FCPE Newsletter – Issue No. 1 – Spring 2002

A View on Assessment
by Coleman Paul
On March 1st, 2002, Adelphi held a well-attended symposium on "Assessment of Learning." At this symposium several speakers discussed the reasons for assessing learning and other speakers described issues, techniques and practices related to the assessment of learning.

Basic reasons for assessment:
1. Accrediting agencies are requiring assessment, partly within the context of accountability.
2. At the level of individual courses, appropriate assessment procedures permit modification of teaching practices and materials to enhance the student learning.

Professor Coleman Paul is Professor at the Derner Institute and has been interested in learning, assessment and instructional technology, and is currently implementing some of his ideas in his courses.

It is clear that there are many views regarding both teaching and assessing learning. I am going to briefly describe some of my practices and the reasons for them. These practices are well accepted by some (and also questioned by some).

Basic Practices
I try to make course objectives very specific and objective, and I present these to the students in my classes. These objectives are based partly on a taxonomy of types of knowledge developed by Bloom*. I find the taxonomy and the activities it suggests to be very helpful guides in planning lessons and assessments.

Some knowledge, such as technical vocabulary, definitions, important names, events, etc., is factual, and students must memorize or appropriately paraphrase the information. Some educators pejoratively refer to this as "parroting" or "regurgitating" information. However, learning facts is a necessary first step for many subject areas. I provide students with the opportunity to acquire and practice this knowledge, sometimes with "drill" procedures. Contrary to some opinions, drill need not be dull, boring and uninteresting. I use a timed procedure for repeated responding to items: This is like going through a deck of flash cards until all items are answered correctly within a short time interval. Students track their results (increases in the number of correct responses within the time limit) and report that it is more fun than they initially expected. They report that they feel challenged to increase their performance. There is evidence, within what is called Precision Teaching, that getting items correct AND FAST leads to better retention and less confusion compared to just meeting a correctness criterion.

Simple memorization is not the same as that elusive term, understanding, which teachers hope students attain. A second type of knowledge is conceptual. Students are given a list of important concepts and principles. Practice is given in stating the defining characteristics of concepts and in identifying new exemplars or instances. Giving students many different practice examples increases the likelihood of transfer or generalization to new examples. I might add that different contexts (e.g.; computer practice, oral recitation in class) for such identification broadens the skill.

More about understanding: Can concepts and principles be used appropriately in relevant situations (or simulations)? This question leads to the type of knowledge called application or procedural knowledge. The student may be required to use a procedure to achieve a specified outcome. I give the student practice with relevant procedures so that the skill may be established. Such skills could involve using a spreadsheet to solve a specified problem, identifying causes of historical events or themes of a novel, etc.

An example of the above types of knowledge:
In Psychology (within the sub-discipline, Behavior Analysis) there is a concept of "response shaping."

A. Definition: Shaping is the reinforcement of successive approximations to a target or goal response. (Students are given this definition to memorize and be tested on.). Students must have previously mastered the technical terms, reinforcement and target response.

B. Concept: A variety of examples of shaping procedures and non-shaping procedures are given for the student to distinguish which are shaping and which are not.

C. Procedure: A computer program using a virtual rat or pigeon allows students to affect the behavior of the virtual animal. One task is to shape the "lever-press" response of the rat, thus yielding one demonstration of mastery of the shaping procedure. Additional use of shaping procedures could be required to demonstrate the generality of the acquired skill.

There are other types of learning in the taxonomy (e.g.; analysis, synthesis, evaluation). My purpose here is to give only a brief description of my approach.

A BASIC BELIEF: Most students will learn that which is explicitly stressed AND tested.

Assessment and Testing
A catch phrase that needs to be examined is "teaching to the test(TT)." It is often stated or implied that TT is a bad practice. I think context and objectives are important factors to consider. If I want students to know the fifteen most famous psychologists and why they're famous, I would give the students the names, or point them to a source, and later test for the required knowledge. I would do the same for conceptual knowledge also. In short, telling students specifically what is on a test increases the likelihood that they will learn the material. They are likely to score well and make me feel I've done a good job.

