



CONTENTS

1 A Note From Your Coordinator

Dr. Richard Siciliano
College of Southern Maryland

3 Our Community Again Supports AFACCT

Orlando Correa
Harford Community College

3 Diary of an Adjunct Faculty Development Pioneer

Kimberley Donnelly
The College of Southern Maryland

5 Pedagogy and Its Applications in Information Literacy Education

Dr. S. Raymond Wang
Community College of Baltimore County, Essex Campus

10 The 14th Annual Robert Frost Award Goes to Wor-Wic Faculty Member

A Note From Your Coordinator

Dr. Richard Siciliano

College of Southern Maryland
La Plata, Maryland
richs@csmd.edu

The end is near, as they say, at least, the end of the academic year, that is. And it's time to reflect on what has transpired over the 2010–11 academic year. Despite dire predictions that weather might play a negative factor in the AFACCT Conference held this past January, we could not have asked for better climate conditions. Held on January 6 and 7, 2011, at the Community College of Baltimore County, Essex campus, in Baltimore, Maryland, the 21st annual conference went without a hitch. Its theme was “The Need for a Global & International Perspective for Maryland Community College Faculty,” and it attracted an attendance record of 383 faculty members, administrators, staff, and even some students from the 16–member community college system of Maryland.

Thursday's keynote speaker was Dr. David Smith, the National Education Outreach Officer for the [United States Institute of Peace](#), in Washington, D.C. A former faculty member at Harford Community College, Dr. Smith spoke of how we as community college faculty members can incorporate peace studies into our courses. He also announced the grand opening of USIP's new headquarters on the National Mall, 2301 Constitution Avenue NW, Washington, DC. For those who have not yet visited USIP's website, you will be pleasantly surprised at the number, range, and exceptional quality of resources available for us and our students. For example, under the link for **Online Courses/Simulations**,



Richard Siciliano

USIP offers free of charge an online [Certificate Course in Conflict Analysis](#). Students who register for the online course are introduced to the subject of conflict analysis, “illustrating analytical tools used, with reference to two extended case studies, the conflict in Kosovo and the genocide in Rwanda.”

On the second day of the conference, the keynote speaker was Dr. Marilyn Pugh, formerly the Director of the Center for Academic Resource Development at Prince George's Community College, and for over a decade the Assistant Coordinator of AFACCT. Dr. Pugh spoke of her experience heading up several Fulbright–Hayes Travel Studies grants, including one to Poland and another to the People's Republic of China. Dr. Pugh highlighted how several of the Fulbright Scholars incorporated what they learned during their grant–related travels and how they transformed their courses (and their students) as a result of those travel and research experiences.

Along with these keynote speakers, 75 peer presentations and seven poster sessions were available for participants to choose from. Along with these sessions, annual meetings were held

continued on pg. 2.....



**Newsletter of the
Association of Faculties
for the Advancement
of Community College
Teaching**

Published
2–3 times a year:
September
November
May

See the AFACCT website at
<http://www.afacct.csmd.edu/>

Staff

Dr. Richard Siciliano
Executive Editor
Dr. Stan Kajs
Managing Editor
Deborah Reilly
Editorial Staff Member

Send articles to Stan Kajs at
skajs@chesapeake.edu



We invite you to submit articles on your classroom teaching/learning successes, current educational topics that you want to share, and your professional achievements. Send photos related to your article and one of yourself for publication. We invite articles from all disciplines.



Dr. David J. Smith

for the Developmental Education Association of Maryland (DEAM), the Maryland Mathematics Association of Two-Year Colleges (MMATYC), and the Maryland Council of Community College Chief Academic Officers (M4CAO). For those who did not attend the conference at CCBC–Essex, you can go to this link to view a copy of the Conference Program and see what you missed: <<http://www.afacct.csmd.edu/conference21/11Program-final2.3.pdf>>.

On behalf of the entire AFACCT Board of Representatives, I extend my heartfelt thanks to the staff and faculty of the Community College of Baltimore County, Essex campus, for their hospitality and assistance in making the event happen. Without them, the conference would not have been possible. We’d also like to thank the many donors who contributed to the Conference’s give-away program (an added benefit for those who attended). Above all, however, we are most grateful to each of the presenters who gave informative, creative, and entertaining presentations. To read abstracts and view PowerPoint shows of some of those presentations, you’re invited to click on the link on the AFACCT website for the *AFACCT Conference 2011 Proceedings*.

