positive.
- Service to the academic and/or local community, including mentoring.
- High quality research and writing in the proposal and letter of application.

An application for the award should contain:

1. a letter of application (no more than 2 pages) that describes the student's decision to study sociology, career goals, research, activism and service that would help the committee to see how the Scholarship would be a fitting honor
2. a letter confirming enrollment in a sociology Ph.D. program (and aid award if any)
3. a letter of recommendation from a sociologist (original and five copies in a sealed envelope, signed on the seal)
4. full curriculum vitae, including all schools, degrees awarded, years of study, and full or part-time status in each
5. (Optional) a one-page letter describing a community college faculty member who particularly contributed in a significant way to the decision to study sociology or pursue higher education

6. A cover sheet with:

- Name and full contact information, including phone and email
- Current academic or organizational affiliation, with years
- If not currently enrolled, future Ph.D. program and date of entry
- Community college attended, with years and credits taken OR transcript
- Name and contact information for graduate faculty reference
- If included, name of honored faculty member

Six complete copies of the application should be submitted to:

Dr. Denise Copelton
Department of Sociology
The College at Brockport, State University of NY
350 New Campus Dr.
Brockport, NY 14420

To be considered applications must be postmarked no later than March 31, 2010.

For further information contact Denise Copelton at: dcopelto@brockport.edu

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 Spring newsletter to Kathy Rowell. Deadline for submissions is February 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!

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.



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/cs/root/leftnav/meetings/2010_annual_meeting

ASA Teaching and Learning in Sociology website:

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

Table 1: Revised Version of Bloom’s Taxonomy

THE COGNITIVE PROCESS DIMENSION

THE KNOWLEDGE DIMENSION	Remember Recognize Recall	Understand Interpret Exemplify Classify Summarize Infer Compare Explain	Apply Execute Implement	Analyze Differentiate Organize Attribute	Evaluate Check Critique	Create Generate Plan Produce
FACTUAL Terminology, specific details and elements						
CONCEPTUAL Classifications, principles, generalizations, theories, models						
PROCEDURAL Methods of inquiry, criteria for using techniques						
META-COGNITIVE Knowledge of cognition, including one's own						

Adapted from: Anderson, Lorin W, David R Krathwohl, Peter W Airasian, Kathleen A Cruikshank, Richard E Mayer, Paul R. Pintrich, James Rath, and Merlin C Wittrock, editors. 2001. A Taxonomy for Teaching, Learning and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives (Complete Edition). Addison, Wesley and Longman.

Table 2: Social Inequality Assignments Classified within Bloom's Revised Taxonomy*
THE COGNITIVE PROCESS DIMENSION

THE KNOWLEDGE DIMENSION	Remember Recognize Recall	Understand Interpret Exemplify Classify Summarize Infer Compare Explain	Apply Execute Implement	Analyze Differentiate Organize Attribute	Evaluate Check Critique	Create Generate Plan Produce
FACTUAL Terminology, specific details and elements	Official poverty rate and other statistics	Interpret Stratification Profile Poster				
CONCEPTUAL Classifications, principles, generalizations, theories, models		Compose social class vignettes		Poverty Simulation Discussion Service learning journals: academic interprets Monopoly Simulation Discussion		Design ideal society relative to income equality (also Evaluate)
PROCEDURAL Methods of inquiry, criteria for using techniques			Poverty Simulation Enactment Monopoly Simulation Enactment		Service learning journals:value freedom	
META-COGNITIVE Knowledge of cognition, including one's own				Service learning journals: Kolb's learning styles		