

Teaching/Learning Matters

ASA's Newsletter for the



Section On Teaching &
Learning In Sociology

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EDITOR'S CORNER

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Section newsletters have evolved over the past ten years from providing information about section activities and section members to providing more scholarly discussions concerning issues relevant to section members. For members of the Section on Teaching and Learning in Sociology these types of issues range from the scholarship of teaching and learning to actual applied and empirical techniques in which we practice our craft, as well as continuing to recognize section activities and section members' achievements.

In this issue we focus on the scholarly aspects of teaching and learning as we welcome Jeffrey Chin's year-long tenure as contributor for the column on the "Scholarship of Teaching and Learning." Additionally, Kathleen McKinney provides a summary of her Carnegie Scholar project as we continue to encourage section members to think about ways to examine how you practice your craft. An example of how to integrate our craft of teaching with research is found in Susanne Morgan's "Teaching Point" article.

Our interest in section activities and members' news is reflected in information packed "Section News and Notes" and "Members' Teaching News – Awards and Announcements." Pay particular attention to the call for participation in the 2nd annual pre-meeting conference on teaching at the 2005 annual meetings in Philadelphia (taking place on August 12) as well as detailed information about the section day on August 14. Finally – remember that this is YOUR newsletter – send me ideas, comments, and suggestions.

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SCHOLARSHIP OF TEACHING AND LEARNING

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In this first of my three columns on the scholarship of teaching and learning for this year's volume of *Teaching/Learning Matters*, I want to acknowledge and thank the many people who have paved the way both for me and for the rest of us doing work in the scholarship of teaching and learning. Only one of the most obvious acknowledgements is the work that Kathleen McKinney has done in launching this column and providing three outstanding inaugural articles in last year's volume of *Teaching/Learning Matters*, her work as a past editor of *Teaching Sociology*, her work in **two** cohorts of Carnegie Scholars and many other places as well. There are many others who need to be acknowledged and thanked and this might be the material for another column.

In this column I want to talk about *community*. It is at the heart of what I view the scholarship of teaching and learning to be. And it tends to be overlooked in our typical hyper-extended everyday lives.

I'll begin with the obvious. Because virtually every reader of this column is a sociologist and most, if not all, are teaching sociologists, the concept of community is a familiar and basic building block upon which our introductory courses are built. So we understand the concept intellectually. We also understand it personally. To a greater or lesser extent, we all belong to and work in a number of communities (and for readers of this column, many of these are SoTL communities). There are the communities that are our departments, our institutions, our state and regional associations, the national organization and many others that don't quite fit into the neat little nested arrangement I describe here. The one I am interested in discussing in this column is the community of scholars engaged in the scholarship of teaching and learning. And while this community exists at many levels, what interests me the most is the national community of scholars of teaching and learning.

When I first became involved with the ASA, it was a large and bewildering place. While my first event was a regular paper session at an annual meeting, I remember soon after signing up for a workshop on pedagogy and computers (we used a VAX "mini"-computer!). That workshop was only the first of what would become a series of workshops run by what is now the Department Resources Group (and a function

that this group no longer performs). It was also the first time I met Carla Howery (ASA) and while Carla declines to be the subject of one of my columns, I think readers of this newsletter will agree that she has been and continues to be a central figure in providing support that make scholarship of teaching and learning activities possible.

Since that time, I have been invited and volunteered to participate in a number of activities supporting the scholarship of teaching and learning in the national organization and in this section. Arguably the most visible of these has been service as Editor of *Teaching Sociology*. This work put me in the center of a community of scholars whose interests were fundamentally to develop ideas on teaching into the scholarship of teaching and learning.

Kathleen McKinney, among others, has articulated what exactly constitutes the scholarship of teaching and learning and how that is different from good teaching and scholarly teaching (2003) and I do not need to re-iterate her points here. Suffice it to say, the work of editor consists largely of making sure that the ideas that authors bring to the table fit the model of scholarship articulated in the mission statement of the journal. As simple a task as this may sound, it nonetheless constituted a majority of the time I routinely devoted to working on the journal.