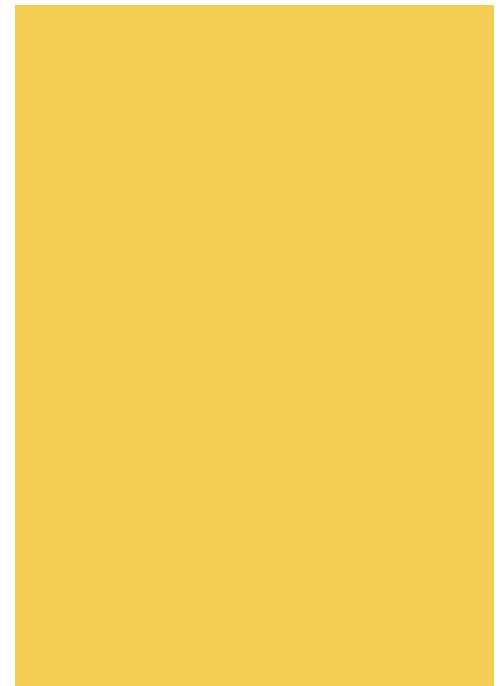
Now, on to next year’s conference at Montgomery College’s Rockville campus. Mark your calendars for January 5 and 6, 2012, for what promises to be a huge turnout. The theme for the conference is “The New Student: The Challenges of Engaging a Changing Student Demographic.” The Call for Proposals will be available online by May 30; so plan on



Dr. Marilyn B. Pugh

attending and presenting at the Twenty-second Annual AFACCT Conference.

Finally, as the AFACCT Coordinator for the past few years, I want to thank everyone for your kindness (and your patience). I’ll be passing the baton on to Coleen Weil from Worcester College, who will be taking over as the AFACCT Coordinator in the new academic year. I’ll still hang on as one of my college’s representatives to AFACCT, and as this organization’s web editor, but I’ve enjoyed working with everyone.



Our Community Again Supports AFACCT

Orlando Correa

Associate Professor of Psychology
Behavioral and Social Sciences
Harford Community College
OCorrea@harford.edu

Annually, AFACCT's conference is supported by the generous contributions from multiple businesses, theatres, museums, restaurants, and, of course, Maryland's great community colleges. This year AFACCT was again extremely fortunate to receive numerous "door prizes" which were distributed at our annual celebration of community college teaching at CCBC, Essex, Maryland, this past January. Among the many AFACCT extends a special Thank You to the following contributors:

CenterStage, Baltimore, MD
(two tickets)*

Chesapeake Bay Maritime Museum,
St. Michael, MD (two passes)

Folger Theatre, Washington, DC
(two tickets)*

Giovanni's Restaurant, Edgewood,
MD (gift certificate)*

*Harford Community College Phoenix
Theater* (two tickets)*

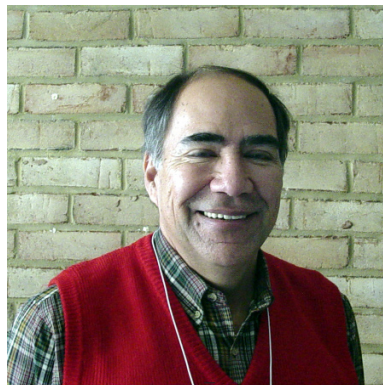
Havre De Grace Maritime, Havre de
Grace, MD (two passes)

Prentice Hall/Pearson Education,
Upper Saddle River, NJ (funds
and books)*

REP Stage, Howard CC, Columbia,
MD (two tickets)*

Ripkin Baseball: IronBirds,
Aberdeen, MD (two game
tickets and souvenirs)

Shakespeare Theatre Company,
Washington, DC* (two tickets)



Orlando Correa

Steppingstone Museum, Havre de
Grace, MD (six passes)

Theatre Project, Baltimore, MD
(two tickets)*

Tidewater GRILLE, Havre de
Grace, MD (gift certificate)

Wooly Mammoth Theatre Company,
Washington DC* (two tickets)*

We are especially grateful to those who have contributed multiple years, as indicated by the asterisk.

Congratulations to all our prize winners. We hope to see you at the 2012 AFACCT Conference at Montgomery College, Rockville campus.