TT should go beyond testing simple memorization. It would be ludicrous to teach students to calculate the average of a set of numbers and have the students memorize the result for that specific set. But telling students that they will be tested on calculating averages, or whatever, and then testing on such calculations seems reasonable to me.

Some teachers hold the view that objectives and their assessment are easier for the sciences than for the humanities. Although at first glance this view seems accurate, it needs to be analyzed. It may simply be that some subject matters have not been examined with a view toward forming meaningful, explicit objectives.

If you find any of the above ideas interesting or if you have questions or passionate disagreements about the approach, please contact me either by email, telephone (X 4744) or in person (Blodgett 210).

*Bloom, B.S. (1956) (Ed.) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Longmans, Green

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Blackboard Assessment Tools
by Bruce Rosenbloom
Assessment of students and courses are a cornerstone of the learning process at institutions of higher education. As of the Spring 2002 semester, Adelphi has adopted Blackboard as an online learning and course management environment.

This article will explore the assessment tools and capabilities that can be very useful to professors while improving pedagogy in the process. The Blackboard assessment tools can be grouped into Assessment Manager, Pool Manager, Online Gradebook, and Course Statistics.

Assessment Manager
Blackboard employs an easy-to-use interface to build quizzes, exams and surveys. For quizzes and exams, true/false, multiple choice, fill-in, matching or short essay types of questions can be included. Except for the short essay questions, all questions are graded based on an instructor answer key, and the student is provided with immediate feedback after submitting the exam. In addition to seeing what questions were answered correctly or not, an instructor may supply an explanation of the correct answer. In such a manner, a quiz or exam can be turned into a vehicle for reinforcing student learning.

For the instructor, the results of each exam are automatically posted into Blackboards online gradebook, which saves a good deal of time in terms of marking tests and posting the results. Professors can also benefit from the accepted practice of pre/post testing to truly ascertain if learning has taken place for a particular learning unit or module. The pre-test acts as a baseline from which the post-test results can be intelligently evaluated. If sufficient progress has not been made, the instructor can review the material, or explore other teaching methods to get the material across.

Another useful feature is the online survey. A survey at the start of a semester can provide a professor with a quick snapshot of the skill, experience and interests of the students, while a mid-semester survey can give timely feedback to make any mid-course corrections as needed. Since surveys are anonymous, students are more likely to be forthright concerning problems they are having, or what they like/dislike about the course. These surveys can be quickly implemented and assigned as homework, so they won't take away from class time. The instructor will get instant statistics on multiple choice, true/false type of questions, and a grouped listing for all short paragraph- type responses.

Online Gradebook
Professors often have different formulas for computing final grades. Typically, instructors weigh various factors like exams and quizzes, projects, class participation, attendance, research papers, lab work etc. Blackboard can accommodate these variables; each weighted to the professor's wishes, and automatically calculated for you. Several useful reports can be generated by Blackboard so a teacher may view an individual student's grades, all the grades for a specific test, or a spreadsheet view of all students and all grades. The online gradebook may be exported into an Excel file at any time.

Course Statistics

Instructors can use the course statistics area to generate reports on course usage and activity. Which pages are students viewing? How many minutes was an individual student online? Are the communication areas be utilized? With these graphic reports, an instructor can better gauge the degree of student participation and determine their Blackboard site's weaknesses and strengths. A graph is also generated that measures student Blackboard usage per day (and time of day) in the week. Knowing the day and time of maximum usage, an instructor may decide to schedule virtual office hours or group discussion. In order to address concerns over privacy, the instructor should notify students that Blackboard allows the professor to view and measure student online activity, both in qualitatively and quantitatively.