The most important of these, in my opinion, is presentation of evidence that an idea presented in a paper does in fact do what it purports to do. The impetus for writing my paper "Is There a Scholarship of Teaching in *Teaching Sociology*?" (2002), was my gut impression that very few papers that appeared in my editor's mailbag met the criteria of providing evidence of effectiveness. For articles, this meant "... how is student success measured and is there evidence that demonstrates that learning outcomes were achieved?" while for notes, this meant "...Does the paper say more than "I tried this and I liked it"?" (<http://www.lemoyne.edu/ts/tsguide.html>). The paper set out to replicate the thesis originally put forward by Baker (1985) that there wasn't much scholarship in *Teaching Sociology*. Baker used papers published in *Teaching Sociology* between 1973 and 1984. I used papers published between 1985 and 1999. The bottom line of my paper was that there has been improvement but it has been slow and we have a long way to go. This despite the fact that *Teaching Sociology* is viewed as one of the premier journals on pedagogy in higher education.

Serving as editor gave me an appreciation for community. My immediate community was, of course, my deputy editor, my editorial board and my occasional reviewers. I sought help from other ASA editors (we met twice per year), individuals in the discipline, many of whom became associate and/or guest editors, and contributors. The annual

meeting(s) are always an opportunity to re-establish community with like-minded and importantly, differently-minded individuals. Kathleen McKinney and I established the TEACHSOC listserv and that has been a very successful virtual community.

But my greatest appreciation of community in SoTL came as the result of participating in the Carnegie Scholars program sponsored by the Carnegie Foundation for the Advancement of Teaching and Learning (www.carnegiefoundation.org). The Carnegie Scholars program is designed to create a community of scholars by bringing successful applicants to their campus for two two-week residential periods and one mid-year three-day meeting to discuss and work on projects in the scholarship of teaching and learning. I will talk more about the Carnegie scholars who are sociologists and their work in SoTL in another column.

My point is a simple one. Whether we are talking about developing an idea, re-writing a paper, or just trying to find another set of eyes and ears to help move a research idea along – whether in SoTL or something else – the existence and more importantly, use of a community of scholars in an indispensable resource for beginnings and veterans alike working in the SoTL. While this is always good advice to people new to the discipline, like that bewildered young assistant professor many years ago, it is a useful reminder to veterans of the profession. Use us and use us often.

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Editor's Note – I sincerely thank Jeffrey Chin for taking on the task of submitting material for this regular column.

Carnegie Project Description

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"Sociology Students Tell Us About Learning"

The goal of my Carnegie Scholar project was to further our understanding of how sociology majors believe they learn the content and skills of our discipline. In addition, I wanted to gather some data on which learning strategies or attitudes correlate with success in the major. My focus was on sociology senior majors, using primarily qualitative methods. I wanted to "hear" what the students have to say about their strategies for learning, to find out whether more and less successful learners differ in their learning behaviors, to see whether their reflections mirror theories and best practices on learning in higher education literature, and to formulate implications based on the findings to enhance learning. The project involved four small scale studies.

The first study involved a focus group or group interview at the 2003 annual meetings of the American Sociological Association with Sociology senior honors majors from around the nation. I spent two and one-half hours conducting this group interview with nine students. The open-ended questions focused on becoming a major and on learning strategies in Sociology.

The second study was a content analysis of learning logs submitted by the eight students in my fall 2003 Senior Experience in Sociology course. Students were given prompts to which they were required to respond but they were also encouraged to reflect on other issues related to their learning. The assignment also specified a minimum number of entries over a minimum of two-three weeks.

In the third study, my graduate assistant conducted brief, face-to-face, structured interviews with 21 sociology seniors from Illinois State University. These students were volunteers from our full cohort of seniors in one year taking our Senior Experience course (about 70 students). The focus of the interviews was on students' beliefs about what helps them to learn sociology.

Finally, I conducted analyses of self-administered questionnaire responses from 54 Sociology seniors at Illinois State University. (I am collecting data from the remaining seniors in two full cohorts and will rerun the analyses in summer 2005). The questionnaires focused on learning strategies as well as correlates of success in the major (measured by sociology GPA, estimated senior experience grade,

self-reported engagement in the discipline, and score on a sociological imagination short essay item).