Diary of an Adjunct Faculty Development Pioneer

Kimberley Donnelly

Department of English
The College of Southern Maryland
LaPlata, Maryland
kimdon@csmd.edu

August, 2007—I have agreed to assist with some faculty development work while College of Southern Maryland (CSM) is searching for a new Faculty Development/Distance Learning Chairperson. One of my assignments is the Part-Time Faculty Certification Program Committee. I never joined the program when I was an adjunct. I wonder what this committee does.

October, 2007—I called the first committee meeting. It looks like this committee has been neglected for a long time. Once the Certification Program was launched and CSM staff was running it on a day-to-day basis, this group fell into disuse, meeting only to discuss any odd situations that came up. Of eleven people on the committee, only six attended today. Several things are puzzles: why is this committee made up of only full-time, permanent faculty? Why do we meet at times inconvenient for adjuncts, e.g., weekday afternoons? Why are so few adjuncts taking advantage of the Certification Program? Fortunately, these folks have great energy and ideas. We brainstormed many ways to make the committee meaningful and active.

November, 2007—Second meeting. We are looking at clarifying some procedures for the Certification Program.

January, 2008—Third meeting. We are changing our committee name to the

continued on pg. 4.....

Diary

continued from pg. 3.....



Kim Donnelly

Adjunct Faculty Development Committee (DLF). We wrote a new mission and functions statement which focuses on goals relating to all aspects of adjunct training and development. We agreed to work with DLF to hold these meetings on Saturdays to encourage adjunct faculty participation. Can we add some training workshops on Saturdays, too? What about lunch?

Saturday, March 1, 2008—First Saturday meeting. We offered two hour-long training workshops today, followed by the committee meeting. Eight adjunct faculty attended the meeting, in addition to two permanent faculty. Everyone is excited about the name change, the mission, and the clarifications to the certification program procedures. We also provided lunch for all participants.

March 28, 2008—The second Saturday meeting. We offered two workshops. Twelve adjuncts and three permanent faculty members attended the meeting today. Some key questions emerged: Should we have service awards for adjuncts? Could we give awards for semesters of service or credits of service? Why have not we ever had a celebration dinner for adjuncts?

April 26, 2008—Third Saturday meeting. Eleven adjuncts, plus three permanent faculty attended. One training workshop



Some adjuncts who earned Level II Certification at the May, 2009 Celebration Dinner. Front row: Lynn Bryant, Cynthia Hardman, Ronda Jacobs. Back row: Stephen Simone, Norm Bleakley, Cara Fogarty, Brent Burdick, Jim Cleary, Bob Pike.

ran today. We are approved for a celebration dinner for adjuncts! We will recognize those in the Certification Program, offer a short keynote presentation, and do a survey of adjunct training needs.

May 15, 2008—Our first Celebration Dinner was a success! The Vice-President for Academic Affairs gave a short keynote; sixty-five adjuncts attended as well as full-time faculty and administrators, a total of 85. The number of adjuncts in the Certification Program has exploded. Of 300 adjuncts, we now have 30 at Level I, 30 at Level II and 11 at Level III. A group of adjuncts at one table asked if



CSM could start some kind of monthly meeting/meal where adjuncts could meet to network. I suggested they propose the idea.

August, 2008—At the fall JumpStart meeting, 23 adjuncts and 4 permanent faculty attended. They elected co-chairs: three adjuncts, and one permanent faculty member (me!). Finally, adjuncts are part of the committee leadership!

Fall, 2008—Began offering at least two concurrent training sessions in two one-hour slots, totaling four to five sessions for each event. Attendance ranged from 15–25 adjuncts per event. Why are we conducting all events at the La Plata Campus? The monthly meeting group has received a faculty mini-grant. They are calling themselves AIM (Adjunct Informal Meetings), and they are alternating lunch and dinner events at a different restaurant each month. Attendance ranges from 5–15 people. Why can't adjuncts earn service awards as permanent faculty do?

continued on pg. 5.....

Diary

continued from pg. 4.....

Spring, 2009—Began rotating Saturday meetings among all campuses, offering three to five workshops at each event. Attendance ranged from 10 to 25. We reactivated the process for appointing one adjunct faculty member to Faculty Senate.