Pool Manager
One of the advanced features of Blackboard is Pool Manager, which allows you to save a group of test/quiz questions for repeated use. A question pool may be created from scratch, imported from another course or section, or imported from a publisher's cartridge. Questions may be related by topic, subject matter, or grouped by any other criteria. An example of a question pool's use can be taken from a foreign language course where the instructor is testing different parts of speech: nouns, verbs, adjectives, and adverbs. One test can be created for each part of speech, with pooled questions comprising part of the final exam.

Pooling questions accomplishes two objectives– making test creation easier and reducing the chances of students "sharing" answers with each other. After teaching a course for several semesters, an instructor often has a rotating group of questions used from semester to semester. Blackboard permits drawing from several question pools to create your assessment, via a process both relatively easy and efficient. This saves time and effort. Also, an assessment can pull randomize questions from a pool, so that each student receives a different set of pool questions. This randomization option minimizes the potential for cheating on these types of exams, particularly if administered within a computer lab.

Summary
In summary, the array of Blackboard's assessment features described above, can be effective in reducing the administrative time and effort involved with grading students. I believe, for a relatively small investment in getting to learn and use Blackboard, the returns for an instructor and students can be pretty substantial. Time saved on testing and grade tracking can be put to use to improve the course itself. Anonymous surveys and pre-post tests can also be employed effectively to make course adjustments based on student feedback.

For professors who seek assistance with Blackboard, or wish to know more, the FCPE (Faculty Center for Professional Excellence) provides classes and individual training. Please call Vivienne at X4221, to arrange such training, and explore our website at fdl.web-dev.adelphi.edu.

Buzz Words on Campus: What's in a name?
In this issue: What's in a name?
FCPE: often heard, never explained?

In September 2001 the Faculty Center for Professional Excellence (FCPE) was created to oversee faculty development across campus. By broadening its scope to include development in many areas, the FCPE and its advisory committee have sponsored numerous technologies and non-technology related workshops, seminars, lunches and other initiatives.

The previously known Faculty Development Lab (FDL) is now a part of the Faculty Center for Professional Excellence. The FDL was reorganized as the Faculty Technology Center (FTC) and is directed by Mieke Caris; Audrey Blumberg and Carole Rhodes are co-chairs of the FCPE advisory board.

Faculty Profile
In future issues, we will have a faculty profile section for a professor who has made significant contributions to teaching and research at Adelphi.

If you wish to be the subject of a profile, or suggest someone you feel is deserving, please contact us at FacultyNews@adelphi.edu, or call Bruce Rosenbloom at X4225.

You can copy and paste the above e-mail address into your designated e-mail program or find us under facultynews in your Groupwise address book.

Getting to Know Our Students
by Patrick Kelly
Most faculty would agree that good teaching consists of a potpourri of mastery of subject matter, passion for the topic, organization and clarity of presentation, plus many other qualities each of us could name.

Sometimes underestimated, I believe, is the complicated dialectic between professor and individual student. At a university with our small classes, it is possible, with a little guile and some extra effort, to provide students with some extra motivation.

Most of us hand out cards to students in the first class, to collect standard data such as name address and phone number. I would like to suggest that this card, if used more fully, can be a window into our students' world which, in turn, can be helpful in improving their learning experience. To wit:.

1. Students tend to be more interested in the class if they know we are interested in them. We can show such interest by quickly learning their names. I do not, however, request a picture, because some would worry about how "ugly" their photo is. Think of your own driver's license picture.

2. Besides class and major, I also ask if they are working, how many hours per week and what they are doing. This is useful information for us, and lets them know that we care about such things. Sometimes I am shocked by how much time they must work to pay for school.

3. Similarly, it is useful to learn what activities they participate in, both inside and outside of school. In the early 80′s I discovered in this way that one of my students was into a new kind of music called "rap", I had no idea what that meant, until he became a famous star of that genre.

4. In my field, European history, it is helpful to learn what travel experiences and language competencies a student may have. Widely traveled students some of them very ordinary-looking on the surface, can lend depth to a class. I also make it a practice to give extra time on exams to students whose native language is not English. I am more interested in what they know on an essay question than in how fast they can write English.

