

RESULTS OF COLLEGE TEACHING STYLES STUDY

Enclosed is a copy of the condensed results of a study entitled, “College Teaching Styles – Beginning of the 21st Century.” There is no attempt to summarize these results because a multitude of technologies are being utilized which relate to the type of institution they represent.

Therein is the real benefit of this study. Those from an institution of one size and mission can determine what is happening, not only in those institutions, but from institutions of other sizes and missions also. One of the limitations of this study is that it was confidential. Due to the type of information involved, no respondent or institution will be identified without written permission. Also, that is why the study survey was not conducted on-line.

THE STUDY SURVEY

The Carnegie Classification of Institutions of Higher Education, 2000 Edition¹, was used for grouping institutions to survey the nation for this study. The institutions were organized into the following four groups: I. Doctoral/Research Universities, II. Master’s Colleges and Universities, III. Baccalaureate Colleges and IV. Specialized Institutions. The specialized group included institutions offering degrees ranging from the Bachelor’s to the Doctorate, institutions recognized as outstanding in varying areas of study, and faith-related institutions including theological seminaries and Bible colleges. Using the Carnegie Classifications as a guide, twenty institutions were selected in each group to be surveyed. These institutions were representative of all geographic areas of the United States.

ORIGIN AND PURPOSE OF THE STUDY

This study came about at the request of Dr. James Clark, Vice President and Academic Dean of Calvary Bible College in Kansas City, Missouri. Dr. Clark is a close acquaintance of these researchers and is aware of their education research and publications. He expresses a great need for college teaching styles that best

facilitate learning with the technology-based students of today, as do most all, if not all institutions of higher education. Dr. Michael Holen, Dean, College of Education at Kansas State University is in agreement with and very supportive of this study. Dr. Holen also is aware of the research and serves as an adviser for these authors. He asked Dr. Vicki Clegg, Director of the Center for Advancement of Teaching and Learning at Kansas State, to assist in the development of a survey instrument to be mailed nationwide. She was most knowledgeable and extremely helpful in developing the instrument.

DOCTORAL/RESEARCH UNIVERSITIES

I. COLLEGE TEACHING STYLES RECOMMENDED

The response from each institution is indicated by a bullet.

- WebCT, interactive, online teaching – online/distance learning/asynchronism teaching – inquiry-based learning, question driven – project based learning, service-learning courses.
- Technology is only a minor part and instructors are helped to find their own most effective teaching styles.
- Gradually moving toward a digital based instructional approach and online format.
- WebCT for quizzing students, collecting group assignments, posting grades for rapid means of communication – incorporating low-tech response systems in lecture style classes – using personal response systems (PRS) in lecture classes – the e-Library, the electronic portion of the library, available instantly to students – using computer-enhanced instruction in most English communication classes. Attempting to adhere to the Chickering and Gamson’s Seven Principles for Good Practice in Undergraduate Education.
- Using a process model for developing multicultural competencies for preparing students to live and work in a diverse world.
- Learner-centered education styles that encourage students to learn by doing – team learning styles based on student preceptors (teachers) leading small groups, even certain large classes – unlimited but definite “decision lab” styles that allow numerous responses to queries by computer and the categorized arrangement of all responses for further decisions – distance learning styles that are entirely TV-based or online and depend on constant student interaction.

II. WHAT INITIATIVES DO YOU HAVE AT INSTITUTION, COLLEGE, DEPARTMENT LEVELS TO ACQUAINT YOUR FACULTY WITH THIS TEACHING STYLE(S)?

- Resources and staff are available through library-technology centers, the teaching and learning center and the service learning/community service office.
- This university maintains an office of Faculty and TA Development which offers many kinds (too many to list) of services to help both individuals and departments on teaching issues.

- The University Office of Distance Learning provides financial incentives, workshops, and seminars to faculty interested in connecting the instructional delivery systems to a web-based system.
- In addition to e-mailed newsletter and faculty development sessions noted in I, these techniques are promoted through CELT's and university newsletters, teaching seminars for new faculty and TA's, ongoing CELT programming and consultations, faculty development in the area of learning communities – additional support is provided by the Associate Dean of Students Office.
- This university provides numerous avenues for enhancing and acquainting faculty with teaching styles. The Center for the Advancement of Teaching and Learning (CATL) coordinates the exchange of ideas on undergraduate teaching and learning among faculty and administrators. The Office of Mediated Education creates programs and maintains information technology tools that faculty can use to enhance the teaching and learning process. These tools include the university online, a course management system, and the Survey System, an online survey tool. The Information Technology Assistance Center (iTAC) provides centralized information technology support to faculty, staff and students.
- The following are all at the institution level for this university:
 - A. A publicized Learner-Centered Education Grant Program sponsored by the Board of Regents,
 - B. Training and assistance for faculty in the Learning Technologies Center,
 - C. Workshops and classes publicized and given by the University Teaching Center,
 - D. Workshops and innovative techniques offered by the Teaching Teams Programs.
- A wide range of initiatives and services to support faculty in the innovative use of technology in their teaching have been implemented – these include the Instructional Enhancement Initiative, Information Technology Strategic Vision, Faculty Recognition and Reward, and new modalities of teaching: the Blended Instruction Case Studies (BICS).

