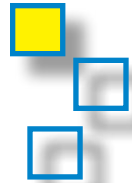


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Lander University's

White Board

Article submissions encouraged.
Send articles to: sgrund@lander.edu



Become An Effective Teacher & Save Your Valuable Teaching Time and Energy

Center for Effective Undergraduate Teaching (864) 388-8426

Group Work Tip: Make Leaders Accountable for Group Performance

FACULTY WHO REGULARLY use group work are always on the lookout for new and better ways of handling those behaviors that compromise group effectiveness—group members who don't carry their weight and the negative attitudes students frequently bring with them to group work.

A faculty team at the U.S. Air Force Academy reports positive results from a unique approach that involved making group leaders partially accountable for their group's success while at the same time giving those leaders some power to reward or penalize individual members based on what those members contributed.

The rationale for this approach comes from how groups function in the "real world." In most professional contexts, leaders are to some extent responsible for how their groups perform, and those leaders also have some control over those who serve on teams with them.

Using a couple of different measures of academic ability, teams with four to six members were formed. In the experimental teams, members were told to choose a formal leader. The control groups had no formally designated leaders. The task involved selection of a publicly traded company and analysis of that firm's financial report.

Findings were presented by the teams to a panel of three financial accounting instructors. Points on this assignment represented 25 percent of the final course grade.

In addition to the 150 points possible for the assignment, leaders received a 25-point incentive if their teams ranked in the top third of all these projects. Leaders received 15 points if their groups ranked in the middle third and 5 points if their groups ranked in the bottom third. Leaders were also given 25 points per group member to distribute to individual members based on what those individuals contributed to the group. "This structure allowed the incentivized team leader to function as a leader with limited control over team members while maintaining responsibility for the end product." (p. 793) Scores showed that the teams with leaders who had these incentives performed significantly better than did the control groups. Results also documented a decrease in social loafing and improved attitudes about group work for those in teams with leaders with incentives. It's an approach that might be worth trying in other courses where group work is being used to prepare students for collaboration in professional contexts.

Reference: Ferrante, C. J., Green, S. G., and Forster, W. R. (2006). *Getting more out of team*

projects: Incentivizing leadership to enhance performance. Journal of Management Education, 30 (6), 788-797.

Excerpted from Leaders with Incentives: Groups That Performed Better, The Teaching Professor, April 2007.

Maryellen Weimer, August 21, 2009, *Effective Teaching Strategies, Faculty Focus*, [<http://www.facultyfocus.com/articles/effective-teaching-strategies/group-work-tip-make-leaders-accountable-for-group-performance/>]
October 15, 2009

CALENDAR

TOOLS OF THE TRADE: PORTFOLIOS

(COURSE ID: 201010EUT1)

Wednesday, November 4, 2009
12:40 - 1:40 p.m. Dawson Room

Assessment Conversation

Tracy D. Garrett

Assistant Professor of Education 

Portfolios are a collection of artifacts used to demonstrate that a student has learned and developed as well as accomplished program and/or institutional goals.

Participants will learn about the forms that portfolios can take (sampling of work throughout the year or selecting examples of best work), the uses of each and methods used to grade them.

A Teacher Litmus Test - By Oronte October 14, 2009

YOU'RE TEACHING an introductory survey for non-majors to a lecture hall of 200 students. Since the class is only 50 minutes long, three times a week, you handed out a prompt last Monday for a short take-home essay due Friday by 4:00 p.m. The prompt stipulated that no late essays would be accepted. On Wednesday last week you gave an in-class test of matching, fill-in-the blank, and short answers. You drove your TAs (and yourself) to finish grading and recording all the scores by the end of the weekend.

This Monday you go in and discuss the test in class. As you're leaving a young man asks if he can speak to you. He's shy, impeccably polite, and mildly embarrassed: He's "forgotten" to write and turn in a take-home essay, worth 20% of the midterm total.

"Is there any way I can still do it?" he asks. Tears (his) are a real possibility.

He, like 70 of his classmates, is a first-time freshman at a very large state school. He's Hispanic, and going by what he says, he's probably the first in his family to attend college. His score for the in-class portion of the test was a mere 50 out of a possible 80. (With the 20 additional points of the take-home essay, the test is worth 100.) Only one other student "forgot" to turn in an essay, but at least she remembered to e-mail with extenuating circumstances a few hours after it was due.

What would you do about the young man? Take his essay? For full or reduced points? How reduced? On what basis, given your policy? Or would you refuse the essay as another sort of pedagogy?