May 2009—At our second annual celebration dinner, nine adjuncts earned Level III Certification and were awarded CSM business cards. This nearly doubled our number of Level III's. Thirty-three adjuncts earned Level II Certification and were awarded CSM name badges. What an enormous increase! Two adjuncts earned service awards for 200+ credit hours of CSM teaching. Nine others earned 150 credit-hour awards. This type of recognition was deeply appreciated by the adjuncts who chatted with me after the program. We ended the night with a buffet dinner and ballgame. About 100 faculty and CSM executives attended.

Fall 2009—Produced a full training guide, listing all dates, workshops, locations, and presenters for Spring 2010. We are now calling the Saturday events the Adjunct Faculty Academy. Faculty Senate approved our adjunct appointee. Adjuncts will have a voice at the next Faculty Senate meeting!

Spring 2010—Did an activity to have all committee members plan the Fall training guide. We ended up discovering that we need three tracks for the concurrent training workshops: new hires orientation options, pedagogy techniques options, and leadership options. Conducted annual training needs survey: <http://www.csmd.edu/dlf/pdf/Spring_2011_Faculty_Training_Guide.pdf>.

May 2010—We celebrated our adjunct achievements at the Blue Crabs Stadium again. Lots of cool keynotes completed, resulting in seven new Level III adjuncts.



Brenda Miller presents one of three plaques. These are now displayed on all CSM campuses to recognize Level III Certified adjuncts.

In addition, 25 adjuncts moved up to Level II. Three adjuncts received awards for over 200 credit hours of teaching at CSM, and eight others earned 150 credit hour awards. Dinner and a ballgame rounded out a fabulous evening.

Fall 2010—Implemented the tracks for concurrent sessions to huge success. In planning the Spring 2011 Training Guide, we went to targeting specific Level II and Level III certified adjuncts for presenter opportunities. A representative from HR was on hand at our first meeting to help adjuncts who want to use their free-tuition benefit and to explain the array of adjunct benefits CSM offers. As we visit each campus, we invite its campus dean to say a few words at the committee meeting: <<http://www.csmd.edu/dlf/adjunctcertification.html>>.

Spring 2011—Wondering what new questions and opportunities will emerge this year. . . .



Pedagogy and Its Applications in Information Literacy Education

Dr. S. Raymond Wang

Coordinator

James Newpher Library Instruction
Community College of Baltimore
County, Essex Campus
Baltimore, Maryland

Academic libraries are complex, and not every student feels comfortable using them. By learning basic information research skills, students can maximize their academic experience. The goal of library instruction is to show students how to devise search strategies, to acquaint them with library resources, to teach them how to evaluate information sources critically, and to guide them to make effective use of new information. These skills are useful in developing not only student academic success but also their ability to function in the larger society beyond college.

This effort also satisfies the information technology standards, mandated by the national and professional accreditation bodies. Under such mandate, students need to understand the flow of information in a variety of disciplines and contexts, and be familiar with the research process. They need to know how to formulate effective search strategies when using electronic database, and be

continued on pg. 6.....

Pedagogy/Information Literacy

continued from pg. 5.....



Dr. S. Raymond Wang

able to evaluate the quality of online and print information. They are also expected to be familiar with the social, legal, and ethical issues related to the use and control of information.

Instruction Design

There are many ways to approach the design of instruction. Many pedagogies base their instructional models on the various phases of meaningful learning on the part of learner (Shuell, 1990). The most common approach will include the following steps. To select an appropriate method, a detailed analysis of each phase becomes necessary.

- 1) Identify the instructional problem—*What do the students need to know?*
- 2) Design the solution—*What should be taught?*
- 3) Implement the solution—*How to teach them?*
- 4) Evaluate the solution —*Was the teaching effective?*

Phase One

Identifying the Instructional Problem

Identifying a problem suggests that an instructional solution needs to be carried out, one that includes comparing instructional goals and identifying what

teaching can accomplish within existing resources. By knowing exactly what task students should accomplish to complete their assignments, we may develop a clearer picture of the instructional problem. This phase is usually carried out in the form of a need assessment, which normally includes the following four steps:

- 1) Identifying and ranking desired goals: *What do students need to know and which goals are the most important?*
- 2) Determining existing conditions: *What do they already know?*
- 3) Identifying and analyzing discrepancies between desired goals and existing conditions: *Which things need to be taught?*
- 4) Ranking the discrepancies: *Which are the most important to the students?*