Considering the results from all four studies, I summarize the key findings in three parts: five connections that plug students in to learning; three pathways of learning on which students are located and need to progress; and four factors that are related to measures of success in the major.

The connections that plug students into learning included the following. Students wanted the help of faculty members in providing opportunities to make these connections and in seeing these connections.

1. *To the Discipline* via student engagement and interest in sociology;
2. *Interpersonal* via collaboration with others, forming relationships, and having various relevant interactions;
3. *Among Related Ideas or Skills* via strategies of review and repetition;
4. *To Student Lives and the Real World* via active tasks and experiences in and out of class involving application and relevance; and
5. *Across Courses* via integration of courses, retention of learned skills and materials, and reflection.

I also found that students were located on three pathways of learning. I believe these pathways overlap and are related. Though almost all the students were graduating senior majors, their location on these pathways varied. First, students were *less to more successful* in the major and in developing their sociological imagination. Second, they were on different places on a pathway of *surface to deep* learning in terms of learning strategies and epistemologies. Finally, students were at varying points on a path from *novice to expert* learner. Ideally, we want to help move students to the successful, deep learning, and expert learner ends of these pathways.

Finally, based on the small questionnaire study, correlates of success and learning in sociology include more often being well prepared for class and doing all the homework on time, making internal attributions for success in the discipline, and being white and young. These tentative findings raise important questions about the role of student behaviors, attitudes, and background in learning sociology.

Though many of these results may strike some as not particularly surprising, it is important to see what the students themselves believe and interesting to note the overlap between students' beliefs and the theory and best practices in the higher education teaching/learning literature. Furthermore, the results lead to concrete implications including the following:

- Increase the frequency and quality of in-class assignments and out-of-class learning

opportunities that involve application and relevance.

- Structure more/better teamwork and peer review in our courses.
- Encourage and reward students for talking to faculty about sociology and about learning even when they do not think they need help.
- Work with students on the most effective ways to use review/repetition/rewriting strategies and which might be most effective for our discipline or a specific sociology class.
- Develop ways to increase student engagement in courses and the discipline.
- Increase discussions and actions for additional integration across the curriculum and between curriculum and co-curriculum.
- Create strategies and assignments to encourage metacognition and reflection.
- Structure courses and learning environments such that students will perceive an appropriate workload, relevant material, a focus on life-long skills, good teaching, and fair grading or assessment.
- Pay special attention to students' struggles with learning in required courses and courses that explicitly build on prior courses.
- Encourage and reward students for spending time on task and doing high quality preparation for class.
- Assist students in understanding and making internal attributions for positive outcomes in their educational experience.
- Assess and respond to data in terms of any demographic differences in success in the major.

My gratitude goes to the students who participated in the research and other Carnegie Scholars and staff at the Foundation but, especially, to the eight others in my scholar workgroup, *the Quivering Epiphanies*, from whom I have learned a great deal about teaching, learning, and SoTL in other disciplines that has helped me with this and current, related projects. Full articles from this research project are cited below.

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TEACHING POINTS

Susanne Morgan, Ithaca College

"Analyzing Campus Alcohol and Health Data: a Faculty Development Innovation"

NOTE: This was originally presented at the Eastern Sociological Society, March 17, 2005, Washington DC

Data Analysis in the Classroom

The value of using data analysis in the classroom is well established. Going back as far as John Dewey, leaders in higher education have emphasized learning through applied, relevant, hands-on work (Dewey 1916). In today's economy, analysts like Robert Reich point to the need for workers to be able to use and analyze data. (Reich 1991)

Most students have some exposure to data analysis through their major or general education programs, but educators are now stressing the importance of integrating data analysis activities throughout the curriculum. Exercises or brief modules that are incorporated into topical courses reinforce the concepts of the course as well as providing exposure to and practice of data analysis. The Integrating Data Analysis project through the American Sociological Association and partially supported by a grant from the National Science Foundation is an example (B. Howery 2004; Hillsman 2004).