5. Finally, I ask them what they want to be doing in 10 years (sometimes with surprising results), and what they regard as the most interesting or unusual thing about themselves. I don't press them, but sometimes this last question can give important information on, e.g. their child care responsibilities, or that they are undergoing chemotherapy, or just something goofy, like that they have eyes of two different colors.

My last argument why one should get extensive, though not intrusive information, is not just that we learn their face faster if we have some characteristic to mentally attach to a face in a class, but also that it is fun. We have some very interesting people as students, but we may never find it out unless we ask them.

Grant News: Awards, Workshops and Dates
by Mary Cortina
President's Faculty Development Awards
In spring 2000, the Provost's Office established a fund to support faculty research, curriculum and new course development, the integration of instructional technology in the curriculum, and other venues of faculty development. Letters are sent in the fall to all full-time, tenure-track faculty members announcing a "call for proposals".

These proposals are limited to three pages and are reviewed by a committee of fellow faculty members who volunteer to serve on the committee. The first year, forty-six proposals were submitted and nineteen awards were made; in 2001, forty-four faculty applied for funding and thirty-one awards were made. This year marks the third time awards have been made to help defray the costs of faculty research and curriculum innovation. The Provost's office received thirty-one proposals and twenty-five awards were announced in mid-march.

Plan ahead for fall 2002, when letters announcing the new call for proposals will be sent to you. If you'd like more information or a sample of successful proposals, please call me at 3259 or email at cortina@adelphi.edu.

Grant Workshops
Continuing our "grants and lunch" series, the following workshops will be held in the Faculty Development Center breakout room. Please plan to attend, and RSVP to Vivienne, ext. 4221. Feel free to call or email me with suggestions for other grant-related workshops or speakers.

Human Subject Protection – Education in the policies and practices of study participants' welfare is required by federal agencies. Ask members of the Adelphi IRB about best practices.

Be a Grant Reviewer – Find out how proposals are reviewed by federal agencies, and review successful and unsuccessful proposals yourself.

Upcoming deadlines:
NIH has updated its basic application forms; the PHS-398 is now available, and can be completed via word processing and saved in PDF or RTF file format. For those of us who have had to contend with these forms this is great news. The standard receipt dates for research grants (except AIDS related) are: February 1, June 1, and October 1. The receipt dates for National Research Service Awards for doctoral students are: April 5, August 5, and December 5. Individual institutes within NIH may have different receipt dates.

U.S. Department of Education: the Fund for the Improvement of Post -secondary Education (FIPSE) has announced it's pre-application deadline – March 13th, but your proposal must be reviewed by the Provost's office and grant accountant, one week prior – March 6th. If you are interested in applying please let me know. FIPSE is interested in innovative curriculum and teaching reforms, and in particular, new models of teacher preparation; curricula and teaching reforms at both the undergraduate and graduate levels which bring in technology or are student-centered; and in new ways of ensuring equal access and retention, especially for underrepresented students.

Other news:
Over the past two years four Derner students have received NIH fellowships to support their doctoral dissertation research.

Since September, fourteen faculty members have submitted proposals to both federal agencies and foundations.

Hold These Dates:
Continuing our "grants and lunch" series,one more workshop will be held this semester: "Be a Grant Reviewer", Wednesday, April 17th from 1:00-2:15, Faculty Technology Center.

Peer Classroom Observations: Rare, Reasonable, and now… Required!
by Lawrence Hobbie
The quality of teaching at Adelphi affects all faculty directly in our satisfaction with our professional lives. We are pleased when students praise our colleagues for making a subject interesting or for making them think. On the other hand, and more rarely, poor teaching by colleagues is depressing and frustrating; little can be done, apparently, except to steer advisees away from certain courses. More broadly, our collective teaching skills affect our students' preparation and Adelphi's reputation.

So, how can we work to make the quality of teaching at Adelphi as high as possible? One key would seem to be to develop the potential of our current faculty to its fullest extent. I will discuss here one aspect of the development of faculty teaching potential, classroom observations.