Phase Two

Designing the Instructional Solution

Designing an instructional solution involves specifying behavioral objectives and developing assessment strategies. Behavioral objectives can be precise statements of change that can be observed in students as a result of the instruction. As the core of any instructional system, they provide a base in designing individual lessons and assessing program success. The effective behavioral objectives are normally divided into five parts:

- 1) Describe the situation in which the behavior occurs: *What activity will stimulate students to perform what is being taught?*
- 2) Describe the ability that the behavior requires: *Which skills do students use to perform this activity?*
- 3) Describe the object of the performance: *What is the outcome of the students' performance?*

- 4) Describe the action that the learner uses to complete the task:
How will students accomplish this activity?
- 5) Describe the constraints that govern the performance of the activity:
Should students use special tools to perform this activity and how well should students perform this activity to be considered successful?

Thus, a general instructional goal can be turned into concrete learning objectives that can alter or improve learner behaviors. So a five-part instructional objective for teaching a lesson on using different kinds of information resources may read like: Given a list of information sources (situation), the learner will be able to classify (ability) the list (object) by identifying primary and secondary sources (action) with a high percentile of accuracy (constraint). The situation, according to Gagné (1985), describes the stimulus that encourages learners to perform a behavior. The ability component usually contains a verb that precisely identifies the skills the learner will perform. The object specifies the outcome or the product of the students' performance. The action verb describes how the performance is completed, and the constraint identifies the special tools needed to perform the activity, and the level of proficiency that the learner should achieve to be considered successful.

The last part of the statement is an assessment of the process. While behavioral objectives provide a foundation for constructing assessment, a good strategy for conducting an evaluation is using the instrument of an objective-referenced testing. The referenced question for the objective quoted above could be to identify the primary and secondary sources.

continued on pg. 7.....

Pedagogy/Information Literacy

continued from pg. 6.....

An objective-referenced test develops a direct relationship between what is taught and what is assessed. If this relationship exists, then there is a greater likelihood that the test is valid and measures what it intends to measure. Library instruction assessment in particular can range from an informal oral question and answer period at the end of class to a more structured test with written essays or multiple-choice questions.

Phase Three

Implementing the Instructional Solution

Phases one and two of the design process help instructors to plan the framework of the instructional unit. Once this structure is in place, it is time to consider how to teach the content identified. The next step is to develop an individual lesson plan. An effective plan typically outlines a logical progression of classroom activities that support the learning of the content identified in phase two. Students normally process classroom information as it is taught rather than later. This information processing occurs internally within each student and is affected by factors such as learning styles and learning strategies that usually develop independently of the instructor (Gagné, 1985). Most educators agree that information processing includes the following:

- The student can be stimulated to receive the information through one of his/her senses.
- The information can be transformed into an image to be stored in short-term memory.
- The image can be coded into a meaningful semiotics and stored in long-term memory.
- The information can be retrieved

The goal of evaluation is to revise and improve an existing program rather than summarily judge its success or failure. Some of the methods that can be used in collecting assessment data are clinical testing, small group evaluation, and field studies.

using cues from long-term memory and can be used in the performance of an activity.

- The instructor would provide feedback that could reinforce the correct performance.

Phase Four

Evaluating the Instructional Solution

The most critical question in the instructional design process is to meet the instructional goals. This query is particularly important for evaluating newly developed programs. Evaluation normally assesses the overall effectiveness of the instructional objectives, the lesson plans, and the curriculum materials. The goal of evaluation is to revise and improve an existing program rather than summarily judge its success or failure. Some of the methods that can be used in collecting assessment data are clinical testing, small group evaluation, and field studies.

Pedagogy Application

Librarians who teach user-education often find the structure and content of these sessions vary greatly, depending on the needs of a particular course. It may range from the introduction to resources to research strategies pertinent to specific disciplines. The class can take the format of a lecture, a demonstration, or a prac-

tice. It can also employ a variety of instructional methods as evidenced by different instructional theories. The following is a discussion of five proposed instructional methods extended from five pedagogical models.