Campus Data and Its Uses

Campuses collect data about student health and alcohol attitudes and behaviors. Incoming students may participate in the national attitude survey from The Higher Education Research Institute (Astin) or the National Survey of Student Engagement (Kuh 2005) Our campus has used two surveys of student attitudes and behavior about alcohol and other health issues in alternating years. They are the Core Survey (Institute 2004) and the National Collegiate Health Assessment (Leino 2004) from the American College Health Association.

Health promotion efforts often focus on disseminating correct information to students. Sometimes called perceived norms campaigns, they are based on recent data from that campus. Health educators employ social marketing strategies to convince students of the actual frequencies of certain behaviors, since the actual frequencies are generally lower than students typically perceive.

From the standpoint of a faculty member designing a data analysis activity, the option to use local high-interest data has immediate appeal. If data analysis is a core element of the course, a vibrant local dataset can make the difference between make-work assignments and ones students become engaged with. If the instructor is attempting to integrate data analysis into a course that is not a research or statistics course, the campus data is often directly relevant to key subject areas of the course.

Most campuses have not made this data available to faculty members. The data is collected and used by the institution for its own purposes, generally to obtain descriptions for program planning or for comparisons to other institutions. One concern administrators have associated with the data is that the data would be misused in some way. Particularly in sensitive areas such as attitudes and behaviors related to health and alcohol, reputation and image are very important. I present how faculty at Ithaca College used such information to integrate data analysis into the classroom.

The Summer Curriculum Development Stipend

Our project was a collaboration between the Office for Health Promotion and Substance Abuse Prevention and the Center for Faculty Excellence, which happens to be led by a sociology faculty member. This collaboration resulted in informal use of the data by several faculty members, primarily for classroom purposes but also for some research for publication. In the past, the college did not obtain informed consent from students in the surveys, as the intent was to use the data only for institutional purposes. As faculty members became more involved, they persuaded the administration to include informed consent and there is no impediment to full use of the data for pedagogical or research purposes.

The Summer 2004 project was an effort to broaden use of the data beyond those few faculty members who happened to know about it. Funded by the Division of Student Affairs and Campus Life, small stipends were awarded for projects using campus data in hands-on activities in classes (Morgan 2004). The response was very strong and in fact an additional grant was awarded.

Four projects were selected with the summer request for proposals. In addition, several other faculty members had begun to use the data in the past. The following discussion includes some of the projects initiated by faculty members from different departments who have used the data.

Learning Objective: Enhance Course Subject Matter by Using Data

Signe Kastberg, Sociology, devised an ambitious plan for her class, "Introduction to Contemporary Mental Health Issues." Students did not manipulate the data, but were able to compare local frequencies with national frequencies of several mental health concerns. As part of the assignment they did outside research to further understand the topic they were exploring in the data. The module was very well designed and staff members from both Health Promotion and Substance Abuse Prevention and the Center for Student Leadership and Involvement were invited to orient students to the data and to the goals and protocols for campus interventions. Students created innovative interventions for the campus and found working with the data about themselves to be interesting.

Learning Objective: Data Analysis plus Understand Course Content

Two psychology faculty members had students analyze campus data that was related to their subject matter, developmental psychology and clinical psychology. Psychology faculty members at our college work with three-semester research teams and so research skills are part of their content and also student behavior is part of their topical focus. These faculty members have also investigated the data individually or with an independent study student, leading to presentations and publications. Students working on these projects were relatively advanced and faculty members were able to guide them to build their data analysis skills as well as their understanding of the subject area.

In "Survey of Statistical Methods" in Exercise & Sport Sciences the learning objective was to better understand the uses and presentation of data. Janet Wigglesworth assigned groups of students to "show data" that supports the viewpoint the group is assigned. Groups were assigned "Alcohol use is a problem at Ithaca College" and "Alcohol use is NOT a problem at Ithaca College" and a parallel set for drug use. In a structured presentation and debate format, the groups argued that the data supported their position.

Learning Objective: Data Analysis

In a "Research Methods in Sociology" course, guided exploration of the campus data oriented students to

SPSS and provided examples of question design that were valuable later in the course. A course in "Basic Statistical Reasoning" (in Mathematics at our campus) required students to calculate Chi-Square statistic for selected variables as a part of a take-home final exam.