Observations of classroom teaching might seem to be a normal part of both assessment and development of teaching faculty, but, until recently, not here. During a previous, somewhat controversial administration (note to newly-hired faculty: if the name "Diamandopoulos" means nothing to you, ask a senior colleague to explain; be sure to allow at least an hour for the full story), many faculty were strongly opposed to any provision for classroom observations of faculty, fearing that it would be used to penalize faculty who were on the adminstration's blacklist. The administration reinforced this impression by attempting to impose, by fiat, classroom observations by administrators.

Some residue of this distrust no doubt still lingers, and hampered for a number of years attempts by subsequent administrations to institute classroom observations. In the most recent contract, faculty agreed to provisions mandating classroom observations as part of reviews for renewal, tenure, and promotion, as well as of continuing post-tenure faculty development. This contract thus represents an important change in the method of faculty evaluation. How can we, the faculty, take advantage of this change to improve teaching at Adelphi? I believe the answer is to develop a culture of peer classroom observations on campus, which at present exists only in the School of Education.

Such peer classroom observations consist simply of faculty sitting in on each other's classes, and then (afterwards) offering suggestions, for the purpose of development rather than evaluation. Both observers and observed benefit. For the observer, sitting in the classroom audience enables one to assume the student role again, without the stress of having to learn the material for a grade. From this vantage point, the effectiveness or ineffectiveness of various aspects of a teacher's style become quickly evident. Is the teacher lecturing inaudibly to the blackboard, or addressing the class clearly and energetically? Does the professor vary the pace and style of the class, or does class become a monotonous monologue? Does the teacher challenge the class to think by questioning them? Does he or she use examples that connect the topic to students' concerns? Are the students engaged and attentive, or just waiting for the class to end?

Observing someone else in front of a class can make one more aware of and more analytical about one's own teaching. The observer will also frequently see new ideas or approaches that can be adapted and incorporated into one's own teaching. The faculty member being observed benefits by getting a colleague's articulate and insightful analysis of his or her classroom performance. Such feedback can enable the faculty member to improve his or her teaching, yet without the stress of knowing that the observation could affect renewal, tenure, or promotion.

I hope that peer classroom observations not linked to evaluation will become the norm rather than the exception here at Adelphi. While non-tenured faculty, especially those with little prior teaching experience, might benefit the most, many senior faculty might also find that their enthusiasm for teaching could be enhanced by participating either as observers or observed. How to initiate such a program? An attempt to jump-start it with cash inducements ran into objections. A trial program last spring in which a senior faculty member observed the teaching of a junior faculty member and provided detailed constructive feedback was judged very helpful by its participants. However, a number of faculty and administrators voiced reservations about the $200 that the observers were paid, as many felt that such observations and peer mentoring were part of faculty's professional responsibilities. Therefore, this program has not been continued for this academic year.

Nonetheless, I feel that peer classroom observations are so worthwhile that we should do them for free, in our own interest. Invite a colleague to visit one of your classes, asking for his or her advice. Offer to observe a class or two of one of your colleagues, stressing that your observations would not be connected with evaluation. You may be surprised at how valuable both of you find the experience. We and our students will all be better off when our teaching and that of our colleagues is openly discussed and as good as possible.

The Teaching & Advisement Committee will be glad to coordinate peer observations by matching willing observers with those wishing to be observed. Email Lawrence Hobbie, chair of the committee, at hobbieL@adelphi.edu

One very helpful resource for more information on peer observation, including ideas on making the observations as useful as possible, is the Web site of the Center for Teaching Effectiveness at the University of Texas, Austin. http://www.utexas.edu/academic/cte/
Click on the link, "Preparing for Peer Observation".

Preparing Professionals to use Technology
by Leah Fiorentino

Most faculty would agree that good teaching consists of a potpourri of mastery of subject matter, passion for the topic, organization and clarity of presentation, plus many other qualities each of us could name.