- 1) Dewey Decimal (Classification): Gagné Information Processing Model
- 2) Subject Heading (Cataloging): Collins Cognitive Apprenticeship Model
- 3) Database Keyword (Indexing): Jacobson Cognitive Flexibility Model
- 4) Internet Searching (Evaluation): Champagne Problem-Solving Model
- 5) Annotated Bibliography (Abstracting): Webb Constructive Collaboration Model

Gagné

Information Processing Model

Gagné's information processing model is useful for introducing Dewey Decimal System because the classification of information entails a highly specialized body of knowledge that has a large amount of verbal information, as well as a great number of intellectual skills. Objectives of verbal information may be communicated to the students by relating to them what they are expected to state and by demonstrating explicit examples of the articulation. In this session the instructor may, for example, choose to tell students up front what they are going to do with the complex Dewey Decimal Systems, for example demonstrate authentic tasks for classifying various items. This may help students who need a road map to the new territory of knowledge and provide them with a mental structure of the unknown world.

In Gagné's information-processing model, the instructor may take the lead

continued on pg. 8.....

Pedagogy/Information Literacy

continued from pg. 7.....

to analyze what the students already know and what they currently need to know in order to predict what they will know in the future. The instructor may also employ ways to activate students' long-term memory of the basic arithmetic decimal systems and bring that knowledge up into the current context. Usually the relevant pre-requisite knowledge consists of simpler and similar intellectual skills that are components of the new skills to be learned (Spire & Donley, 1998). With repeated practice on the classification schema, students will be able to understand and apply what they have learned even after the knowledge is put back into their long-term memory again.

Example: Assign Dewey Decimal Classification Number to a research report.

Swan, K. (1999) *Non-Print Media and Technology Literacy Standards for K-12 Teaching and Learning*. Albany, NY: Albany Institute for Research in Education.

Collins

Cognitive Apprenticeship Model

Collins' cognitive apprenticeship model is useful in teaching subject headings because cataloging is a very complex process that involves large amount of cognitive strategies that were found to affect a variety of information-processing activities. As process of control, they can be seen to influence any or all of the processes of learning. When learners acquire new cognitive strategies of any sort, they are usually engaged in regulating their performance and in learning to learn (Gagné & Glasser, 1987). In traditional apprenticeship, the process of carrying out a physical task is usually easily observ-

able. In cognitive apprenticeship, we need to bring deliberately the thinking process of both the experts and apprentices to the surface and make it visible (Collins, *et al.* 1991). In this case, learning needs to be completely situated in contexts that make sense to the students. The goal is to help students generalize the skill, to learn when the skill is or is not applicable, and to transfer independently when faced with novel situations.

In Collins' cognitive apprenticeship model, students will have a chance to observe how the expert (cataloguer) processes the theme of a given item, which can be a book, an article and any artifacts. The expert does it by way of semantic analysis of themes. Students will also be able to observe how the expert (cataloguer) chooses different subject headings from the Library of Congress subject heading lists, and how these experts modify their choices of the terms.

Example: Choose Library of Congress Subject Headings for a book.

Swan, K. (1998) *Social Learning From Broadcast Television*. Cresskill, NJ: Hampton.

Jacobson

Cognitive Flexibility Model

Jacobson's cognitive flexibility model is useful in teaching database keyword selection because many students are extremely unfamiliar with the largely verbal information involved in indexing, which provides the linguistic basis for the organization of entity-relational databases. Cognitive flexibility theory is a theory of case-based learning, with a central claim that avoiding inappropriate instructional over-simplifications will contribute to improved learning and transfer of complex knowledge (Jacobson & Spiro, 1994). To avoid oversimplification, the teacher can do the following:

This method of cross-examination helps students not only to forge multiple perspectives of new knowledge but also to turn abstract concepts into concrete cases.

- 1) Use multiple conceptual representations of knowledge.
- 2) Link abstract concepts to different case examples.
- 3) Introduce domain complexity early.
- 4) Stress the interrelated nature of knowledge.
- 5) Encourage knowledge assembly.

In Jacobson's cognitive flexibility model, students can practice database searching using different scenarios to identify the right information, by cross-examining the keywords in various database records and the different fields in multiple catalogs. This method of cross-examination helps students not only to forge multiple perspectives of new knowledge but also to turn abstract concepts into concrete cases. This approach also suits the various levels of student engagement with the computer database by presenting to them the complex and inter-related information, therefore helping them to develop higher order of literate thinking and generating synthesis of cognitive knowledge (Bangert-Drowns, 2001).

Example: Search for a body of knowledge around specific topics.