Perhaps the most unexpected use of the data was in an "Econometrics" course. Students were given a limited set of variables and were told to develop a formula to predict the number of drinks a student would report. Based on a regression analysis, the model is used in economic forecasting but can be applied in other areas.

Despite concerns about the potential harm from releasing the data widely, no inflammatory stories appeared in the student newspaper, no administrators called us into their offices, and as one participant noted, "It hasn't ruined the campus." Some instructors reported that students actually lost track of the fact that the data was local as they struggled with the actual manipulation of the data.

Challenges:

All of the faculty members who responded to the request for proposals were unfamiliar with the particular surveys and data that were available. Some instructors reported that their goals and intentions were more expansive than they were able to actually implement. This challenge was less true for those faculty members who had used the data in the past, as they have become progressively more familiar with it.

Other challenges included that some of the instructors planned for a more skilled analysis than students were able to do. If the course was not primarily about data use, students were unable to perform data analysis more complex than very basic methods, and this surprised some of the instructors. Additionally, some of the assignments required groups of students to consult with the relevant student affairs professionals in devising their project. Despite a classroom presentation by the professionals in advance the strain on the health promotion and student leadership and involvement staff was intense. This was particularly true in larger classes, such as one which included two sections of thirty.

Sociology-Student Affairs Collaborations

Sociologists are well positioned to be collaborators with student affairs professionals. Our course topics may relate to their issues, we may seek them out for consultations or guest lectures; we may serve on committees with them. When a relationship is established, a request for data on student attitudes and behaviors is seen as coming from a respected colleague. Some anxiety can be reduced by requesting

only limited parts of the data. If the faculty member becomes familiar with the survey instrument and then devises an outline of a student exercise, the student affairs or institutional research professional may be able to create a data set including only those variables. This strategy can reduce the anxiety of the administration folks and it also reduces the faculty member's task.

Conclusion

Data analysis exercises in classes are a good thing. It is a good thing for us to build relationships with student affairs and institutional research professionals. We may be able to obtain data collected about our students with which to develop exercises that engage students, increase their quantitative literacy, and enhance their understanding of themselves and their peers as well.

Notes:

My thanks to Priscilla Quirk, Coordinator of Health Promotion and Substance Abuse Prevention, for her behind the scenes work with faculty members; to Duane Corbin, Research Analyst in Institutional Research, for his extensive work preparing datasets for faculty members; to Steve Sweet, Department of Sociology, for his sources on integrating data analysis, and to the faculty members for their innovative uses of important data.

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SECTION NEWS AND NOTES

Teaching and Learning at the 2005 Annual Meetings in Philadelphia

Section on Teaching and Learning in Sociology Program for 2005 ASA Annual Meetings in Philadelphia

Section Day – Sunday August 14th

8:30 AM Section on Teaching and Learning in Sociology: Business Meeting

- Lecture by 2004 Hans O. Mauksch Awardee Elizabeth Grauerholz
- Presentation of 2005 Hans O. Mauksch Award
- Section Business Meeting

10:30 AM Section on Teaching and Learning in Sociology Panel Session: Emerging Themes in Sociology: Issues for Undergraduate Teaching

Organizers and Presiders: Peter Mieksins, Cleveland State University and John Zipp, University of Akron

Panelists:

- Michael Burawoy, University of California-Berkeley
- Ruth Peterson, Ohio State University
- Amy S. Wharton, Washington State
- Kevin Leicht, University of Iowa
- Marlese Durr, Wright State University

12:30 PM Section on Teaching and Learning in Sociology: Roundtables, Showcase, Keynote and Reception

Organizers and Presiders: Diane Pike, Augsburg College and Kathy Rowell, Sinclair Community College

- Roundtable themes: E-Learning, Technology and Society; Public Sociology; Interdisciplinary Ideas; Tactics and Strategies for Effective Teaching; Classroom Practices
- Showcase of Invited Ideas for Teaching Sociology
- Mini-Keynote: Dan Chambliss, Hamilton College
- Food Reception

2:30 PM Section on Teaching and Learning in Sociology Paper Session: Current Projects in the Scholarship of Teaching and Learning