Sometimes underestimated, I believe, is the complicated dialectic between professor and individual student. At a university with our small classes, it is possible, with a little guile and some extra effort, to provide students with some extra motivation.

Most of us hand out cards to students in the first class, to collect standard data such as name address and phone number. I would like to suggest that this card, if used more fully, can be a window into our students' world which, in turn, can be helpful in improving their learning experience. To wit:

Leah Holland Fiorentino is an assistant professor in the Department of Health Studies, Physical Education and Human Performance Science.

Beginning in 1998, she piloted a course in technology applications for the teaching majors in her department.

In response to these needs, the Department of Health Studies, Physical Education and Human Performance Science (HS, PE &HPS) at Adelphi University requires all majors to enroll in PED 290 – Technological Applications for Physical Education and Health. Adelphi University prepares students for professional interests in the area of education, fitness and exercise leadership, sport medicine, and sport management. The course is an introductory level course that was designed by a member of the department of HS, PE & HPS in conjunction with technological support staff from the Faculty Development Lab (FDL). The course exposes students to hardware and software in place within the scope of all of the professional field sites. The students with respect to their academic interest area individually design all course assignments and learning experiences. Assignments and learning experiences change each semester as new hardware and software become available at the university.

Learning Experiences:
1. Web Page/Site Design – Students are introduced to the basic skills in designing web pages that are published and maintained on the university server. The university currently uses Netscape Communicator 4.7, so students are working with Netscape Composer in the creation process. The students are able to work on all university computers, as well as at homes if they have Internet capabilities and download Netscape Communicator 4.7 to their personal computers. Faculty encourages students to design their web pages with a professional focus in mind; so as to serve as a mini-electronic portfolio for viewing by potential employers. The web pages are open for department faculty review during the final weeks if each semester.

Students are required to create five separate areas in their site which contain:
a) their resume (with e-mail links to references), b) photographs (professional evidence and personal interests), c) samples of their professional work and orientation, d) evidence of service activities or volunteerism, and e) external links to favorite web sites. These component areas were initiated in response to suggestions from the SUPPORT-HPE Advisory Board, which is comprised of potential employers from the local area. To view samples of student web sites visit < http://www.web-dev.adelphi.edu/~fiorentl/courses/technology/index.html>

2. Power Point Presentations – The Advisory Board also suggested that students gain experience with visual media systems to be used for presentations. The university currently

uses Microsoft Word software and the students have been working with the Power Point Presentation software. Students create a ten-slide power point presentation, which is later converted to HTML format and linked to their web sites. The power point presentation experience is intended to expose students to an alternative communication medium (as opposed to written or verbal). Power point presentations are creative displays of student ideas within their personal interest area.

Each power point slide must contain at least one animation. In addition, a minimum of five slides must contain images (scanned or captured). Sample power point presentations for the different professional orientations have included:

a. Informational Efforts – Students have created instructional lessons on nutrition, sexual behaviors, infectious disease prevention programs, as well as patient information materials on rehabilitation programs for related conditions. The focus for these presentations was on school, patient or community-based audiences.

b. Public Relation Efforts – This style of presentation included efforts to recruit athletes for teams; highlight special programs at schools, private businesses or community agencies; and new program initiatives. The intended audiences were school-based (i.e., Board of Education) and community-based.

c. Marketing Efforts – Students that created presentations in this style were focused on "selling" new ideas to a "buyer's" market, and included sport camps; pre-season and post-season training programs; and innovative equipment design.

3. Newsletters or Brochures – A professional look for written public relation materials can be created through a variety of computer software programs. The students use the Microsoft Newsletter Wizard to help them create a newsletter for distribution in a current or future placement. The newsletter must focus on a target audience (children, teens, college students, or adults), have a unifying theme or topical interest area that would draw the audience's attention (soccer tips and techniques; stretching and exercise programs; athletic team/season results; camp recruiting information; rehabilitation programs; or health issues), be free from grammatical errors and current with respect to the latest available information; and finally be informative on the chosen topic. When students have completed this assignment, they often choose to scan their work onto their web site as a sample of the type of professional work that they have completed while at the university.