Web-Based Instruction in Information Literacy Education for Second Language Students

continued on pg. 9

Pedagogy/Information Literacy

continued from pg. 8.....

Champagne Problem—Solving Model

Champagne's problem-solving model is useful in teaching Internet search because many students have misconceptions or slanted attitudes towards the Internet. The conceptions or lack of it prevent them from being able to properly evaluate the information they found on the Internet. Students may have developed their own explanatory descriptive systems that resemble little of the facts. Misconceptions often show remarkable consistency across diverse populations and disciplines and are remarkably resistant to change and definitely not facilitative to the learning process (Champagne & Klopfer, 1982).

In applying Champagne's problem-solving model, students are thrown into an unfamiliar territory, and will be asked to experiment with their own hypotheses and/or theories. This is done in emphasis to counterplay their previously held views and misconceptions. Some students may find it very frustrating at the beginning in locating facts to determine the validity and reliability of a particular website. Yet with a few scaffolding periods with the instructor, they will be able to understand the essential elements and form correct ideas when it comes to evaluating websites.

Example: Evaluate information of an resource website: <www.albany.edu/aire>.

Webb Constructive Collaboration Model

Webb's constructive collaboration model is useful when teaching annotated bibliography because many students cannot differentiate between facts and opinions and need input from others.

They also need each other to develop ways to present their findings in logic and abstract format. Webb's constructive collaboration model is based on the socio-cultural approach to learning by Vygotsky (1986). This theory can be characterized in three broad themes:

- 1) The best way to understand the mind is to look at how it changes.
- 2) The higher order mental functions have their origins in social activity.
- 3) The higher order mental functions are mediated by tools and signs.

At the core of Vygotsky's contribution is the concept that cognitive development is the result of the interactions between learners and their social environment. According to Vygotsky (1986), people come to social interactions with different perspectives, different interpretations, and different understandings of a concept or task. To develop cognitively, learners must take active roles in sharing understandings. Joint construction of knowledge occurs when each assumes some understanding of others (John-Steiner, 1996).

In the classroom environment, these interactions may include those with the teacher as well as their peers. They may also involve relationships with significant objects and culturally specific practices that students engage in and out of the classrooms. Students thus become active partners in these interactions. They are constantly constructing new knowledge, new skills and new attitudes instead of just mirroring the world around them (Webb, *et al.* 1995). In applying Webb's constructive collaboration model, students have a chance to work together to formulate the main ideas of the new information and try to reach a consensus about its theme.

Example: Construct an annotated bibliography for the scholarship of an author. Swan, K.

Research Bibliography

Bangert-Drowns, R. (2001) *A taxonomy of student engagement with educational software: An exploration of literate thinking with electronic text.* *Journal of Educational Computing Research*, 24(3) 213–34.

Champagne, A. & Klopfer, L. (1982) *Cognitive research and the design of science instruction.* *Educational Psychologist*, 17, 31–53.

Collins, A. *et al.* (1991) *Cognitive apprenticeship: Making thinking visible.* *American Educator*, 15, 6–11.

Gagne, R. (1985) *The Conditions of Learning and Theory of Instruction.* New York: Holt, Rinehart & Winston.

Gagne, R. (1987) *Instructional Technology: Foundations.* Hillsdale, NJ: Lawrence Erlbaum.

Jacobson, M. & Spiro, R. (1994) *Hypertext learning environments, cognitive flexibility, and the transfer of complex knowledge: An empirical investigation.* *Journal of Educational Computing Research*, 12(4) 301–333.

John-Steiner, V. & Holbrook, M. (1996) *Socio-cultural approaches to learning and development: A Vygotskian framework.* *Educational Psychologist*, 31(3/4)191–206.

Shuell, T. (1990) *Phases of meaningful learning.* *Review of Educational Research* 60, 531–47.

Spires, H. & Donley, J. (1998) *Prior knowledge activation: Inducing engagement with informational texts.* *Educational Psychology*, 90(2) 249–260.

Vygotsky, L. (1986) *Thought and Language.* Cambridge, MA: MIT Press.

Webb, N. *et al.* (1995) *Constructive activity and learning in collaborative small groups.* *Journal of Educational Psychology*, 87(3), 406–423.