Read & Join the Discussion: [**LINK \(InsideHigherEd.com\)**](http://LINK (InsideHigherEd.com))

FACULTY MEETING

Wednesday, Dec. 2, 2009
12:40-1:40pm, LC200

WHITE BOARD

2009-10 Publication Dates
First Monday of the Month

September 7	March 1
October 5	April 5
November 2	May 3
December 7	June 7
January 4	July 5
February 1	August 2

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Center for Effective
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Phone: 388-8426

Graphic Organizers

ONE WAY TO HELP make a curriculum more supportive of students and teachers is to incorporate graphic organizers. Graphic organizers come in many varieties and have been widely researched for their effectiveness in improving learning outcomes for various students.

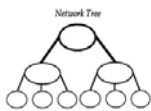
A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams.

Graphic organizers come in many different forms, each one best suited to organizing a particular type of information. The following examples are merely a sampling of the different types and uses of graphic organizers.

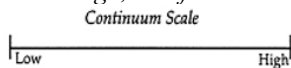
A Descriptive or Thematic Map works well for mapping generic information, but particularly well for mapping hierarchical relationships.



Organizing a hierarchical set of information, reflecting superordinate or subordinate elements, is made easier by constructing a Network Tree.



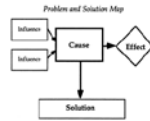
Continuum Scale is effective for organizing information along a dimension such as less to more, low to high, and few to many.



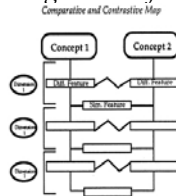
When the information relating to a main idea or theme does not fit into a hierarchy, a Spider Map can help with organization.



When information contains cause and effect problems and solutions, a Problem and Solution Map can be useful for organizing.



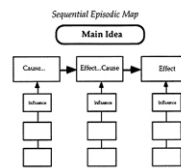
A Comparative and Contrastive Map can help students to compare and contrast two concepts according to their features.



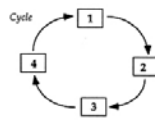
Another way to compare concepts' attributes is to construct a Compare-Contrast Matrix.

	Concept 1	Concept 2
Attribute 1		
Attribute 2		
Attribute 3		

A Sequential Episodic Map is useful for mapping cause and effect.



A Cycle Map is useful for organizing information that is circular or cyclical, with no absolute beginning or ending.



Graphic organizers have been applied across a range of curriculum subject areas. Although

reading is by far the most well studied application, science, social studies, language arts, and math are additional content areas that are represented in the research base on graphic organizers. Operations such as mapping cause and effect, note taking, comparing and contrasting concepts, organizing problems and solutions, and relating information to main ideas or themes can be beneficial to many subject areas. The observed benefits in these subject areas go beyond those known to occur in reading comprehension (Bulgren, Schumaker, & Deshler, 1988; Darch, Carnine, & Kammenui, 1986; Herl, O'Neil, Chung, & Schacter, 1999; Willerman & Mac Harg, 1991).

There is solid evidence for the effectiveness of graphic organizers in facilitating learning. Ten of the 12 studies investigating effects of graphic organizer use on learning reviewed here reported some positive learning outcome.

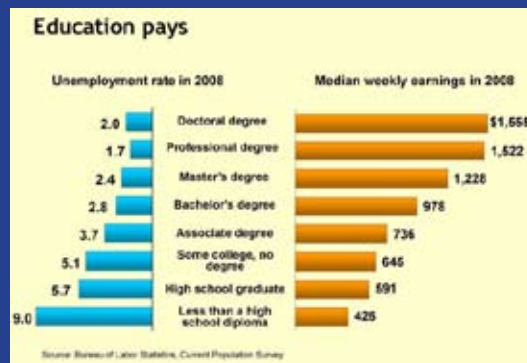
For more information:

Link: **The Graphic Organizer** - This site is a rich resource for learning about graphic organizers, offering links, lists of references and books about graphic organizers, information about using graphic organizers for writing, guidelines for designing graphic organizers and assisting students in designing them, and samples of student work with graphic organizers.

Hall, T., & Strangman, N. (2002). *Graphic organizers*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved July 8, 2009 from http://www.cast.org/publications/ncac/nac_go.html.

Education pays ...

Education pays in higher earnings and lower unemployment rates



Note: Data are 2008 annual averages for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: Bureau of Labor Statistics, Current Population Survey. [\[http://www.bls.gov/emp/emptab7.htm\]](http://www.bls.gov/emp/emptab7.htm), October 12, 2009