Organizer and Presider: Sue Smith-Cunnien, University of St. Thomas

- "Assessment of a Required Skills Course in a Sociology Curriculum" – Jeff Chin, Le Moyne College
- "Introductory Sociology: What Do You Want Your Students to Learn?" – Nancy Greenwood, Indiana University-Kokomo
- "Student Learning in Introduction to Sociology: Impact of Discussion Group on Development of Sociological Imagination" – Melody Boyd, Temple University
- "Teaching Introductory Sociology with Dr. Seuss Anthology" – Russell Burton, Washburn University
- "The Critical Stance: A Model for Teaching Independence of Thought" – Michael Coyle, Arizona State

Tuesday, August 16

2:30 pm – Centennial Session – Comparative Perspectives on Teaching of Sociology: A Century of Transmission

Organizers and Presiders: Wava Haney, University of Wisconsin Colleges and Diane Pike, Augsburg College

- "The Matter of Teaching and Why Teaching Matters" – Teresa Sullivan, University of Texas, Austin
- "Teaching as Public Sociology" – Michael Burawoy, University of California, Berkeley
- "Teaching Sociology: From Interest Group to Scholarly Specialty" – Carla Howery, American Sociological Association

And – look for workshops and other sessions related to teaching and learning in sociology throughout the meetings. Our section is well represented by members' presentations and the larger ASA membership interest in teaching and learning.

"TEACHERS TEACHING TEACHERS" ASA Pre-Conference

The focus will be on graduate teaching assistants and first-time instructors at this special ASA pre-conference event in Philadelphia, bringing experts in the field of teaching and learning together with approximately 25 participants for more than seven hours of presentations, workshops, discussions on teaching issues, and small group mentoring. The pre-conference will be held on August 12th, the day before ASA begins, from 8:30 to 12 noon and 2 to 6pm. In addition to the pre-conference, participants can attend many events on teaching during the ASA meetings.

The pre-conference will include two panels, "How do they do it? Successful Teaching Strategies," featuring award-winning teachers, and "Getting a Job" with sociologists who have expertise in the topic. Participants will be able to select four workshops from a number of topics; these workshops will be held throughout the day. Other sessions on "Pitfalls in Teaching: What works/what doesn't," mentoring, and brief presentations by noted sociologists will round out the day. Each participant will be offered the opportunity to continue working with a teaching mentor after the pre-conference.

Participants will select from a number of concurrent workshops led by experts; topics will include: creating a course from scratch, managing classroom dynamics, "Should you take a stand? Controversial Issues in the Classroom," teaching the large class, ethical issues in teaching and academia, assessment in the classroom, teaching styles/multiple intelligences, evaluating teaching performance, writing and presenting on teaching and learning, and other topics.

Those interested in participating should sign up in the ASA conference pre-registration period. Information will be on the ASA website, the ASA Section for Teaching and Learning in Sociology web page and from Jeanne Ballantine, Sociology, Wright State University, Dayton, OH 45435 (jeanne.ballantine@wright.edu) or Greg Weiss, Sociology, Roanoke College, Salem, VA 24153-3794 (weiss@roanoke.edu). Materials and refreshments will be covered by the registration fee.

The "Teachers Teaching Teachers" pre-conference is organized and sponsored by the American Sociological Association and the ASA Section on Teaching and Learning in Sociology and draws on the talents and expertise of section members and leaders in ASA from around the country and from all types of institutions, community colleges to research universities.

2005 Hans O. Mauksch Lecture

We encourage all section members to attend the 2005 Hans O. Mauksch lecture, presented by Dr. Elizabeth Grauerholz (Purdue University) on Sunday, August 14 from 8:30 am to 9:30 am. Entitled "The Goals and Means of Sociology Instruction," Dr. Grauerholz argues that the "100 year anniversary of the ASA is an appropriate time to turn a critical eye to our teaching and ask: What are we doing well and what can we improve? Drawing from her study of nearly 400 syllabi published in the ASA's Teaching Resource Center's resource guides, Dr. Grauerholz explores what some of the best teachers in the discipline are attempting to teach their students and the strategies used to achieve these goals. She provides insights into why we may be falling short of some of our goals by exploring the link between stated goals and means and other factors such as institutional context and course type."