III. WHAT RESOURCES DOES YOUR INSTITUTION ALLOCATE TO ACCOMPLISH THAT END?

- Financial resources – personnel and staff – technology.
- Faculty and TA Development has a budget of \$450,000, not counting personnel costs, and a staff of five administrative and professional staff, a classified staff office manager, and five Graduate Associates. Academic units expend significant, but untracked resources on their own teaching efforts.

- Resources include the CELT budget and faculty/staff time – support from the Provost Office and foundation support through an endowed fund.
- Resources are provided by the Executive Vice-Chancellor/Provost and matched by financial support from the Deans and in-kind support from OID and the distributed educational technology support units associated with the projects – specific amounts are not revealed, but indications are that they are considerable.
- These resources are the same as noted in response to II. What initiatives do you have in place to acquaint faculty with this teaching style(s)? – and the resources are considerable.

IV. COMMENTS AND RECOMMENDATIONS REGARDING FURTHER STUDY OF THIS TOPIC ARE WELCOME

- Although this university does promote the use of technology related to teaching styles, they are not required – and teaching styles are encouraged that best meet the needs of students and instructors – in many cases, a balance is desirable between the ever-faster pace of knowledge growth and feedback, and reflection and revisioning.

MASTER'S COLLEGES AND UNIVERSITIES

I. COLLEGE TEACHING STYLES RECOMMENDED

The response from each institution is indicated by a bullet.

- All campus classes have internet components and most can be taken online.
- Increasing use of technology including multimedia in the classroom and online support for students.
- Increasing use of electronic mediation, both face-to-face and online, and interactive television.
- Use of a Wireless Mobile Computing Initiative allows every full-time student to have a notebook/tablet computer and the services necessary to support it (e.g., software internet access, printing services, technology support).
- Adapt classrooms to technology and teach faculty to use the technology. Create broad-use digitally accessible resources for faculty to incorporate easily into their daily teaching, whether online or in the classroom (e.g., digital versions of texts, images, audio and video recordings).
- Faculty are encouraged to use web-based components in all classes (e.g., posting syllabi on the web and using features of the blackboard).
- Focusing efforts on active learning in both online and face-to-face classes as well as D₂L (a technology platform for faculty and students).
- Placing greater emphasis on using blackboard and smart classrooms. With blackboard an emphasis is on promoting more student interaction on course topics outside of the classroom. Smart classroom deals with how to be a successful student.
- An emphasis is being placed on three progressive teaching style approaches which include the project, theme immersion and developmental-interaction approaches. The project approach is the in-depth investigations of real topics and issues. Students research answers to questions and prepare numerous artifacts to express what they have learned. Students not only acquire new knowledge but also apply skills. The theme immersion approach seeks to engage students in authentic investigations of real-life issues. While the project approach appears to favor specific topics for in-depth study, theme immersion favors the use of overarching curricular themes such as structures, patterns, habitats and transformations. The developmental-interaction approach supports a strong relationship between theory and practice. For example, teacher candidates explore textbook and lecture-theory with practice, public school observation and internship.

- Truly effective teaching styles include such activities as: facilitating learning in the classroom as well as mentoring in research, and creative collaboration in a variety of academic venues such as laboratories, studios, internships, service learning experiences, professional development schools, practica, etc. That is, creating a campus ethic of mentorship, active learning, and integrative learning and teaching among faculty and students that exists beyond the boundaries of classrooms and laboratories, class times and formats.

II. WHAT INITIATIVES DO YOU HAVE AT INSTITUTION, COLLEGE, DEPARTMENT LEVELS TO ACQUAINT YOUR FACULTY WITH THIS TEACHING STYLE(S)?

- Course development grants – virtual college teaching opportunity for much less than yearly salary – awards for successful integration of technology into courses – support of CETL.
- Training is being provided – one-on-one assistance, and for courses in certain areas, grant funded incentives for the development of online course materials – faculty receive laptops as their primary workstations and technology provided in classrooms – a wireless network is provided across campus and student services are online.
- The Office of Instruction and Information Technology provides several units including the Center for Teaching, Academic Media Services, Technology projects and CentralNet working closely with the Extended Campus, Information and Library Services to provide faculty with multiple opportunities to enhance teaching, learning and research strategies and styles.
- Opportunities for professional development and training are available to faculty provided through funds from several sources on campus – technology and instruction design are supported through these funds and additional grant funds when available.
- This private university has a specific innovation grant, provided by the Board of Regents, dealing with Digitally Accessible Resources for Teaching (DART) which provides the faculty with considerable information describing new terms and strategies for technology-based teaching styles.
- The Center for Learning and Teaching specifically does this by the following: Brings speakers to campus – initiates pedagogical workshops – hosts brown-bag lunches – provides pedagogical stipends – sends faculty to appropriate conferences.
- Faculty Teaching Certificate Program for faculty all year long and workshops/conferences on campus open to all faculty.