4. Data Entry and Data Management – Expectations are high for new professional in the area of software applications, data entry and data management. Two separate experiences are planned for students to use data entry/management software programs, for two separate purposes – one is an online program, the other a commercially available program.

a. Nutrition Analysis – Students work with the Nutrition Analysis Tool (NAT) 2.0 < http://www.ag.uiuc.edu/~food-lab/nat/> online from either the university computer lab or their own personal computers. All food intake is logged for a two week period prior to working with the online software. In one seventy-five minute class, students are able to enter their two week log into the analysis program and print the results. An electronic version of the results is saved locally. Students make an intentional decision to modify one component – and then record their food intake for a second two week period. On their own time, they enter this new data and compare the two sets of results.

b. Fitnessgram – This is a commercially available software package used in conjunction with AAHPERD's Physical Best Instruction modules, to analyze test scores from a battery of Fitnessgram tests. Students perform a selection of Fitnessgram tests on themselves prior to a class period scheduled for data entry. Full analysis printouts of the Fitnessgram reports are printed in class and scanned onto the students' web pages as samples of their ability to work with data entry/management software.

5. Polar Heart Rate Monitors and Polar Software – Heart rate monitors have become increasingly [popular in the past decade and can be found in schools, private gyms, community centers, rehabilitation centers, sport training camps, as well as in the pockets of many fitness enthusiasts. Students are provided two instructional periods to learn the proper use of the heart rate monitors and the associated software. In the first lesson, students learn how to program the heart rate monitors and wear the monitors for a full hour class. The second lesson has the students engaged in activities at different intensity levels – then download the collected data files form the heart rate monitors into the software program. After demonstrating these competencies, all students use the heart rate monitors for a twenty-four hour period and record five activity intervals that are later downloaded and plotted on graphs that are pre-set for Target Heart Rate Zones. Students reflect on surprises – both negative and positive – that they observe on the graphed data files.

6. Palm Pilots and Learner Profile Software – The use of technology to effectively record and manage data on PDAs is quickly creeping into our professional sphere. Students construct data groups and establish "observable sets" in the Learner Profile Software. These data groups and "observable sets" are sent to the PDAs, which are then used to record data during observation periods in the gymnasium. The "observable sets" are established based on the individual students' interest areas and their areas of expertise. The records are then sent back to the computer software program system where files are created. Group or individual profiles can be generated based on the "observable sets".

7. Digital Video Clips – Students have two separate experiences with digital videos (DVs) – one using preformatted DV clips and another with digital video files that are edited, digitized and saved locally. Students can collect footage while engaged in professional activities, then when ready, the digital movie files are linked to their web sites as evidence of their ability to use digital media to their advantage.

Continued Growth and Future Plans
New ideas for technology experiences continually emerge as the faculty investigate innovations in their disciplinary interest areas. Each idea or innovation is piloted with a group of student volunteers. The student volunteers provide feedback about the feasibility of including the new idea for the upcoming semester, and offer suggestions for "best" results. Department faculty is updated about changes in the technology course experiences so as to enhance their own course preparations for new semesters.
Currently, students have only one opportunity to enroll in the PED 290 course, but many students (up to five/semester) volunteer to help in the computer labs, as teaching assistants. These student volunteers are a true asset to the quality of the experience for the "enrolled" students as they work on individual projects throughout the semester. Although the course has limited enrollment (24 students) the volunteers are vital contributors to the learning process.

The future – well, if technology is truly the "latest and most innovative…" then this course might become a first level course to be followed by a more advanced experience. Students are already using their technology skills in service projects that are completed in school sites

(practicums), rehabilitation centers, sport management work sites, and athletic training facilities (internships); as well as independent study projects directed at advanced applications of technology skills in on-site placements. As fast as the students learn new skills, they see immediate applications and begin to experiment. The students are eager to share their successes and encourage classmates to experiment. And each time they experiment, they learn something new…isn't that what technology should be all about?