Renew Your Membership!

Dear Section Member:

As ASA's 2005 annual membership process continues, we would like to encourage you to continue your membership in the Section on Teaching and Learning in Sociology as well as encourage your colleagues to join us.

The last year has been a good one for the Section and we anticipate this upcoming year to reflect our work in terms of:

- Membership has continued to increase; as of June 30th, we have 612 members. This represents an increase of 24 since 2004's final count.
- The Section-sponsored teaching workshop for graduate students and first-year instructors was very successful.
- Section-sponsored sessions at the annual meeting were very interesting and well-attended.
- Sessions on curriculum and teaching at the national meeting and at regional and state meetings continued to receive more prominence.
- The Section newsletter continued to keep members informed and to share ideas.
- The importance of teaching as part of what we do continues to receive stronger recognition.

A strong and growing Section on Teaching and Learning in Sociology conveys the widespread commitment of sociologists to effective teaching and an understanding of the rewards generated in the teaching-learning process. Thanks for your previous membership and we

hope that you not only join us again in 2005, but that you also bring a friend, colleague, or student with you.

Section Membership Committee – Greg Weiss, Chair

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

Submissions are invited for inclusion in the 4th edition of ***Innovative Techniques for Teaching Sociological Concepts***. This collection presents innovative ways to teach a variety of concepts in sociology. Each short description (1-2 pages) consists of 1) the concept being taught, 2) the teaching objective or student learning outcome, 3) references, 4) material needed, 5) estimated time, 6) a short description of the procedure, 7) interpretation, 8) possible pitfalls, 9) information about the person who wrote the description, and 10) courses in which it might be used.

This edition will cover concepts from all sub fields in sociology. One goal is to include a range of concepts linked with the recommendations for the undergraduate major found in *Liberal Learning and the Sociology Major Updated: Meeting the Challenge of Teaching Sociology in the Twenty-First Century* (see *Footnotes, December 2004*, pp. 4-5). Thus, descriptions of concepts related to sociological theory, research methods, statistics, race/class/gender, and multicultural/cross-cultural/cross-national issues are particularly encouraged.

For more information, including a sample concept description in the appropriate format, please contact:

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Submissions Sought

Please submit suggestions for the Summer/Fall newsletter to Anne Eisenberg (see contact information on the last page). 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 listproc@lists.indstate.edu – substituting your name for Max's little brother, of course. If you have questions about the list or need assistance signing up, please contact James Cassell (jwc@indstate.edu).

MEMBERS' TEACHING NEWS – AWARDS AND ANNOUNCEMENTS

Please let the editor know when you or colleagues have been formally recognized.

New Publication Announcement

Robert E. Wood, University of Rutgers-Camden, shared the following announcement about a new on-line journal –

“The inaugural issue of *Innovate*, a peer-reviewed bimonthly e-journal featuring cutting-edge research and practice in using information technology to enhance education is now available at <http://www.innovateonline.info>. We invite you to do more than simply read. Use our one-button features to comment on articles, share material with colleagues and friends, and participate in webcasts with authors in our Innovate-Live forums. Join us in exploring the best uses of this technology to improve the ways we think, learn, and live. When you access your first article, we will ask for your name and email address. You will not have to provide this information again to access additional articles as long as *Innovate* remains a free journal.” James L. Morrison, Editor-in-Chief, *Innovate*

New Book Published

Robert C. Bulman, Saint Mary's College of California, announced the 2005 publication of his book entitled *Hollywood Goes to High School: Cinema, Schools, and American Culture* by Worth Publishers. He describes the book growing out of the classroom and as analyzing “the popular high school film genre from a sociological perspective. It looks at 185 films about high school and adolescents, and breaks the genre down into three sub-genres It finds that each sub-genre is significantly different from the others Hollywood's view of high school is greatly dependent upon the social class of the students being represented. Hollywood's fantasy reflects the biases and assumptions of the American middle class as it confronts the culture of poverty. . . . These different representations give us a glimpse into how Americans make sense of adolescence, education, and inequality.”