- Extensive workshops on uses of Blackboard – a newsletter and series of luncheons for faculty interested in the use of technology.
- Virtual learning environments are becoming increasingly prevalent in the delivery of teaching and learning – initiatives offered at the college and department levels of this university to acquaint faculty with teaching styles include use of the Blackboard for innovative ways of developing virtual seminars, encouraging independent learning, aiding assessment and encouraging students via discussion boards and chat rooms – other initiatives include mentoring for on-line courses, faculty workshops and forums, consultants with expertise on distance education, learning communities and service learning present hands-on seminars.
- At this university, the Center for Excellence in Learning and Teaching (CELT) serves the faculty, staff and students – throughout the year a variety of workshops, symposia and seminars are held for faculty and staff – the Center organizes QUEST – celebrated each year in April, a day of faculty, staff and students presentations of scholarly research and artistic performances – CELT bridges the gap in knowledge between the latest technology and the effective classroom use of the technology – Individual instruction and consultation are provided for faculty and staff – a team of interns is available for one-on-one consultations to help with faculty and staff technology projects.

III. WHAT RESOURCES DOES YOUR INSTITUTION ALLOCATE TO ACCOMPLISH THAT END?

- Over 2 million dollars for FY04.
- Funding from campus strategic plan – faculty professional development and support through units of Academic Affairs.
- This university maintains a staff of fifteen full-time administrators and staff in the Instruction and Information Technology units, installs approximately fifteen new multimedia classrooms each year, provides grants for faculty release time, equipment purchases, travel, etc., and a week-long summer seminar for faculty fellows focusing on instructional technology and its integration with varied pedagogical approaches.
- Approximately \$35,000 is allocated annually for course design and another \$80,000 for professional development – A block grant of \$130,000 was provided by the Governor in the summer of 2004 to facilitate implementation of a Wireless Mobile Computing Initiative.
- Awarded full \$300,000 3-year funding by the Board of Regents for the primary purposes of:

- 1) create broad-use digitally accessible resources for faculty whether online or in the classroom,
 - 2) provide significantly expanded assistance to faculty for enhancing teaching through instructional technology,
 - 3) pilot new approaches for supporting the campus-wide educational use of computers and digital resources.
- The Center for Learning and Teaching specifically does this by the following: Brings speakers to campus – initiates pedagogical workshops – hosts brown-bag lunches – provides pedagogical stipends – sends faculty to appropriate conferences.
 - Center of Teaching and Learning has a full-time director, G.A. full time and secretarial help, \$60,000 in mini-grants for teaching and learning in 2004-2005.
 - A budget of approximately \$70,000 for the First Year Program – the technology support has staff devoted exclusively to providing support for the faculty – a Center for Teaching Excellence provides support for both of these initiatives.
 - Some resources are allocated to accomplish this end – Blackboard, computer labs, LiveText, web-enhanced courses, seminars, and on-line courses – these resources embed research-based approaches to learning into curricula through effective application of technology – faculty share how they have incorporated and integrated technology into the curriculum to improve instruction.
 - The President's Award for Teaching Excellence annually recognizes one faculty member who has demonstrated extraordinary success with a \$1,000 award – Faculty Enhancement and Scholarly Activity Awards and stipends approved by the Provost are given each year – money for professional travel (\$1,000) is provided to those faculty who are presenting at and attending professional conferences, and for start-up and development research, as well as, small grants for undergraduate students who assist faculty with research.

IV. COMMENTS AND RECOMMENDATIONS REGARDING FURTHER STUDY OF THIS TOPIC ARE WELCOME

- Use of a check (√) system for responses would make the survey easier and less time consuming – also, a list of teaching style(s) and broad approaches should be categorized for this study.
- Also, two comments regarding further study of this topic within and by the institutions were offered:

- Universities must provide adequate resources of staff, monetary support and release time while acknowledging the importance of faculty development and instructional innovation by including such activities in the process of evaluation for promotion and tenure.
- Faculty are recognized and encouraged to study this topic further in a number of ways which include: campus as well as system-wide awards for excellence in scholarship, teaching, service and advisement – publicity in various newsletters and magazines – exhibitions and receptions for those with scholarly and creative works – the allocation of discretionary pay increases and awarding of tenure, promotions and sabbatical leaves.

BACCALAUREATE COLLEGES

There were no responses from these institutions.