Research and Institutional Review Boards
by Mary Cortina
Background:
In 1981, the Department of Health and Human Services, along with sixteen other federal agencies adopted the Federal Policy for the Protection of Human Subjects, also known as "Common Rule". These regulations established the Institutional Review Board (IRB) as one mechanism for the protection of human subjects.

"The IRB is an administrative body established to protect the rights and welfare of human research subjects recruited to participate in research activities conducted under the auspices of the institution with which it is affiliated" (DHHS, OPRR, Protecting Human Research Subjects: Institutional Review Board Guidebook). The IRB has the authority to approve, require modifications, or disapprove research activities that fall under federal regulations and local institutional policy.

Mary Cortina is the Director of Sponsored Programs at Adelphi. She received her Ph.D in Sociology at Fordham University, and had previously worked at a private non-profit in the research and training division — a department that was totally reliant on grant funding.

Definitions:
Federal regulations apply to all research involving human subjects. Research is defined as systematic investigation, including research development, testing and evaluation, designed to develop or contribute to general knowledge. Human subjects are defined as individuals about whom an investigator obtains data through intervention and/or interaction or collects identifiable private information. In addition to ensuring compliance with federal regulations, universities may establish individual policies. For example, Cornell requires that all projects using study participants regardless of funding source must be reviewed by the IRB. Researchers are defined as anyone, undergraduate and graduate students, faculty, administrator, associated with the university.

Composition and Responsibilities:
The IRB must have a chair, and consist of at least five members and an individual with no affiliation to the university. The IRB maintains records and provides agencies and institutions with written assurances that it has reviewed and approved the research proposal before any research can be conducted. Due to tighter federal oversight and the recent deaths involving research participants, many universities and federal agencies require mandatory education in the use of human subjects by all investigators.

Basic Principles:
The basic principles underlying the acceptable conduct of research are respect for persons, beneficence and justice ("The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research"). Respect for persons involves recognition of personal dignity, autonomy, and special protection for those with diminished autonomy.

Beneficence entails an obligation to protect persons from harm by maximizing anticipated benefits and minimizing possible risks of harm. Justice requires that the benefits and burdens of research be distributed fairly. These principles are reflected in practices such as informed consent, recruitment of subjects, risk/benefit assessments.

Current IRB Status at Adelphi:
We have a university-wide IRB with representation from each of the schools, a chair, and an outside community member. We have written policy and forms which investigators must complete. All research proposals that involve subject participation from either faculty or students must be reviewed by the IRB. The contact for submission to the IRB is the Office of Sponsored Programs.

Education in Human Subject Protection:
NIH requires mandatory education in human subject protection before researchers apply for funding. The Office of Human Research Protection holds workshops across the country on these issues. Fortunately this year, there will be a workshop on Long Island entitled "Current Research Issues and Solutions: Human Subject Protections" hosted by the North Shore-Long Island Jewish Health System, from July 10-12. I hope many of you will be able to attend. I will email more information as the time approaches.

Also, please take advantage of an online tutorial in human subject protection and welfare sponsored by DHHS. It can be found at: http://ohrp.osophs.dhhs.gov/educmat.htm

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Which Assessment Practices Work?
Readers Forum
In each issue of the newsletter we encourage ongoing dialog on a specific teaching or research issue. Responses will be posted in the next issue of our newsletter.

In this Issue:
What assessment practices do you feel work in your classes at Adelphi, and what, if any, institutional policies regarding assessment would you like to see?
Please send us a short response (3-4 paragraphs is fine) to FacultyNews@adelphi.edu and include your name, department and title.

Copy and paste above e-mail address into your designated e-mail program or find us under facultynews in the Groupwise address book. (Contact Bruce at x4225 or Astrid at x4223 to find out how to customize your browser to your e-mail account)