The 14th Annual Robert Frost Award Goes to Wor–Wic Faculty Member

Adam Tavel

Assistant Professor of English
Wor–Wic Community College
Salisbury, Maryland 21804
atavel@worwic.edu

Adam Tavel recently won the 14th Annual Robert Frost Award (Hear Tavel read his poem: <http://www.frostfoundation.org/Robert_Frost_Foundation/WinningPoems/Entries/2010/10/23_The_Great_Disappointment_by_Adam_Tavel.html >) and was a finalist for the 2010 Intro Poetry Prize with Four Way Books. His poems have appeared or are forthcoming in *Indiana Review*, *Phoebe*, *Redivider*, *Portland Review*, *Cave Wall*, *Georgetown Review*, *South Carolina Review*, *Apalachee Review*, *Devil's Lake*, *Euphony*, and *Two Review*, among others.

Tavel also has work forthcoming in the anthologies *Dogs Singing* and *A Face to Meet the Faces: An Anthology of Contemporary Persona Poetry*. He is co-founder of the journal *Conte* and a contributing editor at *Emprise Review*. This fall Tavel was nominated for a Pushcart Prize as well as the 2011 Best of the Web anthology.

Tavel is an assistant professor of English at Wor–Wic Community College and holds a B.A. in Historical Communications from Lebanon Valley College, an M.A. in English Language and Literature from the University of Toledo, and an M.F.A. in Creative Writing from the Vermont College of Fine Arts.

Tavel said he worked in a writing center as an undergraduate and had a slight inclination towards teaching. “I



Adam Tavel

teach because I write. I am a poet–professor, not a professor–poet.” As a teacher, he feels more like a facilitator, talking and explaining. The student he really enjoys reaching is the student who feels he/she was forced to take a literature class. He asks the class, “Why do people hate literature?” His goal is to turn that original animosity into a formative experience and demonstrate how literature plays a role in every part of a person’s life. “If you really think about it”, says Tavel, “many things related to living and dying, marriage, funerals, and special occasions are accompanied by readings from Psalms or Proverbs. People have relied on poetry for millennia. I teach because I have questions and I want to talk about them with others who are at an earlier stage of their journey.” He tells his students that he is a writer and is thinking of them as writers. He encourages them to think about why writers do what they do and why literature matters. “There’s something mysterious about creativity and why we’re drawn to it. It’s good to be haunted,” says Tavel. To see some of Tavel’s other poems available online, visit these sites:

- “John Lennon Glasses” in <*The Summer Review*: <http://www.summersetreview.org/10spring/tavel.htm>>
- “Camp Loss” in *Glass: A Journal of Poetry*: <<http://glass-poetry.com/volume-three/issue-one/tavel-camp.html>>
- “Dose” and “Camp Patience” in <*Interpoezia*: <http://www.interpoezia.net/interpoezia/tavel.html>>

Tobacco

Here, driven by habit, farmhands
shed their ragged overalls and spark
Zippos before slingshotting pickups
from fields of rutted ochre down
Route 50, its marsh–licked asphalt
maculate with Cherrybark oaks,
mossy rust on guardrails, spadefoots
baptized in the mud
of the Nanticoke. This is

Delmarva, where fences rot
like their cousin driftwood, where strips
of shriveled seaweed, the sea’s intestines,
sidewind past feet of children
slathered sun–screen white
pitching shells at the bloated belly
of Assateague’s oldest pony
to the soundtrack of mosquitoes
whirring their zealous frenzy

and jade breakers suicide endlessly
to foam. Where the green–glow dial
blares WCTG’s three chord overture
so loud the speakers’ bass thud
feels like the flat palm of God
shaking the dozed
newborn of the soul awake.
Why not waste night by the fistful
among the boardwalk’s dank arcades,
slamming your hips to tilt
the silver ball a breath
closer to the machine’s flippers
while daughters of Jersey tourists
stroll the pitted planks beyond
the stench of smoke and sweat?

For me, such nights are one
long violet stretch that ends
with a fat gull substitute for a rooster
squawking in the bulrush. For me
it’s time to try a line
in this good river, my labrador
nosing tadpoles among the reeds. For us
nosing tadpoles among the reeds. For us
no difference between empty Coors or shad
in the cooler–hawks over the near barn,
over its brown crop wilting.



“Tobacco” originally appeared in Issue 4 of *Naugatuck River Review* (Summer 2010). Thanks are due to the editors for granting permission for the poem to be reprinted here.