These institutions are primarily undergraduate colleges with a major emphasis on baccalaureate programs. With no responses, there is no indication as to why none of the study surveys were returned. Dr. Sharon Zenger, one of these researchers, has been both an administrator and professor at two institutions of this size. She contends that it is because personnel at these institutions have so many responsibilities that there is no time for responding to these types of activities. This survey did require in-depth written responses.

SPECIALIZED INSTITUTIONS

I. COLLEGE TEACHING STYLES RECOMMENDED

The response from each institution is indicated by a bullet.

- A wide variety of teaching styles are being used involving media-enhanced technology in the classrooms including video projection for tape, CD, DVD and direct internet access.
- E-mail for sending assignments and receiving feedback from instructors and computer software-based grade keeping.
- Electronic visual aids, e.g. PowerPoint, etc., and computer assisted intensive courses.
- Recommend research using internet sources – teaching presentations which use PowerPoint and various computer-generated resources in the classroom-course assignments and their feedback via the computer.
- Both high and low technology are used:
 - Hands-on learning is used in science, camping, and other skill-oriented courses.
 - Internet access is used for instruction in the science lab and for research in the computer lab in the Library.
 - Bible and theology courses require lecture format. However, learning is enhanced by small-group interaction and discussion, team presentations, fill-in-the-blank course notes (written by the instructor and sold to students along with textbooks), and use of overhead transparencies or PowerPoint presentations of notes.
 - Biblical Languages courses benefit from computer software programs for vocabulary learning.
 - Applied Music/Voice courses benefit from CD accompaniment for vocal training.

II. WHAT INITIATIVES DO YOU HAVE AT INSTITUTION, COLLEGE, DEPARTMENT LEVELS TO ACQUAINT YOUR FACULTY WITH THIS TEACHING STYLE(S)?

- This university offers various workshops for faculty bringing to campus numerous leaders in pedagogical styles – faith-based and integrating faith with their teaching is a big part of these workshops – “Integration Seminars” that bring in some of the world’s leaders in topical studies (e.g. Christology, post-modernism) are offered to the faculty – the faculty receives a stipend for attending

some of these workshops – all of these have helped to transform some integrative teaching concepts and methods in numerous disciplines.

- Professional development seminars at faculty meetings.
- No formal training regimen in place.
- Institutional initiatives include presentations at faculty retreat and/or faculty meetings by own faculty or others brought in to acquaint faculty with such teaching styles – faculty professional development including attendance at workshops/seminars and educational conferences, is encouraged and is a part of faculty promotion.
- This institution has attempted to prepare faculty to use PowerPoint; however, with only two PowerPoint projectors and laptop computers that must be shared by all faculty, many do not use it – as more equipment is acquired, plans are to offer in-services, one-week crash courses, and visits to classes where new technology is being used to stimulate interest in new ways to teach.

III. WHAT RESOURCES DOES YOUR INSTITUTION ALLOCATE TO ACCOMPLISH THAT END?

- The vice provost for Faculty Development manages several funds for accomplishing that end – the Instructional Services budget exceeds \$200,000 annually – the faculty integration seminars budget exceeds \$75,000 annually – the new faculty workshops budget exceeds \$30,000 annually – approximately \$75,000 is funded annually solely for research projects.
- A technology line item on the academic budget.
- Not applicable.
- In house, professional staff are available to help faculty implement these teaching styles. Externally, the institution funds expenses to attend various workshops/seminars and conferences where such things are presented.
- There is limited equipment and resources for new technology, but providing access to it is a long-range goal that is being accomplished in steps. Grants have funded some of these steps and fundraising campaigns are conducted with the alumni each spring, which last year funded a complete upgrade of the Homiletics Lab with new video cameras and related equipment. Internet access has been provided for the Science Lab, Education Building, Library and all residence halls. The IT department is continually upgrading equipment as funds allow. Computers have been in all faculty offices for some time; and recently, new computers have been installed in the classroom used for computer courses and

in the computer lab in the Library. The Library subscribes to several on-line research sites. The next goal is to have a computer in each classroom, installed on a cart and hooked up to a PowerPoint projector that is permanently installed. A long-range goal is to build a new building that includes a state-of-the-art lecture hall with permanently installed equipment.

IV. COMMENTS AND RECOMMENDATIONS REGARDING FURTHER STUDY OF THIS TOPIC ARE WELCOME

- It would be useful to know how other educational institutions have fared with Compressed Interactive Video Conferencing for distance education.
- The answers to the above questions are a compilation of comments made by faculty during discussion at a college faculty meeting and by division chairs during an Academic Curriculum Committee meeting. In addition, the technical information came from the manager of information systems.

¹ The Carnegie Foundation For The Advancement of Teaching. (2001). The Carnegie Classification of Institutions of Higher Education, (2000 Edition). Menlo Park, CA: Carnegie Publications.